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ABSTRACT

This document consists of all 26 issues of Volume 9 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by the feature articles for each issue are: (1) ethnic studies, urban educational improvement, and administrator salaries; (2) Latino law school graduates; (3) celebrating Hispanic American culture; (4) trends in Hispanic college admission; (5) feminist analysis of social conditions; (6) colleges recommended for Hispanics student; (7) Hispanic collegiate athletes; (8) distance education and outstanding programs for Hispanic students; (9) corporations and foundations targeting Hispanic students; (10) financing a college education; (11) Hispanic students and student loans and the Graduate Management Admissions Test; (12) Latina women and higher education; (13) the National Research Council and fellowships for minorities; (14) community colleges; (15) educational governance; (16) the top 100 colleges for Hispanics; (17) graduate education; (18) the American Association of Higher Education Hispanic Caucus awards; (19) medical careers for Hispanics; (20) fine arts and performing arts; (21) Hispanics in the media; (22) educational leadership; (23) educational leadership and disadvantaged Hispanic students; (24) cultural diversity; (25) cultural diversity, language diversity, and controversy; and (26) the year in review. (SLD)
Fall of ’98

Dear Colleagues:

Earlier this year we wrote about Nicasio Lozano, a Peruvian who worked long, lonely years in the low-paying job of shepherd so that he might some day go to college in the U.S. He did enroll, but his grades were poor, 2.5, and he decided to drop out. A professor took him to dinner for a pep talk. The shepherd is now a Ph.D. and professor of engineering.

Whoever it was that characterized academia as “dry” never trod the turf. Even the phrase “back to school” has the power to induce most of the known emotions and more than a few sentiments.

The issues, the events, and the players on academic turf interact to generate not a trickle-down or ripple effect but a veritable tsunami on the futures of underrepresented minorities, so many of whom do not inherit success but must with your help create their own.

With this September II issue, Hispanic Outlook in Higher Education launches its ninth year of reporting on academia from a unique perspective. The Hispanic Outlook Scholarship Fund enters its second year, winners to be announced in the “Publisher’s Picks” issue.

Our opening issue gives you reason to cheer, to frown, to reflect, and to act. We can start with standing ovations for: Waldemar Rojas, the San Francisco Superintendent presiding over much-improved student scores of Latinos and others in his prophetically diverse district; Silvio Torres-Saillant, who did more than “just say no” to a media profile of the Dominican immigrant as a drug-trafficker—he challenged the profile with scholarly research by three major universities; and Jane Delgado, Ph.D., and the National Hispanic Women’s Health Initiative for their immensely readable, practical book on Latina health.

We salute, too, the award-winners, authors, and upwardly mobile achievers cited in all our issues. And thank your media people for generating the press releases, faxes, e-mails and phone calls that tell us of your accomplishments.

In the coming year, we plan to honor even more heroes, sung and unsung, who are gifted student enablers, and to spotlight those cutting-edge programs—domestic, transnational and international—that hold promise for Hispanics.

Join us in thanking our advertisers, who, in making known their own embrace of diversity, permit us to applaud you.

Sincerely,

Adalyn Hixson
Editor
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Parents are their children's first teachers. Many scholars also believe they are also the most important teachers children will ever have. Values, traditions, and customs learned from parents remain with children all the days of their lives.

Brain development

Recent child brain development research highlights the importance of intellectually stimulating a child's mind during the first three years of life. Reading, singing, and talking to children helps the developing brain create connections. If not created during these early years, the connections between neurons, called synapses, will never develop. Repeat, never develop. Children will be dramatically and adversely affected for a lifetime if these connections are not established during those initial three years.

Mothers, fathers, and grandparents, among others, have instinctively for centuries coddled their infants, sung to them, and spoken to them. Most probably they did not realize what an important role they were playing in helping develop the child's brain. Yet science now confirms that those early interventions are important and indeed crucial. Parental influence does not end there. Parents also have a tremendous responsibility to create in their children a thirst for knowledge and a respect for schooling. Far too many children fear and dislike school. Might they have unconsciously learned these "lessons" from their parents? Do they make fun of college professors and the whole education establishment? If so, how can this be countered?

America Goes Back to School

In an attempt to emphasize the importance of education in the lives of individuals, Education Department Secretary Richard Riley has called on communities across the country to celebrate schools.

"Children can be very observant," Riley said, "They notice what adults consider important and what they ignore. We must send a clear message that school is important, and we do that by investing our time and our attention."

To help resolve the problem, America Goes Back to School was established three years ago--an initiative of the Partnership for Family Involvement in Education, which is a coalition of more than 5,000 businesses, community, religious and education organizations. The initiative seeks to draw attention to the critical need for parents and communities to support their schools. "The most effective schools draw their strength from the parents and other adults that make up the neighborhoods where the children live. There is simply no substitute for the attention of adults when it comes to shaping the lives of children," Riley concluded.

Activities are sponsored in communities throughout the nation. The national co-chairs of America Goes Back to School are family and child advocate Tipper Gore, Drew University president and former N.J. governor Thomas H. Kean, actor Michael Keaton, and National PTA president Lois Jean White. The 55-member steering committee includes students, educators, mayors, and representatives of business, media, and community organizations.

Activities

Last year, America Goes Back to School events took place in every state.

In Macomb, Mich., a fifth grade teacher and principal organized a back-to-school barbecue the Saturday before school began to encourage parents and other adults to get involved in the new school year. This informal setting helped break the ice among teachers, parents, and other community members, and it was used to recruit needed reading tutors.

The Chicago Academy of Sciences created a "Chicago Goes Back to School" committee of diverse partners representing families, educators, employers, and other community groups. The committee organized family involvement activities around a different theme each month of the school year. The first worked to help parents see that the "dreaded" science fair experiment could be fun and educational for parent and child. This year, the committee's first event will be a parent fair with a focus on providing positive role models for students.

Other America Goes Back to School activities included the following:

- Oregon State University sponsored a statewide conference called "Bringing Oregon's Resources into the Classroom," highlighting reading, math, access to college, family involvement, and establishing a resource network as an information clearinghouse for educators.
- CNN took its Emmy-nominated educational program, "The Newsroom," on the road to cities across the U.S. to give parents a national voice on educational issues.
- The mayor of Birmingham, Ala., sponsored a Back to School Rally at the Alabama Fair Grounds. Alabama honored more than 100 kids who had read over 82,000 books this summer in the FEEDBack program and plans to continue the commitment to reading in 38 after-school programs and in churches.
- Colleges and Hispanic group such as ASPIRA, the National Hispanic Medical Association, and the Hispanic Business Alliance have been invited to align themselves with this motivational movement.

For more information on America Goes Back to School, including a free activity kit that provides concrete ideas, resources, and examples of how parents, families, community groups, and educators are working to help children learn, call 1-800-USA-I (1-800-872-5327). Or visit the Department of Education's Web site at http://www.ed.gov/Family/agt.

Dr. Mellander is a professor and emeritus at George Mason University.
Changing the Trajectory of Life

Waldemar Rojas
Is Raising Scores and Hopes

BY JEFF SIMMONS

"And what we need to do is continue the successes that are occurring academically, but get them going at a much faster pace, a much greater pace, and be sure that you can sustain it across all of our urban centers."

WALDEMAR ROJAS

ABOUT DR. ROJAS

Waldemar Rojas has worked within public education for more than 25 years. The diverse urban San Francisco Unified School District, of which he is superintendent, serves 64,000 students. Under his leadership, school reform efforts have brought measurable, increased student achievement, improved parental and community involvement, and the renovation of many buildings as well as the development of new, state-of-the-art schools K-12.

Rojas, who has worked as a teacher, assistant principal, and high school principal, was executive director of Special Education within the public school system of New York City before taking the West Coast post.

He holds an Ed.D. from Teachers College, Columbia University, and a master's degree in educational administration from New York University. He earned a B.A. in Education from Concordia College, as well as an honorary doctorate, and has received honors and awards for scholarship, citizenship, and athletics.
Given his new position, it would seem journalistically irresponsible not to ask Waldemar Rojas if he sees himself as a role model to Hispanic educators and students across the nation. But take that a step further, and it gives the San Francisco superintendent momentary pause.

"Who have been your role models?" HO asks him in a recent interview.

The colorful star of this rag-to-riches story takes a moment, and then reveals: "My mother was a role model."

"Why?"

"We had no money, but we didn't live in poverty," he begins, recounting his early years growing up on the rough and tumble streets of the South Bronx and East Harlem. "But she had us reading, she took us to museums, and she took us to church activities and constantly worked on our education."

Another pause, and then he adds, "Even though she had a minimal education herself, she understood the importance of that."

"How many people's mothers would drag around their kids and also work with the neighborhood kids, and she did that. I recall the first time I called her and said, 'Mom, the Board of Education of New York City just voted on my contract and made me superintendent,' and she said, 'We sent you to college so you could be superintendent?'"

He laughs, a hearty laugh. "She had a way of putting things."

Whether it was during his impressionable youth, or as he slowly climbed the academic ladder, Rojas did not miss the valuable lessons that his mother taught him, even if they weren't spoken: a hunger to succeed in life and a drive to strive to improve one's life or, as he puts it, "a kind of molding to build character."

If you haven't heard of Rojas, then you have missed quite a few headlines, and you can expect to see quite a few more. Of Puerto Rican descent, Rojas has now become the first-ever Hispanic chairman of the Council of Great City Schools, a national group that has evolved from its networking roots into a powerful urban education advocacy group during its near-half-century lifetime.

His has been a career focused on a sweeping determination to improve standards for all students and especially opportunities for minority ones.

"He is a no-nonsense educator who sets clear goals and objectives and goes about accomplishing those goals and objectives," says today," says Reyes, who in his role in New York City faced similar issues facing minority students. "School systems have drastically changed demographically over the last 10 years and will continue to change."

"Part of that change is [that] rather than being an organization of White and African American superintendents and board members, as many used to be years ago, it's becoming much more multi-racial in its make-up in the leadership of our school system, and the make-up of the student body it does in some ways represent."

"When he walks into a room, you know he's come in; he commands that kind of respect. He is very firm with adults, he listens, but you'd better have something to say because he does not suffer fools gladly."

FORMER NY CITY SCHOOLS CHANCELLOR

FRANK MACCHIAROLA

Council Executive Director Michael Casserly says that Rojas—who also goes by the name Bill and worked his way up through the New York City school system before moving to the West Coast in 1992—will be leading a group that has set a new path for the future...based on a vision, mission, goals, and strategies to improve urban education in America.

Over the last few months, that path has been riddled with potential obstacles, but ones that Rojas has struck head-on instead of attempting to maneuver around.

In March, his district filed a 23-page complaint in U.S. District Court to seek relief from the federal court from the implementation of California's Standardized Testing and Reporting Program. The district wants the test amended to exempt students with limited English-speaking skills, although the legislative tide as of early June still appeared to be against it.

Rojas has maintained that the test discriminates against non-English-speaking students because it requires them to take an academic achievement test written in English. The district's action...
prompted the state to threaten to withhold roughly $12 million in aid to the system.

At the same time, Rojas was busily staunching California Proposition 227, the “English for the Children” measure crafted by Silicon Valley entrepreneur Ron Unz on the premise that bilingual education has been a failure since its inception 25 years ago.

The measure—which passed on June 2—was designed to require that students be taught in English as soon as they start school, and that non-English-speaking students be segregated into a Shelter English Immersion class to learn English rapidly. It will eliminate many bilingual programs across the state, and critics charged its passage could be a precursor to similar actions across the nation.

There are an estimated 1.4 million limited-English-proficient students in California, a 12 percent increase since 1994 and a 500 percent increase since 1980. In San Francisco, Latino students represent about a fifth of the public school population, and about a third of the overall population is limited-English-speaking.

Rojas’ council resoundingly defied the measure, charging in a March resolution that it would “outlaw existing educational programs that our districts have found effective” in boosting achievement and that it would “deprive [non-English-speaking students] of an equal opportunity to learn.”

“We need to really deal with the items of educational reform in an effective way for youngsters in the urban school systems, which are predominantly kids of poverty and kids who don’t speak English,” he says in the HO interview.

“We have more poor kids than anyone else, and we have more kids who don’t speak English than anyone else. We must try to keep reform around issues like bilingual education around the academic standards, and keep them rigorous, and we must improve our teaching capacities.”

Rojas believes that what has worked in San Francisco can work elsewhere. During his tenure, the unified school district has seen a tremendous growth in student achievement: reading and math scores have jumped for five years in a row and are now above the national average, and the dropout rate has shrunk to 2.4 percent—so much that now nearly 90 percent of high school seniors graduate and greater numbers are taking advanced placement and Scholastic spearheaded a million-dollar campaign to jump-start programs outside the classroom, such as recruiting teams of volunteers at community centers and churches.

“I don’t just say my kids are going to read,” the superintendent says. “I say my kids are going to be authors, they’re going to be able to communicate their thoughts. They’re not just going to be able to read words. They’re going to be able to comprehend.

“If a Latino child in the first grade is not educated well now, they’re going to constantly be in a subservient, undereducated position, dilapidated schools in places like Cleveland that had plywood over their windows,” he says. When he arrives in San Francisco, he says, he watches as children struggled to learn in “bungalows that were from just after World War II.”

Now, he adds, “There is one school left in a bungalow, and it has been absolutely ridiculous to get the funding to do away with it.”

“What I hope to have made is in office is keep those issues not only hot-button, but issues with solutions,” he says.

In San Francisco, he has even won over some originally severe critics. He used to spar with Mayor Willie Brown.

But late last year, when Rojas watched as his board gave him a 51 percent pay increase, Brown reportedly commented that “You have a great superintendent—do what it takes to keep him.” Brown hailed Rojas as a reformer who built new schools and built up test scores.

“This is the opportunity to change the trajectory of life,” Rojas says of his educational philosophy. “The young-ger who’s well educated will be able to live the American dream.

“The younger who is poorly educated will be unable to attend college and constantly is going to be up against the wall economically. And what we need to do is continue the successes that are occurring academically, but get them going at a much faster pace, a much greater pace, and be sure that you can sustain it across all of our urban centers.”

He views his role as a model to others who want to make a difference. “People still remember that we have a tremendous opportunity, and we gave them chances—and that’s what we do in this business,” he says. “You don’t get rich. You don’t get famous. But you know that you have impacted people’s lives.”

As superintendent in San Francisco, he’s raised the reading scores and math scores across the board in all racial and ethnic groups, including language minority students, for five years in a row, and that means that the whole system is moving upward, not just one part of it.”

Luis Reyes, NY City Board of Education

The New York City Board of Education: “As superintendent in San Francisco, he’s raised the reading scores and math scores across the board in all racial and ethnic groups, including language minority students, for five years in a row, and that means that the whole system is moving upward, not just one part of it.”

Rojas attributes that improvement to “enhancing the teaching and learning environment” in classrooms, from reducing class sizes to expanding kindergarten to a full-day program, and stressing accountability measures.

Under his watch, the district
Carnegie Foundation Goes West
New President/New Location/New Agenda

By Adalyn Hixson

Andrew Carnegie had an uncanny knack for finding the points of leverage that would produce action. He enticed communities into buying books by building libraries—but only on the condition that the townspeople agreed to stock and maintain them.

So states a publication of Carnegie Foundation for Excellence in Teaching, an organization grew out of Carnegie's dismay discovering that a college professor's pay might be less than that of a steel mill clerk, and wholly without pension, causing teachers to rent their posts nearly unto death.

Carnegie learned of this while on a trip to the United Kingdom to return to his alma mater, the United States. Carnegie knew that the United Kingdom had much higher standards in education than the United States, and he wanted to bring those standards to the United States. So, he created the Carnegie Foundation in 1905.

Carnegie created such a fund a year later, The Carnegie Foundation, with an endowment of $10 million, a nondiscrimination clause covering race, sex, creed, and color, and a requirement that participating institutions meet strict admissions and graduation standards.

Out of this emphasis on standards came The Carnegie Foundation for the Advancement of Teaching, an organization launched hundreds of reports, research studies, and national reports, as well as help create mechanisms for testing accrediting people and institutions.

ETS. The Educational Testing Service, for example, arose from...
Roach, who was born in Guatemala and grew up in a small village in northern New Mexico, works with Dr. Heath, a linguistic anthropologist who has for the past ten years conducted and collaborated on extensive research that asks: “What happens in learning environments outside of schools that attract young people to sustain participation, performance and productions of high quality?”

Roach, who was born in Guatemala and grew up in a small village in northern New Mexico, works with Dr. Heath, a linguistic anthropologist who has for the past ten years conducted and collaborated on extensive research that asks: “What happens in learning environments outside of schools that attract young people to sustain participation, performance and productions of high quality?” The research has generated 60 detailed case studies of these organizations, 300 broad-ranging case studies of individuals over a three-year period, and has involved about 30,000 young people linked to organizations located from Massachusetts to Hawaii, in both urban and rural sites.

More critically, the research generated findings that appear to have great utility for individuals and institutions hoping to work effectively with young people—perhaps with people of all ages.

We have been looking at community-based organizations,” says Roach, “part of a 10-year study, following young people who are now moving into colleges and technical schools. We shadow them to identify patterns in the ways in which they are entering higher education—and they aren’t the assumed linear trajectories.”

Roach holds a master’s degree in education from Stanford and has worked as a teacher of Spanish. Prior to her studies in anthropology and before Stanford, she lived for a time in Argentina, during which she fine-tuned her language skills.

“The research that we are conducting looks at community learning centers—also at community colleges. At Santa Fe Community College, what has been most striking for us has been the way in which the college not only provides strong academic opportunities but also meets various community needs—serving as a real civic organization for that town—so that a lot of people, young and old, turn to the college when they need help or have an idea that extends beyond an academic niche. “There’s been a tremendous increase in non-English-speaking people in Santa Fe—people coming up from Mexico, and from as far away as Tibet. The community college functions as a social barometer, she says, “the place in town that responds to felt needs. It is also a flexible institution that recognizes the imperative to meet people’s schedules and living patterns.”

The college not only offers classes on its main campus, she says, but provides training, events, and services at sites throughout the town of Santa Fe, sites ranging from supermarkets and the capitol building to elementary schools, museums, and neighborhood parks.

“In the past, community colleges have to a large degree been thought of as transfer institutions and stepping stones, and that is one purpose, but when you look at all the other ways they are serving the community, it is one small portion of all that they do.”

Roach gives an example of the broadened role that colleges play. She describes Cochiti Pueblo, a Native American community just south of Santa Fe where in the early 1990s people realized that the pueblo’s youth were no longer learning the indigenous language and that in less than a quarter of a century, the use of their language had diminished so significantly that it soon would be lost completely.

“Cochiti Pueblo teamed up with Santa Fe Community College’s Institute for Intercultural Community Leadership,” Roach explains, “to establish the Cochiti Language Revitalization Project. Since the project’s inception, young people have been learning the language and have developed stronger interests in native traditions such as planting, astronomy, and medicinal healing.

“While prior to the Language Revitalization Project Cochiti Pueblo only had two elder medicine men, the pueblo now has about eight to ten medicine people, some of whom are quite young. Through Cochiti and the communi-
ty college's efforts, young people are finding viable ways to remain in their community.

"That type of education is really important," says Roach, "and reminds us that learning is not always about a linear transmission model—from one person to another—but it is also about the ways we learn in groups from one another and with one another."

Roach describes the foundation itself as a wonderful place to learn. She describes her on-the-job learning curve as a "straight up" trajectory, and feels that working with the foundation offers an opportunity for incredible growth—individual and organizational.

HO promises to revisit Carnegie, and soon, and offers a salute both to Andrew Carnegie and to those at the foundation who extend his extraordinary vision.

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THE CARNEGIE AGENDA

Currently Under Way:

THE CARNEGIE TEACHING ACADEMY
- Teacher/Scholar Program. 122 scholars over five years to invent and share new conceptual models.
- Campuses Program. 80 campuses recruited in five years to implement specific teaching models, create a "common cause."
- Scholar Society Program. Carnegie will help them fashion and fund their own projects and initiatives to advance shared agendas.
Senior Scholar Patricia Hutchings

CASE STUDIES OF TEACHING AND TENURE
Identifies faculty and administrators at research universities who recognize teaching as serious intellectual work and explores how they succeeded in gaining institutional recognition for this work.
Senior Scholar Mary Huber

TEACHING AND PROFESSIONAL DEVELOPMENT IN COMMUNITY COLLEGES
Examines working conditions and faculty priorities; documents exemplary models; conducts ethnographies to explore cultures of teaching; course-based investigations to facilitate reflection and analysis.
Senior Scholar Mary Huber

STUDY OF LEARNING PATHS WITHIN COMMUNITY, TECHNICAL, AND ARTS-BASED COLLEGES
Traces paths taken by non-college-bound youth in low-income communities, links between high school experiences and postsecondary learning, and relationships between these institutions and their communities.
Senior Scholar Shirley Brice Heath

Ongoing Activities

NATIONAL FACULTY SURVEY
Mailed to 10,000 faculty members at 306 institutions selected from each of the nine Carnegie Classification Groups, the survey asks about working conditions, professional activities, governance, goals of higher education, campus community, role of higher education in society, and its international dimensions. For some issues, offers comparisons spanning 30 years.

U.S. PROFESSORS-OF-THE-YEAR PROGRAM
Provides faculty awards in each of the four major types of higher education institution.

CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION

In Planning Stage:

The Future of the Ph.D.
Pedagogies of Professional Education
The Documentation of Teaching
Systematic Reform of Teaching and Learning in Primary and Secondary Schools
Teaching for Character, Social Responsibility, and Civic Engagement

BEST COPY AVAILABLE
Administrator’s Salaries in Academia: CUPA ’97-’98 Survey Data

BY MARI CARMEN SARRACENT

In response to ongoing demand from higher education institutions for salary data, the College and University Personnel Association, based in Washington, D.C., recently published the 1997-98 Administrative Compensation Survey. This marks the 30th year since data of this kind were reported by CUPA as a tool to assist colleges and universities nationwide with salary-related decision-making.

CUPA is a network of more than 6,400 human resource administrators at nearly 1,700 colleges and universities. This association promotes the effective management and development of human resources in higher education. According to the survey, with human resource costs ranging from 65 to 85 percent of operating expenditures in higher education institutions, the most effective management of these costs is essential in order to evaluate current pay levels and plan compensation budgets.

Survey questionnaires were distributed to 3,643 higher education institutions of which 1,515 (42 percent) responded. Survey respondents originated from the following categories: 13 percent from doctoral institutions; 25 percent, comprehensive; 25 percent, baccalaureate; 24 percent, two-year colleges; and 15 percent, other. Comprehensive institutions are defined as institutions that offer a full range of bachelor’s degree programs and at least 20 master’s a year, explains Audrey R. Rothstein, director of communications for CUPA. This year’s report includes data on 170 administrative positions such as chief academic officer; deans of law, science and mathematics; and associate chief academic officer.

Rothstein, notes that while the survey does not break down data by ethnic group, it does offer comparison data between minorities and non-minorities in doctoral and comprehensive institutions as well as in general baccalaureate and two-year colleges.

Results

According to an analysis of salaries that were reported in 1996-97 and 1997-98 surveys, the median salary increase for all job types is 4.6 percent. Academic affairs positions revealed a 4.8 percent gain over last year’s 3.2 percent.

Executive positions showed the largest median increase with a 5.9 percent gain, compared with 5.5 percent last year. Academic affairs positions revealed a 4.8 percent gain over last year’s 3.2 percent. Administrative positions exhibited a median increase of 4.6, which was slightly higher than last year’s 4.1 percent gain.

Comparisons between public and private institutions show median salary increases of 4.1 percent at private institutions and 5.8 percent at public institutions.

While minorities increasingly hold executive/academic and administrative positions in higher education institutions and, in some cases, their salaries might exceed non-minorities’ in the same title, there still is a tremendous gap in the number of minorities in these positions.

For example, the survey reported that in doctoral institutions, there were 25 minority deans of education (earning a median salary of $121,024) compared to 107 non-minorities ($109,710). Similarly, in comprehensive institutions, there were 40 minority cases compared to 180 non-minorities in the dean of education position. In this case, minority median salaries was also higher—$86,660 compared to $80,000.

Areas where there is a paucity of minority inclusion in doctoral institutions are reflected in a variety of dean positions for mathematics, medicine, music, nursing, pharmacy, public health, sciences, social sciences, and library information services.

Academic positions for which minorities earned more than non-minorities in doctoral institutions include chief academic officer, chief research officer, dean of arts and sciences, dean of continuing
education, dean of education, dean of graduate program, dean of home economics, dean of law, dean of social work, and dean of undergraduate programs.

In comprehensive institutions, median salaries for minorities exceed in the following positions: director of library services, chief public service library, reference librarian, director of learning resource center, director of academic computing, chief research officer, dean of education, dean of fine arts, dean of humanities, and dean of sciences.

In general baccalaureate institutions, the survey reported three cases or fewer of minorities in the following positions: deans of engineering, extension, fine arts, graduate program, health-related professions, home economics, instruction, law, library and information sciences, medicine, pharmacy, sciences, social sciences, social work, special programs, undergraduate programs, veterinary medicine, and honor program. Some of these positions also are affected in two-year institutions.

Minorities earned more in the following positions: chief academic officer, associate chief academic officer, reference librarian, director of learning resource center, dean of arts and sciences, dean of continuing education, dean of health-related professions, dean of humanities, dean of instruction, dean of nursing, and dean of occupational studies and vocational education.

A Brief History

When CUPA published its first administrative compensation survey in 1967-68, its goal was to be something more than a tabulation of salaries, as it would be competing against the National Center for Educational Statistics, which at the time also provided salary information. The outcome was a report that reflected compensation practices for 46 professional administrative positions at 500 higher education public and private institutions, including universities, senior colleges, and junior colleges. The second year, the number of participating schools more than doubled to 1,164.

The data, which compared compensation for positions within and across types of institutions, showed cash compensations in addition to social security payments, retirement contributions, insurance provisions, housing, tuition, automobile allowances, servants, and club dues.

In response to member requests, the 1975-76 Administrative Compensation Survey introduced special studies, which summarized data from any group of participating institutions selected on the basis of demographic characteristics and by geographic region. At the same time, the questionnaire was further changed to also collect data on the participation of women and minorities in academic administration. According to CUPA, “the intent was to provide the membership with relevant data to affirmative action planning.”

Gradually the survey expanded. In the 1980s, CUPA's survey reflected statistics on 89 positions, and it was also preparing additional tables to report data for private institutions, private religious institutions, theological seminaries, medical schools/centers, and historically Black institutions, among others. The association also expanded its special studies to enable colleges and universities to order low-cost data tailored to their needs. Since the establishment of its Department of Research and Analytical Services, CUPA has been well on its way to becoming a clearinghouse for all higher education human resources data.

Last year for the first time, CUPA also conducted a mid-level administrative/professional salary survey for 1997-98. According to CUPA's director of communications, the survey focuses on positions within nine areas—general administration, accounting and finance, information systems, physical plant/security, extracurricular, external affairs, student services, engineering research, and medical. Eight hundred seventeen institutions responded to the survey—128 doctoral, 215 comprehensive, 189 baccalaureate, 186 two-year, and specialized and system.

The positions covered in this survey include collections supervisor, local area network specialist, personal computer specialist, career counselor, and staff nurse.

This survey supplements CUPA's annual Administrative Compensation Survey.

In addition to its survey reports and analyses, CUPA provides a forum for the exchange of ideas and practices in this a

Upcoming is its annual national conference and exposition, entitled “Unleash Your Creativity: Imagining the Possibilities,” which will take place in Indianapolis, Ind., Oct. 4-7. According to Rothstein, the conference will cover a broad spectrum of topics including more than 70 sessions on creativity, innovation, HR management, policy and legal issues, employee relations, organizational development, and career development. A comprehensive guide to these sessions is included.

For additional information CUPA's Website is at: http://www.cupaj.org, or call 202-429-0311.
Ethnic Studies: One Man's Retrospective

BY

HORACIO D. LEWIS

The Center was developed in the early '70s, says Cano, as a result of activism by Mexican-American students, many of them members of MAYO, the Mexican American Youth Organization, who complained of a void in the university's intellectual knowledge base and in its intervention programs.

A careful researcher will determine that during the late '60s and early '70s, particularly after the death of Dr. Martin Luther King, Jr., several "ethnic studies" programs originated.

Fueled by a racially volatile society that refused to understand, recognize, and accept the diversity of its cultural and historical heritage, our higher education institutions, driven by student awareness, "concieniatción," began to take a look at their curricula and the types of citizens they were perpetuating. Higher education institutions started to take some responsibility for contributing to racial and ethnic ignorance, racism, and diminished self-esteem.

Hence, as a potential deterrent to intolerance and to violent measures against those different from ourselves, there was a move to construct ancillary "Black Studies," "Native American Studies," and later "Women's Studies" as well as others.

Little did we know then that such programs would perish after the fad faded. What we failed to do then, for the most part, was to set up programs that were woven into the fabric of the university organization itself. Thus, when federal and other such "benevolent neglect" funding for such programs ran out or was diverted to other activities, these hastily appended "ethnic studies," many designed to quiet the student masses, became extinct.

Following such demise and with refurbished vigor to again attempt to correct societal stereotyping, higher education institutions developed programs that were more connected to the mainstream, programs of an interdisciplinary nature, designed to offer corrective information about our country's "oppressed" groups.

Because of their interconnectedness—t.o a math program, to an English program—these programs could not be dropped so nonchalantly.

One of the first such integrated programs in the United States was and is The University of Houston's twenty-six-year-old Center for Mexican American Studies. This well-established program offers an impressive menu, from a speakers bureau to showcase Latino talent, Latino scholars, and Latino issues, to a Ph.D. program with a concentration in Mexican American Studies, says the Center's Assistant Director Lorenzo Cana, who adds that a Master of Arts degree in Mexican American Studies is being planned now.

The center was developed, says Cano, as a result of activism by Mexican American students, many of them members of MAYO, the Mexican American Youth Organization, who complained of a void in the university's intellectual knowledge base and in its intervention programs.

Today, with the university's financial and moral support, and a staff of about a dozen, and utilizing an interdisciplinary approach to leverage "theory and practice from established disciplines," Mr. Cano believes that the center has both filled the curriculum gap and recruited hundreds of Latino students heretofore ignored.

Soon after the Houston Mexican American Center originated, 1973, I was hired by Indiana University, in Bloomington, as Assistant Dean and Director of Latino Affairs—one of the first such programs in the Midwest, perhaps in the country. Prior to this appointment, I had worked in Chicago as a community college and university instructor, a community activist, and a consultant, developing Ethnic and Latino Studies curricula for college credit, for a local ASPIRA program. Students and faculty from Indiana University had seen or heard of my work and decided to recruit me.

As is the case with many ethnic studies programs in academe, I had been recruited because students wanted the university to address the needs of a growing ye neglected Latino/Puerto Rican student population. My arrival was preceded by on-campus student demonstrations and other activis
events to call attention to what they felt was the university's "discriminatory behavior" towards Latino students and their culture.

Though there had been a "Groups" program in place at the time that recruited Black students and an occasional Latino, there had been no infrastructural voice or support for Latino students in general on this campus of 125,000 students.

I felt that as a Latino myself, one who had worked with both black and brown communities in Chicago, I had some insight into the issues plaguing our disenfranchised populations and educational system. I was also armed with a graduate degree in Inner City Studies and was familiar with the conditions of the ghetto and barrio. I felt ready to take on the educational bureaucracy and make a difference on behalf of and for people of color.

But first I did my homework. What was the status of Latinos at the university? How many were recruited, by whom, and under what conditions? Were there scholarships available? What about retention modalities? Were Latinos being counseled/advised appropriately? By whom? Were there sufficient role models at the university? Did we need to recruit and retain more Latino faculty? Were there Latino-oriented courses? Was there a Center for Latino activities? Did we need to coordinate our efforts with other university academic departments and the President's/Chancellor's office?...

My preliminary research indicated a desperate need for immediate action. Action on recruitment, enrollment, retention, scholarships and grants. There had been no Latino Studies curriculum nor affirmative action activities embracing Latinos. The university, in my view, was engaged in denial and a gross neglect of Latino needs.

Since I was the first "Latino Dean" that in itself generated media interviews and media coverage, which I took advantage of to generate my message. I generated awareness and education, too, through meetings and discussions with faculty, students, and the administration, and through specific consultations with students. I spoke to many university classes, many university and community groups.

I had written a curriculm for Latino Studies that I entitled "Latinoestadounidenses" Studies. This, of course, caught the attention of many who wanted to know what the hell does the word mean? Their curiosity gave me a chance to further educate. The program outlined the beginnings of an interdisciplinary approach that I had worked out with several departments.

Later I taught the university’s first Latino Studies course; worked on its first full-fledged Affirmative Action Plan to include Latino students; and founded the university’s first Latino Center, "La Casa," and hired its first full-time director to coordinate counseling, tutoring, recruitment, and other academic and social activities for Latino students. With the help of La Casa’s director, I was in a better position to extend my reach into the Latino communities of northern and eastern Indiana (i.e., East Chicago), talking with and recruiting more Latino students.

Since Indiana University had no clue as to what needed to be done, I virtually had a tabula rasa to work with—of course without a budget as well. I had to beg for money to develop programs. Though my position allowed a degree of creativity, it was a challenge and an uphill battle to get programs established.

I made so much noise at the university that everyone paid attention to what I said, but I never was able to get the type of funding needed for viable programs. The political tide, however, create some hope among Latino students and provided a vehicle for awareness-development among university participants.

During my third year at the university, the administration offered me an associate deanship appointment. Of course, there was a catch.

To appease Black students and a handful of Black faculty and administrators, the university had agreed to establish a post of Vice Chancellor for Afro-American Affairs. The post offered me would be part of Afro-American Affairs.

Though flattered by what appeared to be a promotion from Assistant to Associate Dean refused, observing in print views that Latino circumstances were different, requiring an independent, autonomous "full-fledged director" to focus exclusively on Latino Affairs under its own umbrella. As a Black-Latino I was aware of issues of racism, prima facie against those of us who are Black; it was difficult for me to take a position. But I was conscious how groups are marginalized and subsumed under umbrellas encompassing other groups that are their own independent and unique voices.

We could co-exist but not subordinate to any other group regardless of the arguments about politics. Both groups of color have specific issues best represent those qualified to do so. In growth development, we were ready to speak as one. We knew the new kids on the block try to get established. We first had to establish our cause and not before we consolidated our effort. We had yet to fully establish sense of self as a people.

It was also difficult to explain to Latino students what was in tense to us as a cultural community. I had seen the need for a curriculum and for recruitment/retention and other ancillary programs. My priorities and I am still important to Latino students as well. But while I was working diligently and vociferously or activities, students kept asking questions. We were often viewed as one with racist traditions. I had filled the void, thought, with La Casa. The students and I had a falling out on this issue.

After four years in the position, I left Indiana to join DePaul University’s Department of Education. The university’s Latino population doubled by then. Some pre-existing retention programs were in place, as well as appropriate...
tion and outreach activities.

There is a Latino Studies program in place now at the university, according to Dean Alberto Torchinski, Office of Latino Affairs. contact for the program, which has a full-time director and a secretary.

Latino courses are offered in other departments, and within the next two years, there will be a Latino Studies Department offering an undergraduate degree in Latino Studies. Indiana offers overseas programs in several Latin American countries, too—Costa Rica, Madrid and Salamanca, and Mexico City among them.

There are five tenured Latino professors at the university and an estimated ten non-tenured. Of the 32,000 or so students on the Bloomington Campus, about 700 are Latino.

The experience of developing ethnic studies programs should generate some lessons, including the need to clearly articulate the goals and mission of such programs. I, for one, have learned to ask the following long-term questions: Is it adequately funded? Is it an integral/interdisciplinary part of the university? Does it enjoy the support of faculty, students, and administration? Is it well staffed? Does it have an amount of autonomy required for creativity? Is it treated as well as other university programs? Is it led by committed individuals with proper credentials who are interested in fairness, equity, diversity, and excellence?

Only when these and other questions are completely answered will Latino students, the university, and our society at large benefit from ethnic studies constructs.

• • •

LEWIS LOOKS AT THE IVY LEAGUE

HARVARD UNIVERSITY


“There is no Latino Studies Program at Harvard,” said one respondent, which surprised me greatly since I am aware of a very successful African American program there headed by superb scholars Henry Louis Gates, Cornel West, and Julius Wilson. I am confident that, as is the case with the others in the Ivy League (originally “IV” League, for the four private schools on the East Coast, later joined by four more for purposes of intercollegiate athletics), there are isolated courses offered under the rubric of other departments, the most common being Latin American Studies (and there appeared to be a confusion among some higher education institutions on the difference between Latino Studies and Latin American Studies) and American Studies—

A properly established Latino program should have a central voice and a central location with, at a very minimum, a specific listing (e.g. Latino Studies Program) in a college telephone directory.

YALE UNIVERSITY


UNIVERSITY OF PENNSYLVANIA


PRINCETON


Princeton has a Latin American Studies Program, directed by Dr. Ronald Surtz, a professor of Spanish. The program is interdepartmental. There is no Latino Studies Program, though there are courses offered on Latino issues in other departments, such as sociology and American Studies. Princeton's (undergraduate) student population numbers 4,600, 295 of whom are Latinos.

COLUMBIA UNIVERSITY

BROWN UNIVERSITY
Rhode Island. Founded 1764. Enrollment 7,626. 354 Hispanic. Programs include Afro-American, East Asian, Judaic, Latin American, and South Asian Studies. Maintains several campuses abroad, including Rio de Janeiro.

Dr. Stephanie Merrim, Director of Hispanic Studies, reports that there are four tenured professors in her department, three from Spain and one from Peru, and that the courses offered are on Latin America, Mexico, and Spain—not quite the focus I was looking for.

She indicated that Brown's American Studies Department offers some courses on Latino Studies. I have concluded that Brown's Latino Studies Program is more a Latin American Studies Program and that if there are Latino-oriented courses, they are available interdisciplinarily in other departments, making them harder to identify.

DARTMOUTH

CORNELL
New York. Founded 1865. Enrollment 18,914. 67 percent White, 17 percent Asian American. Activities include Festival of Black Gospel and Third World Festival of Fine Arts.

George Mason University

Where High Technology Meets Public Policy

BY ROGER DEITZ

George Mason was a planter and patriot who lived in Fairfax County, Va., during the 18th century and dedicated his life to public service. He wrote Virginia's first constitution and declaration of rights in 1776, which became the models for the Declaration of Independence and the Bill of Rights. Mason believed that the government must always respect the rights of its citizens. He was skeptical of big government and had great faith in the people of his region and state of Virginia. Although a slave owner, his words were later used to demonstrate that slavery could not exist in a country that stressed a belief in human rights. Today, by emphasizing the special needs of its region, particularly in high technology, public policy, and the fine and performing arts, George Mason University has created a curriculum tailored to Northern Virginia's cosmopolitan constituency. The school's mission has also brought to life the loftiest of Mason's ideals, offering diverse learners the chance to experience a greater higher education, opening up careers that match their aspirations and talents. This new school year, we proudly acknowledge George Mason University, a most worthy Honor Roll recipient.

George Mason University began as the Northern Virginia branch of the University of Virginia in 1957. At the time, the campus focused on engineering and the liberal arts. Called University College, its first classes were held for 17 students in a renovated elementary school. Realizing the fledgling institution's potential importance to the economy and people of the region, the Town of Fairfax (now the City of) purchased 150 acres in 1958 and donated the land to the University of Virginia for use as a permanent branch campus. The following year, the University of Virginia Board of Visitors bestowed the school with the name George Mason College. Construction of its first four buildings was completed in 1964, and the General Assembly authorized the expansion of the school into a four-year, degree-granting institution in 1966.

The first senior class received degrees in June 1968, and graduate pro-
grams were instituted two years later. With support from the region’s citizens, additional land enlarged the Fairfax campus to more than 570 acres.

In 1972 the school became independent of its parent institution. The governor signed legislation to establish George Mason University as an independent member of the commonwealth’s system of colleges and universities. Since then, the university’s development has been marked by rapid growth and innovative planning. In this short period, the school has grown from 4,166 students to about 24,000. In 1979, GMU was given authority to grant doctoral degrees and that same year acquired what was to become the George Mason University School of Law, located at the Arlington Campus. GMU stands on a five-acre Arlington Campus and 124-acre Prince William Campus, in addition to the Fairfax Campus.

Although the university is building and growing on all campuses, Dr. Alan G. Merten, installed last year as university president, cautions that “Universities are not just places; universities are also ideas and communities. So, George Mason isn’t just acreage in Fairfax, Prince William, and Arlington.” He suggests that schools can no longer isolate themselves from the reality of the surrounding world, adding, “The modern university, the new university as symbolized by George Mason University, is going to be much more connected to the community. George Mason has deep relationships with an excellent set of companies and organizations. As important, we need to build relationships with many more institutions.”

President Merten has rededicated the school to what is known as the Mason Plan, developed in 1980, aimed at strengthening and promoting high technology, public policy, innovative undergraduate education, and the arts. Merten stresses, “I strongly support areas of emphasis that are identified in the plan. Each fits my view of the university of the 21st century, a university located in a technology-driven environment, 30 minutes from downtown Washington, D.C., the capital of the nation and, most would say, the capital of the world.”

It is true that George Mason University has achieved national and
international distinction. The innovative $30.4-million George W. Johnson Center, dedicated in 1996, is the first building of its kind. Part student union and part learning center, it combines student life resources with bountiful educational support facilities like an interactive library to create a comfortable campus workspace geared to the future. Named for the former president who led the institution for 18 years, retiring last year, the center fosters university-wide learning by integrating students’ curricular and extracurricular activities and by strengthening relationships between the university’s various communities. Educators from around the world have come to tour the center, where its eight acres of floor space and countless miles of wiring and computer hookups make for an astonishing futuristic model. The center houses a 25,000-volume book collection, media center, computer labs, bank, bookstore, convenience store, and food services.

New Century College (a new nontraditional college within the university) meets here, carrying out its aim of greater flexibility than traditional structure allows. Within New Century, learning isn’t measured by credit hours but by how well one can perform in the midst of actual work. Most GMU students still opt for the traditional education.

Other facilities open to the public include the Center for the Arts, Patriot Center, and Recreational Sports Complex. The three campuses have 122 buildings, half for student housing. The rest are academic, administrative, and student unions, sports and recreational facilities. The school is planning to build a new academic building on the Prince William Campus at a cost of $14.3 million along with a Regional Recreation Center for an additional $13.4 million. A two-pool swimming facility is under construction at the Fairfax Campus at a cost of $10.6 million, and an $18-million two-level underground parking garage is being completed on the Arlington Campus.

Since 1984, Robinson Professorships have brought outstanding educators, committed to undergraduate teaching and interdisciplinary scholarship, to the faculty. This comes as the result of a generous bequest from Clarence J. Robinson.

George Mason’s outstanding faculty includes James M. Buchanan, Nobel laureate in economics, as well as a long list of Pulitzer Prize winners, IEEE Centennial Medalists, and recipients of numerous Fulbright, Guggenheim, Mellon, National Science Foundation, and National Endowment of the Arts grants and awards. More than 760 full-time instructional faculty members, experts in a broad range of fields and published widely, contribute major research findings and consult with government and business.

Most of the university’s 23,820 students come from Virginia, but the other 49 states and 108 foreign countries are well represented. Full-time undergraduates, 18 to 24 years in age, make up the largest student group, but part-time graduate and undergraduate students, 25 and up, are on the rise.

Minority students make up just over 25 percent of the total enrollment. Five percent of the student population is Hispanic, 12.1 percent Asian American, 7.8 percent African American, and 0.3 percent Native American. Students may select from 55 undergraduate and 54 graduate (43 master’s and 11 doctoral) degree programs, or the professional (Law) program. Students receiving financial aid total 8,666 (30 percent) with an average aid package amounting to $6,861 and awards ranging from $100 to $36,509.

The university’s strong suit as a leader is in connecting the classroom to the future as well as to Washington, D.C. In 1983, in partnership with area businesses, GMU developed an engineering program geared toward the emerging information technology field and started the School of Information Technology and Engineering (SITE). Through SITE, George Mason was the first school in the country to offer a doctoral degree in information technology.

The establishment in 1990 of the Institute of the Arts solidified the university’s Mason Plan commitment to make the arts an integral aspect of students’ lives. The university’s revolutionary ideas are a fitting tribute to its Revolutionary War namesake.

Hispanic students make up five percent of the total student population at George Mason University. Minority students represent over 25 percent of total enrollment.
Hispanic Heritage
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Latina health means we have to also care for our mind, our spirit, our families and even our environment.”

Dr. Jane L. Delgado

LATINA LEADERS COMMENT

Many Latino leaders have praised the book. Dolores Huerta, co-founder of the United Farm Workers, wrote that the book provided a “clear understanding that for Latinas, our health is more than just our bodies. Latina health means we have to also care for our mind, our spirit, our families and even our environment.”

“Known for placing family needs above their own all their lives, Hispanic women need to become more aware that caring for themselves is as important as caring for others,” wrote Antonia Coello Novello, a visiting professor at Johns Hopkins University School of Hygiene and Public Health, and former Surgeon General of the United States, in the forward of the book. “Since it is well known that when the health of a woman collapses, the health of the family of which she is the center collapses as well. Hispanic women—through this book—should feel more inclined to care for themselves.”

Other Latino leaders have said that the book doesn’t go far enough.

Araceli Panameno, executive
director of the Washington-based National Latina Institute for Reproductive Health, said that while she felt the book “can only help as another resource.” SALUD! did not go into the depth she had hoped on issues of reproduction, sexual orientation, contraception, and sexuality.

“It’s very basic,” Panameno said. “There’s still a lot of room for more discussion. Some of us are beyond [the issues raised in the book] and would like our communities to discuss reproductive health more in depth. Nevertheless, I think it is a positive contribution.”

Antonia Villaruel, an assistant professor at the University of Pennsylvania School of Nursing and president of the National Association of Hispanic Nurses, argued, however, that the book cannot be definitive “because women are always changing” and that SALUD! “is a good foundation on which to build.”

“I’m sure as people read it, they will say, ‘What about this and what about that?’” she said. “People just have to remember that it’s a first time effort. I think it’s a wonderful book. She does a good job of incorporating the women’s perspective from a broad spectrum of Latinas of all ages.”

Delgado, who since 1985 has been president of the Washington-based National Coalition of Hispanic Health and Human Services Organization (COSSMHO), a network of health, mental health, and human service providers, said that despite all of the praise for her book from leaders in the Latino community, one of the biggest challenges in writing and publishing it has been simply to get more Latinas to buy the book.

“One of the challenges is getting our community into bookstores to buy books in general, not just my book,” said Delgado.

The idea for the book came from her experience of working in 1983 for then-Secretary Margaret Heckler of the U.S. Department of Health and Human Services. Delgado was a key force in the development of the landmark Report of the Secretary’s Task Force on Black and Minority Health.

Sins of Omission

Delgado said that the experience showed her the lack of information available on the health of Latinas in general. When the report was published in 1985, for example, the U.S. government still did not include in its vital statistics information on the number of Hispanics who died in a given year. The federal government began collecting this data in 1989.

“Since mortality data for Hispanics were not available, no one could say how many Hispanics died of heart disease, cancer, or any other disease,” Delgado wrote in the book. “The assumption was that all minorities were the same, and what was true for the Black community would be true for Hispanics.”

According to Delgado, current research reflects many differences between Latinas and other U.S. women. Recent studies, for example, have found that Latinas metabolize drugs differently than do other women and tend to live longer than do other women. The only way to find out more about how Latinas react to different pharmaceutical drugs is for them to participate in clinical trials, which Delgado argues the Latino community has historically not participated in either out of reluctance or simply not knowing that these trials exist.

“Studies have shown that Hispanics tend to need lower doses of anti-depressants and tend to experience more side effects from them,” Delgado said.

But the issues of depression and suicide are striking in the Latino community, she said. The book notes that in 1995, 21 percent of Latina teenagers reported they had made at least one suicide attempt. [The source of this statistic is not cited, but each chapter includes a useful list of relevant resource organizations, hotlines, pamphlets, and other publications.] Delgado partially attributes the high rate of attempted suicide to the anti-immigrant mood plaguing this country.

Reproductive Health

It’s important, Delgado said, for Latino couples to discuss their infertility openly with healthcare providers to determine the cause and whether women should not feel inadequate if they have not been able to conceive because in about 40 percent of infertility cases, the male is the significant factor.

On abortion, Delgado said that most of the Latinas who have an abortion are married and have children and that abortion is a difficult topic for them.

“Most Latinas who have had an abortion still refer to their experience in terms of the baby they did not have,” wrote Delgado in the book. “For Latinas, it seems that once they know they are pregnant, they do not use the words embryo or fetus—it is their baby.”

Rx: Self-empowerment

“We live in a society that doesn’t value us and ignores our presence,” Delgado said. “This doesn’t affect just the undocumented. It affects all Hispanics. How people see us contributes to our self-esteem.”

A lack of self-esteem is very common among Latinas, and Delgado urges Latinas to learn to develop a better sense of self-esteem and to listen to their bodies. This means, along with regular check-ups with a doctor, Latinas need to focus on keeping their mind and spirit robust by learning to set limits with their family life and practicing whatever type of ritual—religious or otherwise—to keep feeling healthy. She stresses the importance of working with and learning from health- care providers, and keep that provider informed as to what ethnic remedies one is using, such as teas or herbs.

“How we Latinas care for ourselves begins with the mindset where we place our individual needs within the priorities set by our relationships with our families,” said Delgado.

Her own research for the book found that Latinas need more information about health care, Latinas must take more care over their health and their health care, and that healthcare providers need to be more culturally competent. Delgado argues that it is not enough to teach health providers basic Spanish.

“Why teach people key phrases when they don’t understand responses?” said Delgado, at that COSSMHO has written a number of cultural competence and Spanish cultural competence curricula for healthcare providers nation wide and in 1975 Delgado received her master’s degree in psychology from New York University. In 1981, she was named Ph.D. in clinical psychology by the University of San Diego and a master’s degree in urban and policy sciences by the Harvard School of Urban Policy Sciences. For more information about COSSMHO, Delgado, or the book e-mail to <www.cossmho.org>.
A two-part series in the New York Times in May offered the case of 34-year-old Rene Antonio Aquino, a “Dominican who is awaiting trial on drug charges in Hartford,” as fitting “the profile of the typical Dominican immigrant to New York City.”

Mr. Aquino, who “was one of the pioneers in expanding the territory of Dominican gangs,” arrived in New York “as a teenager with his parents, learned English reasonably well and became an ardent Yankees fan. Although he never finished high school, he managed to buy a bodega named Diana’s on Wilson Avenue in Bushwick, Brooklyn, and enjoyed a middle-class life, complete with sports cars and a couple of rental houses in Queens,” wrote reporters Larry Rohter and Clifford Krauss.

Two of those who bristled at this Dominican “profile” were the Dominican Ambassador Bernardo Vega and Dr. Silvio Torres Saillant, director of the CUNY Dominican Studies Institute at City College (New York City).

Ambassador Vega, in a letter to the Times, noted that “less than two percent of people of Dominican origin living in the United States have been involved in drug-related crimes” and cited a U.S. Embassy survey estimating that less than one percent of the Dominican population in his country under age 12 use cocaine and marijuana, compared with a six percent equivalent figure for the U.S. He also mentioned the more than 1,400 drug-related arrests in his country last year as evidence of its close cooperation with the U.S. in its war against drugs.

Dr. Torres Saillant denounced the articles and re-released findings from research projects conducted by sociologist Ramona Hernández, University of Massachusetts in Boston, economist Francisco Rivera-Báez, Columbia University, and demographer Roberto Agodini, doctoral candidate at Teachers College, under the auspices of the Dominican Institute, that showed the socioeconomic condition of a typical Dominican in New York to be far from that of a well-heeled middle-class property owner.

The second of those studies, Dominican New Yorkers: A Socioeconomic Profile (1997), received ample coverage in the NY Times last November and was referenced too in another article in December about Dominican poverty.
Torres-Saillant spoke about the negative articles at a CUNY conference attended by many anthropologists, sociologists, historians, literary scholars, curators, and artists working on Dominican topics in the United States today. He spoke "not as an advocate of the Dominican community but as a defender of academic truth and intellectual integrity." Portions of his speech are printed herein.

HO's computer search of the NY Times January-May coverage of Dominicans in the U.S. found that of "3 items, many were not about the drug trade but about athletes, artists, cigars, foods, religion, and travel. Most of them were short articles. A few were sympathetic human interest features.

But only one sentence within the extensive drug-related articles noted that Dominican drug-traders are the exception, not the rule: "Authorities from Maryland to Vermont find themselves struggling to locate their new adversaries in a sea of hard-working immigrants who have spread across the Northeast in search of a better future for their families."

TORRES-SAILLANT RESPONDS

"As a research program working within the constraints of a public university, we at the CUNY Dominican Studies Institute can do little to dissipate the contempt implicit in Rohrer and Krauss's disparaging portrayal of the Dominican community as inherently criminal. But we have an academic obligation to challenge the statistical validity of that portrayal. Rohrer and Krauss thoughtlessly ignore available data that would have dissuaded them from their outrageous claim. Our research shows that the typical Dominican immigrant does not enjoy the amenities of middle-class life but instead can barely make ends meet. This was further made evident by a recent New York University study that found Dominicans to have the lowest rate of home ownership among ethnic groups in the city and to be enduring a generally precarious housing situation. The New York Times itself covered the results of that study, which means that in the files of their own newspaper, Rohrer and Krauss could have found enough data to discourage their sweeping generalization about the life of luxury of the typical Dominican.

"The two New York Times journalistals failed to substantiate their assertion that the typical Dominican immigrant fits the profile of the drug lord that Mr. Aquino is reported to be. They draw lavishly on the opinions of named or unnamed interviewees to stress the emergence of Dominicans as the "biggest threat" faced by Drug Enforcement Administration agents, who view Dominicans as the dominant force in the wholesale cocaine and heroin trade on the East Coast. Rohrer and Krauss quote interviewees who observe that "the Dominican drug problem is beginning to assume a national perspective" and who equate the growth of illegitimate financial dealings in the New York area with the continued arrival of Dominicans in the United States: "Money laundering is definitely going up as Dominican immigration goes up."

The insinuation that drug trafficking and money laundering will continue to grow in the extent to which Dominicans continue to come to the United States is not borne out by scientific data of any kind. As a scholar, I would think that it is ill-advised to draw too close a link between ethnicity and crime. This late in the game, one no longer gives credence to genetically based theories of social illness. That sort of thinking shows a disquieting kinship to ideologies that harmed many lives in the not too distant past, causing most people of good will to distance themselves from them. A recent book by Robert Jackall entitled Wild Cowboys: Urban Marauders the Forces of Order (Harvard University Press, 1997) offers a preferable treatment of crime in the Dominican community. While Jackall concentrates on narrating the perilous travails of law enforcement workers in drug-infested areas like Washington Heights, and he exhibits no particular predilection for Dominicans, I unlike Rohrer and Krauss, has the decency of avoiding criminal renditions of the entire community. His focus on those Dominicans who make their living outside the law does not blind him to the fact that "Most Dominican immigrants fit the classic profile of hardworking, upwardly striving newcomers to America" (p. 62).

"I have no intention of denying that a drug problem exists in the Dominican community, as it does in any disempowered ethnic group whose members have largely been locked out of productive job markets. The lure of easy wealth in lieu of the great demand for narcotics pervading our American society often proves too hard to resist unemployed and ill-educated Dominican youngsters. But to caricature the community as inherently criminal, as Rohrer and Krauss are to engage in, a superficial kind of social analysis that one would judge to be beneath the dignity of the New York Times. Demeaning ethnic groups can hardly be a serious journalism. Any observe sound judgment would see that members of the Dominican community do not fall into one size pattern of action and thought.

All other members of the human family, they harbor sinners in their midst. In their pitiful impulse to see the suffering that drugs bring to Dominicans themselves, many of whom are police officers, Dominicans in the United States are not a distant "other." They intrinsically woven into this court population, and one cannot mithically disparage them without being fueling inter-ethnic strife of kind we have witnessed in Howard Beach, Bensonhurst, Crown Heights episodes.
REVOLUTIONARY PARTY (PRD), the ruling party's principal contender in the municipal and congressional elections that would be held in the country only a few days later. With an animosity that recalls the worst excesses of the jingoistic journalists who sought adamantly to provoke the wrath of Americans against Spain during the Cuban independence war of 1898, Rohrer and Krauss implicitly classified Dominicans in their homeland into two moral kinds. One is the righteous minority in the government, whose gallant president, the "Kennedy-esque" Fernández, is a blameless knight engaged in a crusade against drug traffic and corruption. The other is the rest of the population, the business sector included, which directly or indirectly colludes with drug traffickers and money launderers. Their first article actually reads as a publicity piece coming from the ruling party's campaign headquarters. Rohrer and Krauss besmeared the character and the career of PRD's venerated candidate and leader José Francisco Peña Gómez, who dropped dead on the same day that the article appeared. Although Peña Gómez had been fighting a stomach cancer for several years, one observer has conjectured that it was the shock of the article that precipitated his death.

"The New York Times" journalists' dehumanized depiction of Dominicans both in the Dominican Republic and in the United States severely mars their apparent intent to shed light on the drug problem either here or there. Defaming whole communities creates problems that we do not need in this city. Efforts to tackle the drug plague in Washington Heights and other parts of the city should seek to attract rather than alienate the Dominican community. Drugs are not an ethnic problem. They are a social problem. And we need all communities to help us solve it.

Efforts to tackle the drug plague in Washington Heights and other parts of the city should seek to attract rather than alienate the Dominican community. Drugs are not an ethnic problem. They are a social problem. And we need all communities to help us solve it.

Dr. Silvio Torres-Saillant is co-author with Dr. Ramona Hernández of The Dominican-Americans (Greenwood Press 1998), a book that makes it explicit that Dominicans in the United States are not an outside "other" just passing through, but are a permanent portion of the U.S. population with roots in this country that go back more than 150 years. The Dominican Institute publishes a Dominican Research Monographs series and has issued Frank Moya Pons' The Dominican Republic: A National History, the first major history available in English in the United States since 1928. When American diplomat Sumner Welles published his Nahoth's Vineyard: The Dominican Republic, 1844-1924.
Improvement Inadequate But Outlook Promising
La Raza Reports on Latino Education

Only 4.7 percent of Latino students are enrolled in programs that are academically rigorous. While there are several negative trends, one bright spot in this area is that between 1987 and 1994, the percentage of Latino students who took upper-level science and mathematics courses, including chemistry and geometry, increased.

While Hispanic education levels remain insufficient to be competitive in the current economy, even moderate, achievable increases can translate into major gains for the nation, according to a report released today by the National Council of La Raza (NCLR). State of Hispanic America: Latino Education: Status and Prospects. Latino Education offers an overview of Latino educational attainment and achievement, examines Hispanic participation rates in educational programs, assesses the proportion of Hispanic educators and administrators, highlights programs that are working for Lat children, examines obstacles to higher education, and outlines some policy implications.

The statistical analysis examines the experience of Hispanic students from pre-pri ry through higher education, looking at all points along the editorial pipeline. Latino student achievement has not kept pace that of other students. On specific measures that are predictor successful educational outcomes—including early childhood education, participation in gifted and talented, as well as in rigorous academic programs; and enrollment in higher education—educational system has far fewer Hispanic students.

“One of the most troubling findings of our research is that the very beginning. Hispanic dren seem to start on an un playing field,” noted Yzaguirre, president of the Nat Council of La Raza. “At a time the latest academic studies po the critical early years, our chi are not beginning their formal education at the same time as peers. The proportion of Latino three- to four-year-olds enroll in preschool actually decreased between 1985 and 1993, fro...
HIGHEST DEGREE HELD BY
PUBLIC & PRIVATE SCHOOL TEACHER, 1993-94

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percent to 16.6 percent. More than twice as many White as Latino children were participating in such programs in 1993.

Moreover, as the report documents, relative to their eligibility, Latino children are not likely to receive early childhood educational development through federal preschool programs aimed at low-income children—and the gap is not narrowing. Between 1993 and 1996, the proportion of children living at the poverty level who are Latino increased from 24.6 percent to 29 percent. During the same period, Latino participation in Head Start increased from 15 percent to only 17.8 percent (not including migrant Hispanic children or those living in Puerto Rico).

“As they move through the school system, a significant segment of Latino children are not challenged to meet their potential,” stated Yzaguirre, pointing to data that show that Hispanic students are underrepresented in “gifted and talented programs.” For example, only 4.7 percent of Latino students are enrolled in programs that are academically rigorous. While there are several negative trends, one bright spot in this area is that between 1987 and 1994, the percentage of Latino students who took upper-level science and mathematics courses, including chemistry and geometry, increased.

Positive trends like this can fuel much-needed decreases in the dropout rate, “an area that has been persistently stubborn and discouraging,” noted Yzaguirre. According to a cumulative measure that counts all young adults who are not in school and have not graduated, known as the “status dropout rate,” three in 10 Latino youth (30 percent), compared to one in 14 White youth (27 percent) and one in eight African American youth (12.6 percent), are not in school and do not have a diploma.

“As a nation, we must understand that since one-third of all Hispanics are under 18, our future workers will be increasingly drawn from this pool of youth. We can compete in the world market and continue to keep our country strong only if all the members of our workforce are equipped with high-level skills,” Yzaguirre continued, “these data are more meaningful in the context of student [determination]. More than ever, the research shows that Latino students are ambitious, hopeful, and eager.” Between 1982 and 1992, the proportion of Hispanic high school seniors planning to attend college increased by 30 points to 75.4 percent. “If three-quarters of Latino students have a desire to attend college, we should collectively ask ourselves what we are doing to either foster or deter those dreams,” Yzaguirre challenged. He went on to point out that “the jobs in which Latinos are underrepresented—and which pay well and offer the most opportunities—are precisely those that require the most education and offer the best [opportunity] to push the U.S. economy forward. Because of the size of the Latino youth population, even modest improvements in Latino educational attainment mean a boon for the U.S. And the windfall is not only financial, but social and political—better neighborhoods, stronger communities, and a citizenry that will fully participate in building democratic values.”

In addition to closing the gap between Latino and other students in high school graduation rates, the report notes that significant disparities also exist in postsecondary education. In 1988, 34.8 percent of White high school graduates aged 18-24 were enrolled in college, compared to 30.8 percent of Latinos; by 1995, the enrollment rate gap between Latinos and Whites was almost nine percentage points (43.7 percent of Whites compared to 34.9 percent of Latinos). “What we have found is that while a greater number of Latinos are attending college, given the growth of the Latino population, the proportion of Hispanics attending college is still not at the level it should be. Also, these students are more likely to attend two-year, rather than four-year, institutions. We can only hope to achieve the gains we seek if improving Hispanic educational outcomes—at all levels—becomes a national priority,” Yzaguirre underscored.
### Total Fall Enrollment in Institutions of Higher Education by Level of Study, Gender, and Race/Ethnicity, 1980-1994

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<td></td>
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<td>Hispanic Women</td>
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In particular, Hispanic females made significant education gains since 1980 in both undergraduate and graduate enrollment rates. By 1997, the enrollment rate of Hispanic females had nearly doubled to 45 percent while that of Hispanic men was 36 percent.

The report points to the need for a strong federal role in providing opportunities for Latino students. According to Yzaguirre, "a good start would be passage of the President's Hispanic Education Initiative, which would provide $600 million to early childhood education, dropout prevention, college prep programs, and teacher training." But the report also notes that everyone, from states to public schools to businesses, must play a role in raising education levels.

Citing several examples of successful programs around the country, the report highlights the leadership that the Latino community has already demonstrated in efforts to narrow the educational divide between Hispanics and other groups. "Latino parents, educators, researchers, and advocates have proven that all Latino children can excel. From New York to California, there is good news for public schools and alternative community-based programs that show these downward trends can be turned around. It is not only possible but unavoidable that these successes are not happening everywhere, for all children," Yzaguirre expressed.

Improving Latino educational opportunities and outcomes is vital interest to all Americans. Although Latinos will constitute more than 40 percent of new force entrants over the next several decades, and will be increasingly responsible for maintaining Social Security, the national education system is not adequately preparing Latinos to meet this challenge. In fact, a recent Eager Corporation study showed that the educational level of Latinos is lagging behind that of Whites, with an estimated $40 billion in additonal tax revenues each year.

"As a nation, we have a choice to make: whether to continue to fritter away the future of future generations or to invest in and develop underutilized natural resources whose aspirations are bountiful and whose potential is enormous," Yzaguirre concluded. "Increasing resources is especially important in a global economy where the value of a commitment to Latino students is critical."
Santiago Joins Commission Staff as Liaison

Dr. George Santiago, Jr., has been appointed Executive Associate Director of the Commission on Higher Education, Middle States Association of Colleges and Schools.

A liaison for the region, his special emphasis will be on institutions in Puerto Rico. He also will participate in developing commission policies, task forces, publications, and instructional activities.

Santiago was Assistant Dean of the College of Science and Mathematics at Montclair State University (N.J.); Acting Director/Associate Director of EOP at Rider University (N.J.); Executive Assistant to the President at Law School Admission Services, Inc.; and Assistant Dean of Students at Rutgers University (N.J.).

He received his bachelor's degree from Rutgers University and both his master's and doctorate from Pennsylvania State University.

Carlos Acevedo Editor of EWU Easterner

Carlos Acevedo has been named editor of the Easterner, Eastern Washington University's student newspaper. Originally from Puerto Rico, Acevedo is a junior journalism major at the university.

He was a staff writer and news and features editor for the Easterner and previously a reporter and editor of The Fourth Estate, the student newspaper at Walla Walla Community College. A 1997 graduate of the Department of Defense Military Journalism program, he is editor of the Air National Guard newsletter at Fairchild Air Force Base. Acevedo served in the U.S. Coast Guard 1990-1994 and is now in the National Guard.

This summer he was one of 16 college newspaper editors nationwide to attend the Pointer Institute in St. Petersburg, Fla., for an all-expenses-paid seminar in ethics and leadership in college journalism.

Yor Mary Vargas in London on Scholarship

Colombian native Ms. Yor Mary Vargas, a student of St. Augustine College (Ill.), studied in London, England, this summer through a Service Learning Scholarship from the Association of Episcopal Colleges, awarded in an international competition. Vargas attended the Roehampton Institute of Higher Education for academic instruction and practical work experiences designed to foster community service.

St. Augustine, the only bilingual college in the Midwest, recently implemented the first bilingual Bachelor of Social Work degree in the State of Illinois. A member of many organizations such as HACC and the Association of Episcopal Colleges, the college integrates cultural and spiritual values with its educational programs.

Rebollo Wins 1st Place at CSU

Luis Enrique Selva Rebollo of California State University-Los Angeles garnered first place at the 12th annual CSL Student Research Competition. Of the 22 California State Universities, 21 participated, and nearly 170 students entered.

Rebollo is a graduate student in the Department of Physics and Astronomy. His faculty mentor is physics professor William A. Taylor, CSL-Los Angeles. The title of his research presentation was "Ion Induced Electric Field Transient...The Single-Event Gate Rupture."

Rebollo's interesting and innovative paper included information in the field of physics never previously presented. He elicited thought-provoking questions from the judges, who were experts in the physical sciences and in mathematics.

CSU-Los Angeles's Robert C. Jones, under the guidance of faculty mentor Jennifer Faust, professor of Philosophy, was also a first place winner.

Rebollo received his B.S. degree from the University of Southern California and is now pursuing a doctorate in physics.

TWU Student/Teacher Team on New CD

Texas Woman's University (TWU) student Leslie Enlow, co-founder of the nonprofit International Manuel Ponce Society, has signed up with Audio Sound and Vision (ASV) Recordings, a major British record label, to release a CD featuring new recordings of the music of Ponce, a Mexican composer.

Musicians she recruited included TWU adjunct professor Carlo Perzimenti, with whom she studies classical guitar; Cuban-born, Dallas-based pianist Marta Urruea; and...
Trio Tulsa, an Oklahoma-based chamber music ensemble specializing in Mexican music and women's music that has toured extensively in Central and South America and Mexico.

Elnow said she is excited that the music of Ponce—legendary in Mexico but virtually unknown elsewhere—will gain international exposure through the release of the CD slated for early 1999. Most of the pieces have not been recorded elsewhere; thus the CD will represent a world premiere.

**Congressman Torres Congratulates RHC Grads**

California Congressman Esteban E. Torres was a featured speaker at Rio Hondo College's (RHC) 1997-98 graduation.

Recipient of RHC's 1997-98 Distinguished Service Award, Torres has served California's 34th Congressional District with 16 years of hard work and consistent support of RHC and its community.

With a Hispanic student population of 69 percent, RHC is designated a Hispanic Serving Institution, eligible to receive federal funding to support that population. A member of the Congressional Hispanic Caucus, Torres was integral in gaining an increase of funding from $10 million to $12 million in FY '98.

RHC's Mexican-born valedictorian, Sergio Garza, who earned a a perfect 4.0 GPA, enters California State University-Los Angeles this semester to pursue a degree in clinical psychology.

**CSUN Graduates Overcome Personal Obstacles**

The tenacity and dedication of three CSU-Northridge (CSUN) students paid off in the form of diplomas.

Joseph Anuñez, an arts/theatre administration major, originally enrolled 10 years ago, but financial difficulties forced him to drop out. He re-enrolled in fall 1994, one semester after an earthquake ravaged the campus.

Returning wasn't easy. Sole support of his wife and two daughters, Anuñez, 40, worked 40 hours a week as an executive secretary at CSUN, 15 to 20 hours a week at the Learning Tree University, and somehow squeezed in a few classes each semester.

Gabriela Chavira, 25, who received a master's degree in general experimental psychology, interned as a psychology teacher while taking classes, reinforcing her desire to become a college professor. A fellowship will fund her four-year postgraduate education at the University of California-Santa Cruz, which starts this month.

Marvin Villanueva, 23, remembers being five years old and preparing to leave El Salvador with his mother after the murder of his stepfather in 1980. Now, after six years at CSUN, he has graduated from CSUN with a triple major—liberal studies, Chicano studies, and child development—and wants to become an elementary school teacher.

He spent his last semester carrying 24 units and volunteering as a tutor for elementary and high school students, and working with the organization Para Los Ninos.

He will take pre-credential courses at CSUN and then apply to the LCLA for his master's degree and teaching credential.

**SMU Anthropologist Studies Mexican Community**

Ian Mast, graduate student in Southern Methodist University's (Texas) Department of Anthropology, is studying a 20-year-old village in Dallas that is an extension of a poor village in Mexico. Most of the men came from Mexico to live in a section of Dallas in a tightly bound extension of their traditional families that enables them to retain their heritage and culture. They work in blue-collar jobs and send their money home, returning occasionally to visit family and friends.

Among the issues that Mast explores: How are lives configured in such circumstances, where people are chasing cap around the globe and leaving their families behind; how do families function; what makes citizenship and nationality play; and in what purpose does government serve in such situations?

Mast hopes his study will "bring a human face to the issues of immigration" and immigration lawmakers understand how proposals would affect people's lives whether the laws would achieve their purpose.

Mast, a Fulbright scholar who speaks Spanish fluently, received a grant from Social Science Research Council.

**Rafael "Ray" Vega Earns Distinguished Nevadan Award**

Every year since 1959, the Board of Regents of the University and Community College System of Nevada has conferred the prestigious award on a handful of outstanding Nevadans. Known as the Distinguished Nevadan, it is bestowed for significant achievements in the cultural, scientific, social, and educational advancements of Nevada and its citizens.

One honoree is successful and civic-minded businessman Rafael "Ray" Vega, who has served on the board of directors of: Chamber of Commerce, Lake Mead Hospital, Nalton Conferences Christians and Jews, and the Nevada Motor Purchasing Council. Vega has served on the Sheriff's Hispanic Advisory Committee, Nevada Commission on Economic Development, Las Vegas Chamber of Commerce, Nevada Motion Picture Division, Southern Nevada Women's Commission.

**Cortez to Study in Spain**

Paula Cortez, graduate student Bicultural-Bilingual Studies at the University of Antonio, studied Spanish children's literature this summer in Spain through a scholarship.

An elementary school teacher, Cortez, one of 34 Texas ESL educators chosen to attend the 11th Summer Institute in Children's Literature in Madrid, The Texas Education Agency, in collaboration with the Spanish Ministry of Education and Culture, sponsored the three-week program on the use of Spanish literature in the bilingual/ESL classroom.
Advertising CEO Authors Latino Self-Help Book


Sosa's current clients are: Anheuser-Busch; America's Health Network; Dr. Pepper; Hispanic Scholarship Fund; Seagram Crown Royal; Texaco Retail; and United States Cellular.

He is the founder of Sosa, Bromley, Aguilar, Noble & Associates, (now Bromley-Aguilar) the largest advertising Hispanic agency in the U.S. With billings of $150 million, their clients included Burger King; Coca-Cola USA; M&M/Mars; Phillips; Polaroid; Proctor & Gamble; Sprint; and Western Union.

A member of both the Reagan-Bush and the Bush-Quayle Presidential advertising teams, Sosa has received many awards and recognitions, including Hispanic Business magazine's 1996 Hall of Fame.

M-DCC's Gancedo Wins Lectureship

Dr. Alex Gancedo, Miami-Dade Community College (M-DCC) history/political science professor, has won a prestigious German Marshall Fund Visiting Scholar Lectureship, the first community college faculty member to be so honored.

Gancedo will present seminars and lectures at universities in Berlin, Bonn, and Munich, and will meet with the German Ambassador and the diplomatic corps.

In Germany in April and May, he will lecture on the Helms-Burton Act, on the legal status of Santería in the U.S., and on several aspects of Cuba's relationship with the U.S. and Europe.

At M-DCC for eight years, Gancedo teaches regular and honors courses in state and local government, American federal government, the social environment, and leadership. He is faculty advisor to the college's nationally acclaimed Model United Nations delegation.

He holds a bachelor's degree and a Juris Doctor from Florida State University, and a postgraduate certificate from England's Oxford University.

Abalos Book Teaches Transformation

The Latino community, the fastest growing ethnic group in the United States, has long been told that assimilation is the only way to succeed in American society. A book by David T. Abalos, La Comunidad Latina in the United States: Personal and Political Strategies for Transforming Culture, challenges that view and concludes instead that transformation as a way of life is the only viable option, regardless of racial, class, regional, or religious differences.

The book, released by Praeger Publishers, highlights how in everyday life community members can recognize the patterns of relationships that cripple them, and learn to break with them to create fundamentally more loving and compassionate alternatives.

Abalos, a Professor of Religious Studies and Sociology at Seton Hall University (N.J.), has lectured and written extensively on multicultural and gender scholarship, and also on Latinas and Latinos in the U.S. from the perspective of the politics of transformation.

Teja Arboleda Autobiography Released

Teja Arboleda, entertainer, educator, lecturer, and Emmy Award-winning producer and author, recently published his autobiography, In the Shadow of Race, which recounts his life as a multiracial and multiethnic American. The book challenges institutionalized notions of ethnicity and class and illustrates the enigma of cultural and racial identity and the American identity crisis.

Arboleda has for over five years toured grade schools, college campuses, educational conventions, and corporations with "Ethnic Man," a live-performance, one-man show about coming to terms with personal, family, and social identity and its inherent implications for the socio-cultural identity of America.

A producer for the PBS documentary series Frontline, he has been featured in the New York Times, Washington Post, Boston Globe, Boston Herald, Detroit Free Press, Dallas Morning News, and on CNN, PBS and MTV.

His company, Entertaining Diversity, has published a series of educational videos, a teachers' guide to understanding diversity issues, and multicultural curriculum guides.

In the Shadow of Race (ISBN 08058-2757-4) is available in paperback from Lawrence Erlbaum Associates, Inc., for $24.50. To order, call: (800) 9-BOOKS-9/(800) 926-6579.

Pre-College Camp at Saint Mary's

"El Campo de Cultura y Conocimiento" (The Camp of Knowledge and Culture), a pre-college camp that provides young Latina women the opportunity to explore the challenges and benefits of higher education, was held recently at Saint Mary's College, Notre Dame, Ind.

Fifty-six high school sophomores and juniors from Indiana, Texas, Illinois, New York, New Mexico, and Michigan participated this year. All students selected for El Campo received scholarships covering all but travel and incidental expenses.
During their stay, El Campo's participants attend classes on practical applications of chemistry, Latin American literature, fine arts and computers, and workshops in cultural identity, leadership, the college admissions process, financial aid, and the transition from high school to college.

**Mexican View of Alamo Explored at Colorado State University**

Colorado State University has conducted an exploration of events surrounding the Alamo from the Mexican point of view.

Daniel Martínez, historian for the National Park Service, used diaries and reports of the Hispanic principal players to provide a different look at the battle of the Alamo. Supported by slides and contemporary observations and scholarship, Martínez presented a historic reappraisal and new perspectives.

He joined a series of speakers visiting Colorado State University's campus this summer to explore Western expansion under the program's theme, "Manifest Destiny and the West to 1890." Other highlights of the program included a discussion on the conquest of New Mexico, and a presentation on the relocation of Native American Indians.

Martínez won the National Park Service's Special Achievement Award in 1980, 1988, and 1995. He has taught history in high school and has worked as a park ranger.

**Chapman Gets Grant to Study Diversity**

The James Irvine Foundation (Calif.) has awarded Chapman University (Calif.) a grant of $490,000 to support two new initiatives that focus on diversity—one to increase student body diversity and one to broaden academic opportunities.

The first project, "Educating Students for Diversity in Science," funded at $265,000, seeks to attract more minority students to study the sciences at Chapman, beginning with an outreach effort to awaken local minority high school students to the excitement of the sciences and to show them how these fields can lead to career opportunities.

The second project, "Educating Global Citizens of the Twenty-first Century: Cities and Civilizations," is funded at $225,000 to support the creation of a new, multi-disciplinary course for Chapman's Cultural Heritage I general education requirement. Utilizing technology to further independent and interactive learning, this course will be linked to intensive foreign language study and to study abroad, providing an enriching preparation for global citizenship.

**ASU, Inroads, and Internships**

Thanks to Inroads, a non-profit career development organization, 54 Arizona State University (ASU) business and engineering students got their feet wet in a corporate pond this summer, learning how to be good business and industry employees.

Motorola, Del Webb Corp., Bank One Arizona, and IBM are a few of the giants who provided summer internships for talented minority students who might have had limited access to corporate careers.

The interns didn't make coffee—they learned marketing, accounting, and procurement and worked with planning and development teams and earned competitive salaries.

Roxanna Chávez, 20-year-old pre-business student, worked on a research project at IE with ASU doctoral marketing students, tracking customer satisfaction.

Ivan Rascon (pictured), 18, entered the program right out of high school and now in his second summer with Phelps Dodge Corp, working as a computer support technician and multimedia specialist. He is an A business major with an eye on an international career.

Eddie López stepped into an account position with Bank of America in May after finishing his degree. Now 22, he interned with the company for three years. "It was a dare internship," said Lopez. "I came into a real job."

**De la Peña McCook Helps USF Earn National Reputation**

During Kathleen de la Peña McCook's years as its director, the University of South Florida's (USF) School of Library and Information Sciences has achieved notable results in graduation rates, outreach programs, and grant support. Out of 57 library and information science schools in the U.S., Canada, and Puerto Rico, USF produces more graduates per faculty than other.

Through McCook's initiative, the school currently ranks among the top ten in the U.S. and Canada in the number of minority graduates. In 1995, only 76 percent of librarians in the U.S. were Black, and only 1.3 percent Hispanic. With librarians from diverse backgrounds being highly sought, USF is meeting the need with 15.9 percent of the school's graduates in 1995 coming from minority backgrounds. Outside of Puerto Rico graduates more Hispanic librarians than other school in the nation.

McCook recently received the $10,000 American Library Association's (ALA) Elizabeth Hutson Catalyst for Change Award, which recognizes librarians who wor
change, mentor young librarians, and inspire colleagues to excel.

**Newsmakers at University of South Florida**

**USF** Cuban film-maker Gloria Rolando, Judge EJ Salcines, and University of South Florida (USF) history Professor Kenya Dworkin y Mendez attended Tampeños y Tabacos, a community forum on Tampa's Cuban roots held in April. Rolando was to direct a related documentary film, *Hands Across the Water*.

In recognition of Women's Awareness Month, the USF-St. Petersburg campus held the annual Women's Symposium, sponsored by the St. Petersburg Area Chamber of Commerce. Among those attending were Luisa Perez-Harvey, president of the Hispanic Professional Women's Association; featured speaker Rosita Perez, and Bill Heller, dean of USF-St. Petersburg.

As part of a semester-long internship, speech pathology major Terrie Hernandez read to young children at the San José School in Dover, Fla. The internship program is sponsored by the Farm Labor Support Committee, a university-wide group addressing the needs of communities in USF-Tampa's vicinity.

Tara Welch, Michael Kirschner, Angela Walker, and Carlos Rodriguez were the first recipients of the newly created Passport Scholarships for study abroad in Latin America and the Caribbean.

**USF Latino Scholarship Students**

In May, Latino Scholarship students Alex Paloma and Brandon Rodríguez graduated magna cum laude from the University of South Florida. They are enrolling in medical schools this fall, at USF and Penn State, respectively. Graduates Stacy Ortiz and Justin Diaz are law school-bound while Cristina Nasso, another honors graduate, and Joucy Alvarez are enrolling in graduate school at USF. Marketing major Lázaro Sosa is entering the Tampa, Fla., workforce. Theater major Iracel Rivero, an August graduate, is heading for the bright lights of Chicago, while Miguel Morales will have completed his first year of USF medical school by the time he receives his bachelor's degree with honors.

On August 18, 1998, the Latino Scholarship seventh annual awards ceremony will take place, honoring 20 new scholarship recipients who are entering first-year students and community college transfers and 60 continuing students whose scholarships are being renewed.

**M-DCC Foundation Announces New Board Members**

Miami-Dade Community College Foundation, Inc. (Fla.) recently announced the appointment of ten new board members, representing some of the community's most influential business and civic leaders. The Foundation, created in 1965, manages more than $40 million in assets and provides over $1 million annually in student scholarships.

The responsibilities of the newly appointed board members include securing financial resources and tangible assets for M-DCC, and working to heighten community-wide awareness of M-DCC's needs and educational opportunities.

New members include: Carolina Calderón, chief executive officer, Pan American Hospital; Eduardo Masferrer, chair and CEO, Hamilton Bank; Carlos Planas, president, Tamiami Automotive Group; and Julio González-Rebull, Jr., sr. vice president, Masec, Inc.

Victor M. Díaz, attorney, Podhurst Orseck, Detroit Meadow Olin & Perwin, P.A., is among the new board members who will serve for three years.

**Summer Study in Costa Rica**

A Study Abroad Program in Costa Rica for the summer of 1999, is being offered by the College of DuPage (III.) Liberal Arts division. Students can acquire firsthand knowledge of the people and culture of Costa Rica while immersing themselves in the Spanish language. Excursions include a banana plantation, a rain forest, a cloud forest, and the city of Cartago.

Participants will receive 10 quarter hours of credit, five in Spanish language and five in the culture and civilization of Costa Rica.

For more information, call the college’s Liberal Arts division. (630) 942-2047.

**Yale Expands Minority Librarian Program**

A four-year grant of $220,000 from the Andrew W. Mellon Foundation will allow Yale University to expand its Librarian-in-Residence program, which brings talented minority librarians to New Haven, Conn., for a two-year term. Thanks to the new funding, Yale will add a second resident to the program, which started in 1995 with the aim of increasing diversity of experience among librarians at Yale and furthering the professional growth of individual minority librarians.

Yale president Richard C. Levin stated pride in being part of the diversity program "and thereby enabling an environment capable of sustaining intellectual discovery."

Citing Association of Research Libraries data indicating 11.28 percent minority representation in the professional ranks of its member libraries, university librarian Scott Bennett said that staff diversity is critical and must be pursued vigorously.

**Cal State-LA Students Win Top Marketing Prizes**

California State-Los Angeles students have won the Top Marketing [Project] Award and Top Region Award at the 1998 Pi Sigma Epsilon (PSE) National Competition in Virginia.

Margaret Pérez Sánchez, Teresa Casneros, and Marie Esperanza were part of a group that defeated more than 60 PSE marketing teams from other universities around the country.

The winning project was developed through a General Motors Marketing
Internship project. Students partnered with
the Bewley Allen Cadillac Dealership, executed
the Cadillac Catena project in the spring
quarter, 1997, and presented it before a panel
of eight judges. The student team was ques-
tioned about the development, implementa-
tion, and assessment of the marketing plan,
and was assessed on its ability to communi-
cate and to present effectively.

PSI Epsilon is a national, professional, co-
educational fraternity in marketing, sales,
management, and selling created to promote
related careers, and is now identified as one
of the strongest forces motivating college
students to enter the fields.

Harbor Graduates Earn President's
Award

Nine Los Angeles Harbor College (Calif.)
graduates have received the President's Distinguished Honor Award from the college,
and 12 others were candidates.

Among those receiving the award were
Acela González and Norma Luz García. Other
candidates included Gail Etta Amos and
Blanca Iris Jiménez.

The award is presented to Harbor College
students who have completed the require-
ments for a two-year associate degree and
who have earned a grade-point average of 3.7
or better for all college work.

Colorado Mountain College
Responds to Changing Population

Located in Summit County, is working
hard to serve a changing popu-
lation.

With an unprecedented increase in foreign
population, CMCS Summit Campus is adding
several evening ESL classes, a citizenship class,
and a class where Spanish and ESL students
teach one another. Under development is a
Family Literacy class.

From 1993-1997, ESL enrollment at CMC has
increased 362 percent. The citizenship class
will prepare permanent residents for the natu-
ralization process. The Family Literacy class
will offer language development for the entire
family with child care provided for the
youngest members. The class, which mixes
conversational Spanish students with ESL stu-
dents, will enable both groups to help one
another with language skills and development.

Leaping Language Fences at Our
Lady of the Lake

"Leaping Language Fences/Cruzando
Idiomas" is the title of the Poets of the Lake
1998 Poetry Festival to be held November
5-9 at Our Lady of the Lake University
(Texas).

This year’s events will focus on "code-
switching" in lan-
guage as expressed in poetry, theatre,
song, and other forms
of creative expression. "Code-switching" can
be defined as "the alternate use of two or
more languages or varieties of language espe-
cially within the same discourse."

Headlining the festival are two of the most
widely recognized English/Spanish code-
switching poets, Carmen Tafolla and Gloria
Anzaldúa. Other nationally recognized poets
reading are Angela de Hoyos, Evangelina Vigil-
Piñón, and Naomi Shihab Nye. Local poets
Kitty Williams, Olga Samples Davis, Alicia
Galván, and Enedina Casarez Vázquez will
perform, among others.

Theatrical productions include a perfor-
mance of Sequestered Soliloquy, an origin-
ally written by Galván and performed by
Galván and Vázquez. Dramatic readings
include "Voces del Barrio" and "Listen
Querido, They're Playing Our Song," featuring
the works of Rosemary Catacalos.

Scholarly presentations round out the fest-
ival. Dr. José Limón, Professor of English and
Anthropology at the University of Texas, will
discuss the development of code-switching
throughout South Texas. Dr. Steven Kellman,
an Ashbel Smith Professor of Comparative
Literature, will discuss "translanguaging and
the literary imagination." And Norma Cantú,
Professor of English at Texas A&M
International University in Laredo, will talk
about "Girlhood in la frontera."

LCC Cadets Score High on State
Exam

The May 1998 graduating class of the
Laredo Community College (LCC) Regional
Police Academy achieved a 90 percent pass-
ing rate on the Texas Commission on Law
Enforcement Officer Standards and Education

(TCLEOSE) exam.

Of the 31 "A-98" cadets to complete the tra-
ing, 25 of 28 cadets achieved a passing score;
other three were already TCLEOSE-certified.

The cadets underwent 16 weeks of inten-
sive training on topics ranging from the pe-
code to family abuse to traffic law. They
learned defensive tactics and mastered
firearms shooting.

The "A-98" cadets are: Carlos Agreda,
Balerio Andrade Jr., Mario Casarez Jr., Err
Chávez, Rolando Elizalde Jr., Félix Esquivel,
José L. Estrada, Roberto García, José Gar
Walter González, Narciso González, Chuy
Hill, José Hinojosa, Manuel Maciel, Pepe
Malacara, Jesús Martínez, Samuel Reyes, A
Rodríguez, R. James Salaz, Heriberto Sánchez,
Roberto Santos, Marcos Serna, Francisco Só
José Torres, Héctor Villarreal, Juan Villarraga,
Gerardo Wachowski, and Rubén Yáñez.

The LCC Regional Police Academy ranks
the top 10 percent of academics statewide ac-
hing high passing rates on the TCLEOSE exam.

Beyond Comfort Zones in
Multiculturalism: Confronting the Politics of Privilege
Sandra Jackson and José Solís, eds.

A critique of multicultural education confron-
tes the comfort zone in most of us authors present a new vision of multicultural education that is transformative and re-
tionary. This is a confrontational addi-
tion to the canon wars and will be useful supplem-
entary reading for graduates and underr
Women's Leadership in a Changing World

Ana Maria Brasileiro, ed.

In Latin America and the Caribbean, the recognition of the differential nature, power, and potential of women's leadership has emerged simultaneously with the increasing inability of governments to meet the basic needs of their citizens and the growing demands of women to participate in the public arena. This book, from the UNIFEM series "Reflecting on Experiences in Latin America and the Caribbean," offers practical examples of how women are organizing to meet this challenge.

1995
230 pgs.
ISBN 0-87898-411-1
$19.95 Paper
Women, Ink.
(212) 687-8633

The following two books are part of the Modern Language Association's Approaches to Teaching series, addressing a broad range of literary texts.

Each volume surveys teaching aids and critical material and brings together essays that apply a variety of perspectives to the teaching of the text. In these essays, experienced teachers discuss approaches and methods of presentation that they have found effective in keeping classroom discussions lively.

Approaches to Teaching Cervantes' Don Quixote

Richard Birnson, ed.

1984
188 pgs.
ISBN 0-87835-248-0
$22.50
Women's Ink.
Modern Language Association
(212) 684-6382
Approaches to Teaching García Márquez's One Hundred Years of Solitude

Maria Elena de Valdés and Mario J. Valdés, eds.

1990
150 pgs.
ISBN 0-87352-536-1
$18.00 Paper
Modern Language
Association
(212) 644-6382

CONFERENCES

HACU 12th Annual Meeting

September 27-30
The Hispanic Association of Colleges and Universities will hold its 12th Annual Meeting at the Hyatt Regency on San Diego Bay, San Diego, California. HACU is the national association representing institutions of higher education that have at least a 25 percent Hispanic student enrollment, with a mission to champion Hispanic success in higher education. The meeting will feature workshops, panels, seminars, and nationally profiled speakers.

Contact: Gloria Cummins. (203) 692-3805, ext. 18.

Legal Issues in Higher Education

October 4-6
The University of Vermont's 9th annual conference, designed to address the most pressing legal challenges that higher education professionals are currently facing. Keynote speakers include Stephen Hirschfield, counsel to the University of California, the University of San Francisco, and Hastings College of Law; Judith Ramaley, president of the University of Vermont; and William Sloane Coffin Jr., retired Yale University Chaplain, civil rights activist. At the Sheraton Hotel and Conference Center in Burlington, VT.

Contact: Carol Fournier-Gunter or Vivianne Farmer. (802) 656-2088.

The Minority Student Today: Recruitment, Retention, and Success

October 11-14
By promoting an understanding of the nature of fundamental reforms and institutional changes needed in American higher education to eliminate structural barriers, this event seeks to identify opportunities to achieve multicultural and balanced academic programs. Sponsored by the University of South Carolina Division of Regional Campuses & Continuing Education, in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or <Conf@GWM.SC.EDU>. Conference Web site: <http://web.csd.sc.edu/content/mst.htm>.

National Preservation Conference

October 20-25
National Trust for Historic Preservation's 52nd national conference, with the theme "The Art of Preservation," convening in Savannah, Georgia. Between 2000 and 3000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts, and how they shape communities.

Community leaders and students from culturally diverse backgrounds might be eligible for scholarship assistance to help in covering costs of registration, travel, and accommodations. Contact: Cultural Diversity Scholarship Program, Southern Regional Office, National Trust for Historic Preservation, 456 King Street, Charleston, SC 29403. Deadline is June 15.

Contact: (803) 722-8552. Web site at <www.nthp.org>; e-mail to <soro@nthp.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23
Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions—leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversity at the involved schools. Co-hosted by the U.S. Trade Center's Department of Commercial Service and Kivo Expositions in Mexico City.

Contact: Charlotte Adams. (919) 881-7888, or <kivaxpo@yahoo.com>.

1998 New Jersey Project Fall Conference

October 23
This conference will showcase the work of educators from a variety of disciplines who use literature—novels, short stories, poetry, and other forms—to integrate gender and multicultural content and perspectives into their courses. At The College of Saint Elizabeth, Morristown.

Contact: The NJ Project at (973) 720-2291 or <nj_project@wpc.wilpaterson.edu>. Information also available at the NJ Project Web site: <www.wilpaterson.edu/wpcpage/icip/njIndex.htm>.

Second Annual Hispanic Law Conference

November 7
Hosted by the American University Washington College of Law, co-sponsored with the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia. The day of the conference will feature one session with panels, roundtable discussions, and the presentation of Impact of Hispanic lawyers in the legal profession, including their roles in the judiciary, academia, politics, and business.

In Washington, D.C.
Contact: Aurora Carmichael. (203) 274-4004 or <deans-office@wcl.american.edu>.

Círculo de Cultura Panamericano

November 13-15
The annual convention. Special session on Federico García Lorca in the centenary of his birth, the 100th anniversary of the end of the Spanish-American War, and the centennial of the '98 Spanish Generation. Sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., a WPU.

Contact: Círculo de Cultura Panamericano 16 Malvern Place, Verona, N.J. 07044-2554.

24th Annual TACHE State Conference

November 16-17
The 24th annual conference of the Texas Association of Chicanoos in Higher Education. Leaders from higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business, community college, and higher education business.
Howard Hughes Medical Institute

Fellowships for Biological and Biomedical Sciences

The Howard Hughes Medical Institute announces the 1999 competitions for fellowship programs that support training in fundamental biological and biomedical research. Awards, based on international competitions, focus on research directed to understanding basic biological processes or disease mechanisms. Fellowships may be held at academic or nonprofit research institutions.

Predoctoral Fellowships in Biological Sciences

Up to five years of support for full-time graduate study toward a Ph.D. degree in cell or developmental biology, genetics or molecular biology, immunology or microbiology, mathematical biology or epidemiology, neuroscience or physiology, structural biology or biochemistry or related fields. Applicants must not have completed the first year of postbaccalaureate graduate study in biology. Application deadline: mid-November.

Postdoctoral Research Fellowships for Physicians

Three years of support for training in fundamental research subsequent to at least two years of postgraduate clinical training and no more than two years of postdoctoral research training. Application deadline: early December.

Research Training Fellowships for Medical Students

An opportunity for medical students in the United States to explore a burgeoning interest in fundamental research. Support is awarded for one year of full-time fundamental research in a laboratory at the student's medical school or another institution (except NIH in Bethesda, Maryland). Application deadline: early December.

Research Scholars at the National Institutes of Health

Under this joint HHMI–NIH program, medical students in the United States spend an intensive year in research in the intramural program at NIH in Bethesda, Maryland. Residence is provided at the Cloister on the NIH campus. Application deadline: early January.

1999 Program Announcements and Applications

For Predoctoral Fellowships: Howard Hughes Fellowship Program Howard Hughes Medical Institute Office of Grants and Special Programs National Research Council United States of America 4100 Jones Bridge Road Chevy Chase MD 20815-6789

2101 Constitution Avenue, Washington, DC 20418 United States of America Telephone (202) 334-2872 Fax (202) 334-3419 E-mail info@fellowships.nas.edu http://fellowships.nas.edu

For Other Programs: Howard Hughes Medical Institute Office of Grants and Special Programs Department AK99 4100 Jones Bridge Road Chevy Chase MD 20815-6789 United States of America Telephone (301) 215-8889 Fax (301) 215-8888 E-mail fellows@hhmi.org www.hhmi.org/fellowships

The Howard Hughes Medical Institute, an Equal Opportunity Employer, welcomes applications from all qualified candidates and encourages women and members of minority groups to apply.
OHIO STATE

ASSISTANT PROFESSOR

Applications are invited for a tenure-track faculty position at the Assistant Professor level in the Department of Microbiology at the Ohio State University. We seek applicants with postdoctoral experience, documented evidence of high quality research, and a strong commitment to teaching and research at a major research university. The successful candidate will be expected to establish a productive, independent research program with extramural support, and to teach at the undergraduate level, supervise Ph.D. students, and participate in graduate education. Preference will be given to applicants with research expertise in microbial physiology or computational methods.

A competitive salary, excellent research space, and substantial start-up resources are available. Applicants should submit a curriculum vitae, summary of research plans, and the names of three references to:

Dr. Kathleen E. Kendrick
Chair Search Committee
Department of Microbiology
The Ohio State University
494 West 12th Avenue
Columbus, OH 43210

The Department guarantees full consideration for all applications received by November 1, 1998.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, members of minority groups, Vietnam-era veterans, and individuals with disabilities are strongly encouraged to apply.

Our web site is http://www.biosci.ohio-state.edu/~microbio/

ASSISTANT PROFESSOR

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A competitive salary, excellent research space, and substantial start-up resources are available. Applicants should submit a curriculum vitae, summary of research plans, and the names of three references by November 1, 1998 to:

Dr. Mark Coggeshall
Chair of Search Committee
Department of Microbiology
The Ohio State University
494 West 12th Avenue
Columbus, OH 43210

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Our web site is http://www.biosci.ohio-state.edu/~microbio/

ASSISTANT DEAN OF GRADUATE ACADEMIC AFFAIRS

The primary function of this position is to identify, recruit, retain, and graduate students from the underrepresented groups, especially but not exclusively minority groups. The candidate will help formulate policies in these areas, be a liaison to grad student representation, and serve on the Academic Assembly. The candidate will work with the University to create and maintain graduate academic issues including the Learning Skills Center and the International Graduate Assistant Training Program provide academic advising to graduate students as needed, and to take on other duties as assigned by the Dean of Graduate Student Affairs. The qualified candidate should have a Master's degree. Doctorate is strongly preferred. Work experience in 1+ of the areas is desirable. Strong interpersonal and organizational skills, and excellent oral and written communication skills are required. Position requires travel.

Send cover letter and resume with Job# AD2561 to:

Organizational Development and Employment Services
20 Thadwood Drive
Ithaca, NY 14850

CONREN

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

ASSISTANT PROFESSOR/INSTRUCTOR

Political Theory

The Department of Government invites applications for a full-time, tenure-track position in Political Theory at the rank of Assistant Professor or Instructor, beginning September 1999. Candidates should be capable of teaching courses in the following fields: Classical, Modern, Contemporary, and American Political Thought. The successful candidate will also be expected to teach a lower division course on critical issues in contemporary politics and to participate in Skidmore's Liberal Studies program. The normal teaching load is three courses per term, six per year. Completed Ph.D. or ABD status in Political Science is required.

Applications may be submitted until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: Professor Aldo C. Vaca, Chair, Department of Government, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.

Skidmore College encourages applications from women and men of diverse racial, ethnic, and cultural backgrounds.

Visit our website at http://www.skidmore.edu
Washenaw Community College

COMMUNICATIONS INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Communications Instructor. This individual will teach both first and second year college-level courses in Communications. The majority of the base load assignment will consist of first semester speech and interpersonal communications courses. The college is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Master's degree in communications, speech or related discipline and two years full time successful college teaching experience (equivalent of 900 student contact hours). Receipt of official WCC application form in the Office of Human Resource Management is 5:00 p.m. on December 18, 1998. Anticipated date of appointment for this position is for the 1999 Fall semester. The initial annual base salary is $34,330-$45,980 dependent upon education and work experience; base load of 32 weeks (800 days/450 contact hours per academic year. Numerous fringe benefits include health, dental, life insurance, and Michigan Public School Employees Retirement System.

Interested persons should send official completed WCC application form with credentials (transcripts) to Washtenaw Community College, Office of Human Resource Management, First Floor, Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106. (313) 973-3497. Job Hotline (313) 973-3510. For job postings see our website at: http://www.washtenaw.cc.mi.us/jobs. Note: Applicants must submit with the application documentation to establish minimum qualifications. Specifically, all college transcripts (student copies acceptable) and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments. Complete all parts of the official application, failure to do so may affect your consideration for this position. Resumes will not meet this requirement.

Washenaw Community College, through its affirmative action policies, is seeking candidates who will augment the diversity of its faculty, staff and administration. Washenaw Community College is an Affirmative Action/Equal Opportunity/ADE employer.

Senior Associate Director of Admission
Office of Admission

Wellesley College is seeking a Senior Associate Director of Admission in the Office of Admission. Responsibilities include managing daily operations of office and recruitment processes. Work in conjunction with Dean on marketing strategies and the budget. Supervise and train staff. Represent Dean in her/their absence. Oversee the Publications Communication function, including the annual revision of all major admissions publications, the processing of applications and records, decision making and special mailing projects, technology, the internet and e-mail, search campus visit programs, daily mail, Board of Admission representatives, student help involvement in all components of the Admission program, including travel, interviewing and reading applications.

Requirements: Bachelor's degree required, Master's preferred. Minimum 5 years of Admissions experience. Excellent interpersonal, verbal, written and public speaking skills necessary. Ability to work under pressure, outstanding organizational and problem solving skills. Personable ability to exercise initiative, set priorities, work independently and demonstrate confidentiality and discretion. Enthusiastic, detail-oriented person. Candidates should possess a professional demeanor, strong public relations skills and sense of humor.

Admission Counselor/Assistant Director
Office of Admission

Wellesley College is seeking an Admission Counselor/Assistant Director in the Office of Admission. Responsibilities: Recruit prospective students through high school visits, parent/student gatherings, college fairs, and presentation programs. Evaluate candidates for admission to the College. Coordinate and work with alumnae admission representatives to organize travel interview prospective students and select applications.

Requirements: Bachelor's degree or two years of admission or related experience; strong interpersonal skills; strong written and oral communication skills. Education or admission related work preferred. If interested, send cover letter indicating the specific position and a resume to: Patricia E. Fahey, Associate Director of Employee Relations, HOC, Wellesley College, Wellesley, MA 02481. Applications will be accepted until the position is filled.

Wellesley College cannot accept applications from ethnic minorities.
Eastern Michigan University invites applications and nominations for the position of Dean of Graduate Studies and Research. The Dean is responsible for the general operations of the Graduate School and the Office of Research Development in a comprehensive, multipurpose regional university that prides itself in the quality of its teaching faculty and its developing research focus. The Dean reports to the Provost/Vice President for Academic Affairs and is a member of the advisory council of academic deans.

Eastern Michigan University is located in a dynamic, culturally rich community west of the Detroit metropolitan area. Its five academic colleges are Arts and Sciences, Business, Education, Health and Human Services, and Technology. The university enrolls more than 23,000 students, including more than 5,000 in graduate programs. EMU offers graduate degrees in 37 academic departments representing nearly 70 master’s, specialist, and doctoral programs. Additional doctoral programs are expected in the near future and the Dean will have significant involvement in the development and operation of these new programs. Sponsored project activity has grown more than 50% in the past four years and exceeded $13 million during FY98. The Dean provides executive leadership for the Office of Research Development by promoting faculty research and scholarly and creative activity; by fostering the integration of the research and service missions of the university with student learning; and by developing policies governing the conduct of research at the university.

The successful candidate must possess an earned doctorate, preferably in a field that is represented in EMU’s graduate programming, and must hold credentials that are commensurate with those required for the rank of full professor. Higher education administrative experience is required, with preference given to candidates with experience in the administration and evaluation of graduate programs and in the development and management of sponsored projects. The successful candidate must also possess:

- High standards of personal and professional integrity;
- Ability to build support for a vision for the continuing development of graduate education and research in a comprehensive institutional setting;
- A record of effective academic and administrative leadership fostering the scholarly and research activity of the faculty and the university;
- Strong interpersonal, organizational, and communications skills necessary to advocate for graduate education and research to various internal and external constituencies.

Review of applications will begin on or about September 15, 1998 and will continue until finalists have been identified. Interviews could begin as early as October, with an anticipated starting date between January 1 and July 1, 1999, depending on candidate availability. For consideration, submit letter of interest, vita, brief statement outlining vision for graduate education and research, and list or at least four references, including telephone numbers, to:

Chair, Search Committee
Position APA9812
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applications from qualified women and members of minority groups are encouraged. EMU is an affirmative action/equal opportunity employer.

TUFTS UNIVERSITY
Faculty Positions for 1999-2000

Tufts University, located in the Boston area, is seeking candidates for the following positions to begin September 1999. Tufts is committed to excellence in teaching and scholarship, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them. Tufts is an alternative Action/EQUAL Opportunity Employer. Members of underrepresented groups are strongly encouraged to apply.

**TENURE-TRACK POSITIONS**

- Bioengineering
- Chemical Engineering
- Chemistry
- Drama/Theater
- Economics
- Education
- Electrical Engineering/Computer Science
- English
- German/Russian/Asian
- Mathematics
- Mathematics
- Music
- Philosophy
- Political Science
- Romance Languages
- Urban & Environmental Policy

**19th/20th Century Britain**

**Literature**

**Chinese Literature & Culture**

**Group Theory**

**Musical Composition**

**Office of Research**

**International Relations/International Political Economy**

**Contemporary French**

**Literature & Culture**

**Community & Environmental Policy**

Please contact the department directly for information about position requirements and how to apply. The main telephone number at Tufts is (617) 627-5100.

**NON-TENURE-TRACK POSITIONS**

- Electrical Engineering/Computer Science
- German/Russian/Asian
- Mathematics
- Philosophy
- Physics

- Chinese Language
- German/Russian/Asian
- Music
- Philosophy
- Physics

- Lecturer (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)

- Lecture (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)
- Assistant Professor (NTT)

Please contact the department directly for information about position requirements and how to apply. The main telephone number at Tufts is (617) 627-5100.

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ACADEMIC VICE PRESIDENT 
Pacific Oaks College 
Pasadena, CA

Individual will report and work closely with the Academic Vice President/Dean of the College (AVP); have an active role as a member of the AVP team; be responsible for all aspects of academic planning and operations, including policy and implementation for both credit and non-credit aspects, the scholarly agenda of the institution, research on program quality, student learning outcomes, and special projects. Responsibilities also include budget management; institutional research; overseeing events; working with the Director of Human Resources on faculty personnel matters; administrative management; troubleshooting for faculty, staff and students; writing reports, speeches and the official minutes of all academic meetings.

Requires a Bachelor’s degree with significant high-level management experience (5+ years); Master’s degree strongly preferred. Must have superior communication, organizational, writing and editorial skills; expertise in research design, data analysis and financial management; demonstrated ability to manage, prioritize and accomplish multiple tasks; knowledge of higher education and academic governance; and a commitment to diversity and social justice.

To apply, send resume, letter indicating why you would like this position, three brief writing samples, and the names and addresses of three references to:

Deborah Owens 
Pacific Oaks College 
5 Westmoreland Place 
Pasadena, CA 91103 
No Later Than Sept. 30, 1998

ASSISTANT PROFESSOR OF RELIGION 
Philosophy and Religion 

Skidmore College invites applications for a tenure-track appointment beginning September 1999. This will be the anchor position for a recently approved major in Religious Studies. Areas of special competence: Christian and/or Hebrew Scriptures; methodology in the study of religion. Area of general competence open, but the following preferred: Western Religions; Islam; African-American and/or Latina-Latino and/or Native American and/or Tribal religious experience; Gender studies. Candidates should have a broad preparation in religious studies appropriate for teaching in an undergraduate liberal arts curriculum. Teaching duties will include Theories and Methods, a course required for the major and taught every year. Ph.D. and teaching experience strongly preferred, although ABD near completion will be considered for appointment as Visiting Instructor. Salary and benefits competitive.

Review of applications will begin October 1, 1998; interviews at the American Academy of Religion meetings in Orlando, November 21-24. Send complete dossier, including evidence of teaching experience, to: Dr. Joel Smith, Department of Philosophy and Religion, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

Visit our website at 
http://www.skidmore.edu/departments/philosophy and religion

OSWEGO

SEARCH RE-OPENED

DEAN OF THE SCHOOL OF EDUCATION

The State University of New York at Oswego invites applications and nominations for the position of Dean of the School of Education. Oswego State is a comprehensive academic institution with a highly competitive student body of 6,800 undergraduate and 1,000 graduate students being served in the School of Education, the School of Business, and the College of Arts and Sciences. Originally founded in 1861 as the Oswego Normal School by Edward Austin Sheldon, the college became a charter member of the State University System in 1948. The campus is located on the shore of Lake Ontario, 40 miles north of Syracuse and 60 miles east of Rochester in Oswego, the port city of central New York with 20,000 residents.

The School of Education is comprised of six departments: Counseling and Psychological Services, Curriculum and Instruction, Educational Administration, Technology Education, Health and Physical Education, and Vocational-Technical Education. The Dean reports to the Vice President for Academic Affairs and is responsible for the supervision of these academic departments offering 36 undergraduate and 14 graduate degree programs serving 1,600 undergraduate and 550 graduate students with 130 faculty.

The Dean provides leadership in the areas of curriculum, strategic planning, faculty and staff development, budget and grant development. The Dean is also expected to foster collegial relationships with other units within the college and to develop partnerships with school districts and educational agencies. Oswego State is actively seeking NCATE accreditation. The Dean will have a key leadership role in the NCATE process.

The candidate should have:

- an earned doctorate in one of the areas within the School of Education
- demonstrated commitment to the recruitment and retention of students and faculty of color
- proven ability to work and communicate effectively within the college and with the educational community in general
- proven ability to foster innovations in response to current public education issues and trends
- demonstrated dedication to affirmative action and multicultural education
- demonstrated commitment to excellence in teaching
- a record of scholarly and creative activities
- experience with preparing and administering budgets
- interest in expanding programs in international and urban education
- experience in public schools and academic administration

Salary will be commensurate with qualifications and experience. Review of applications will begin December 1, 1998. Minorities, persons with disabilities, and women are encouraged to apply. Nominations or letters of application, curriculum vitae, and names, addresses, and telephone numbers of three references should be sent to:

Susan Ansara, Administrative Liaison 
Dean of Education Search Committee 
708 Culkin Hall 
Oswego State University 
Oswego, New York 13126

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For more information contact
Law Services
Box 40 • Newtown, PA 189
215.968.10
Internet: http://www.laace
Experimental Condensed Matter Physics

The Physics Department at the University of Utah is seeking highly qualified candidates for an assistant professor tenure track position in experimental condensed matter physics. Research specialties of particular interest include the physics of nanostructures, quantum electronics, optics and acoustics. We seek candidates with strong commitment to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in Physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by February 15, 1998 to:

Condensed Matter search Committee
Department of Physics
115 South 1400 East, room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action/Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to known disabilities of applicants and employees.

Washtenaw Community College

LIBRARIAN-ASSOCIATE

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a candidate for the position of Associate Librarian. Under the supervision of the Dean of Learning Resources, the Associate Librarian is responsible for development of media and electronic format collections and provides general reference and research education services to the Learning Resource Center (LRC). The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in Library Science or Information Studies from an American Library Association accredited program, minimum of two years of full time equivalent experience in a library.

Applications will be accepted until the position is filled.

The initial annual base salary is $33,330-$44,640 dependent upon education and work experience: 2080 hours on a twelve month base, with numerous fringe benefits.

Interested persons should send completed WCC application form and transcripts to the Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Box D-1, Ann Arbor, MI 48106. (734) 973-3497 Job Hotline (734) 973-3510. For job postings see our web site at: http://www.washtenaw.cc.mi.us/jobs/. Note: Transcript, student copy acceptable, must accompany Application form in order for candidacy to be considered further. Complete all parts of the official application. Failure to do so may affect your consideration for the position. Resumes will not meet this requirement.

Washtenaw Community College, through its affirmative action goals, is seeking candidates who will augment the diversity of its faculty, staff, and administration. Washtenaw Community College is an AA/EEO/ADA employer.

OSU PRESIDENT

OKLAHOMA STATE UNIVERSITY

Dean of the College of Arts & Sciences

Oklahoma State University
Stillwater, Oklahoma

The Board of Regents for Oklahoma State University invites nominations and applications for the position of Dean of College of Arts & Sciences. The Dean reports to the Executive Vice President, Office of Academic Affairs.

The College of Arts & Sciences is a dynamic academic organization comprised of 38 tenured or tenure-track and 15 part-time non-tenure track faculty. It provides an environment that encourages faculty personal and professional development, student attainment of academic and professional success, strong partnerships with private and public sector organizations, and enhancement of its excellent reputation. The college is comprised of 21 academic departments and two schools in a variety of disciplines within the natural and social sciences, the fine arts, and the humanities. Through these units, the college offers undergraduate degrees with minors available in 46 fields of study, M.A. masters' and 14 doctoral degrees. Current enrollment includes 4,500 undergraduate students 540 master's students and 2,000 doctoral students. In 1985-86, the college granted 11 undergraduate and 203 graduate degrees.

QUALIFICATIONS: Candidates should possess proven administrative skills, preferably at higher education, a thorough knowledge of the philosophy and mission of a college of arts and sciences, a knowledge of the philosophy and mission of a land-grant university, demonstrated capacity to work effectively with faculty, staff, students, and leaders in business and industry, other educational agencies and institutions, and evidence of ability to attract external funding. Preferred minimum qualifications include an earned doctorate in one of the disciplines included in the college, at least three years of administrative experience at a comprehensive research university, or equivalent scholarly achievements in teaching and research. and the ability to work and communicate effectively with all publics served by the college.

SALARY: Commensurate with qualifications.

BEGINNING DATE: As soon as possible following acceptance of position.

To ensure full consideration, a letter of application curriculum vitae, and the names, addresses and telephone numbers of five references should be received no later than October 6, 1998. However, applications will continue to be accepted until a successful candidate is appointed. Applications and nominations should be submitted to:

Dr. Cary Trenepohl, Chair, Search and Screening Committee, c/o Office of the Executive Vice President, 101 Whitewater Hall, Stillwater, OK 74078-1011, or by E-mail: dwcenter@okstat.edu

Oklahoma State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.
At IUN

- The Chancellor serves as the chief executive officer of the campus, works with the chancellors of seven other IU campuses and reports to the President of Indiana University.
- The position requires achievement warranting the rank of full professor, and experience as a principal administrator. The Chancellor should bring an understanding of university traditions, and ideas and energy that will make the resources of the campus useful to all the citizens of northwest Indiana. IUN is a campus on the move, and an energetic, forward-thinking, and strategically minded colleague is sought who can work in partnership within a complex, academically oriented environment.

IUN

- Serves a large metropolitan area and surrounding rural counties. The region has a vibrant history of industrial, social, and economic change. Its diverse industries, businesses, and professions offer many opportunities for productive collaboration among faculty, staff, students and members of the community. IUN is ideally located 35 minutes from Chicago’s Loop.
- The campus is the most ethnically, racially, and economically diverse of all IU campuses. IUN provides its students with a comprehensive grounding in arts, sciences, and humanities and strong professional and vocational programs leading to two-year, four-year, and graduate degrees.

At IUN

- There are 186 resident faculty assisted in their responsibilities by nearly 200 members of the staff and by associate faculty drawn from neighboring academic institutions and area businesses. The student body at IUN numbers approximately 5,500 persons working toward certificates and associate, baccalaureate, master’s, and doctoral degrees. Of that number, over 600 are enrolled in graduate studies.
- The chancellor will be selected early in 1999. The search is currently underway and screening of materials has begun. For full consideration, material should be received by October 15, 1998. A Position Prospectus describing the opportunity in more detail is available to interested individuals. Nominations are welcomed, and applications should include a resume and cover letter addressed to:

  Chair Kenneth L. Perrin  
  IUN Chancellor Search Committee  
  C/O Human Resources  
  Indiana University Northwest  
  3400 Broadway  
  Gary, IN 46408

IUN is being assisted in this search by Educational Management Network/Witt/Kieffer. Confidential inquiries and a copy of the Position Prospectus may be directed to Gary J. Posner or E. Kay Dawson, 615-665-3388, or via e-mail to IUN@emnmc.com.

Additional information about Indiana University and IUN is available on its website at http://www.indiana.edu. Indiana University is an equal opportunity, affirmative action employer.

ASSISTANT PROFESSOR/INSTRUCTOR
Comparative/International Politics/Russia and Eastern Europe

The Department of Government invites applications for a full-time, tenure-track position in Comparative Politics, with an emphasis on Russian and Eastern European politics and foreign policies, at the rank of Assistant Professor or Instructor, beginning in September 1999. Candidates should be capable of teaching courses on Russian and Eastern European political systems and international relations. Ability to teach a course on Chinese domestic and/or international politics is also desirable. Successful candidates will also be expected to teach a lower division course on critical issues in contemporary politics and to participate in Skidmore's Liberal Studies Program. The normal teaching load is three courses per term, six per year. Completed Ph.D. or ABD status in Political Science is required.

Screening of applications will begin in January 1999 and continue until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: Professor Aldo C. Vacs, Chair, Department of Government, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

THEORETICAL DIVISION DIRECTOR

The Theoretical Division Director provides scientific leadership and manages an organization of 250 people engaged in basic and applied research in theoretical physics, chemistry, biology, and mathematics. The Division also carries out theoretical and computational research in support of Laboratory programs including nuclear and conventional defense, nonproliferation, energy and basic sciences, and industrial collaborations.

Candidates for the position must have demonstrated significant accomplishment in a theoretical scientific discipline and a record of scientific leadership. Experience in technical management in a research organization is also highly desirable. Candidates must have a Ph.D. in a scientific discipline or equivalent combination of education and experience.

Ability to obtain a DOE Q-clearance, which normally requires U.S. citizenship, is required.

For details on responsibilities and requirements for the position, consult http://www.fr.lanl.gov/jobexternal for job ad #093834. Further information on Theoretical Division research activities may be found at http://www-ttd.lanl.gov. For questions about this ad, please call Mark Trupka at (505) 665-6592.

For consideration, please send your resume referencing "HOHO983834" to jobs@lanl.gov (no attachments, please) or to Human Resources Division, Los Alamos National Laboratory "HOHO983834" Mail Stop P286 Los Alamos, NM 87545 www.lanl.gov EOE

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- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:
MAIL: Associatehip Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418
FAX: (202) 334-2759  EMAIL: rap@nas.edu
INTERNET: http://rap.nas.edu/
Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

ASSOCIATE DIRECTOR II
FOR OFFICE OF COOPERATIVE EDUCATION DEPARTMENT OF ACADEMIC CAREER PLANNING AND PLACEMENT
New Jersey City University invites applications for the position of Associate Director, Office of Cooperative Education, Department of Academic Career Planning and Placement. The University is a four-year urban institution, located in the New York/New Jersey metropolitan area. The mission of the University is to provide strong academic programs in the liberal arts and professional studies supplemented by practical experience. The University enrolls over 8,000 students and has 248 full-time faculty.

Responsibilities: Under the direction of the Director, the Associate Director will assist in the daily administration and management of the Cooperative Education Program and in fulfilling the major responsibilities of the Department of Academic Career Planning and Placement. The Associate Director supervises a staff of eight, maintains effective communication between the employment community and the institution, solicits cooperative education jobs in business, industry and government, serving the needs and qualifications of a diverse urban student population; coordinates the placement of students into cooperative education positions; promotes cooperative education within the University and the community-at-large; prepares reports and studies with recommendations; conducts staff training; maintains accurate program records.

Qualifications: Master’s degree in a related field required, Doctorate preferred in a related area of study. Experience in an urban college with a minimum of three years in higher education and cooperative education programs. Excellent organizational, communication and writing skills. Ability to use computers for data management, collection, and reports. Must be goal oriented, energetic, and entrepreneurial.

Salary: $45,752 - $56,637  ❗ Cut-off date: September 21, 1995

Applicants should forward a resume and three letters of recommendation to
Dr. Jennifer Jones, Director of Academic Career Planning and Placement
New Jersey City University
2033 Kennedy Boulevard
Vodra Hall Tenth St., Jersey City, NJ 07305
Fax: 201-209-3229

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Central Michigan University
Mount Pleasant, Michigan 48859
800-228-9859

CMU is an AA/EO institution. is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).
Executive Director Search
Congressional Hispanic Caucus Institute
Washington, DC

Founded in 1978, the Congressional Hispanic Caucus Institute (CHCI) is a non-profit and non-partisan educational organization dedicated to developing the Latino communities’ next generation of leaders.

The CHCI seeks a dynamic Executive Director experienced in fundraising, strategic planning, and managing a non-profit organization. The successful candidate will have a BA degree, a minimum of 3 years successful management experience in a non-profit setting and exceptional leadership, interpersonal, and communication skills.

The Executive Director will serve as the chief spokesperson for CHCI and is responsible for the overall operation of the organization including managing a $1.3 million budget and a staff of eight.

Salary: Open and competitive.
Deadlines: Applications will be reviewed as they are received.
Submit inquiries, nominations, and resumes to CHCI’s consultations.

Alberto M. Pimentel
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9171 Wilshire Blvd., Suite #428
Beverly Hills, CA 90210
(310) 278-9660 ext. 107
(310) 278-2878 fax

Florida International University

Florida International University seeks a Provost who, as Chief Academic Officer and second only to the university president, will provide critical leadership for a rapidly growing research university located in one of the most dynamic and diverse regions of the nation.

The University. FIU, located in Miami, is a research university and one of the fastest growing member institutions of the State University System of Florida. Opened in 1972, FIU enrolls over 30,000 students on two major campuses. Through its 13 Colleges and Schools, FIU offers over 200 academic programs, including 25 doctoral programs in the liberal arts, sciences, and professions. FIU has an established and rapidly growing reputation for excellence in research and a strong history of diversity and minority representation among students, faculty, staff, and administrators. For further information about the University see our page on the World Wide Web at URL http://www.fiu.edu and specific information relating to this position on http://www.fiu.edu/Provost

Responsibilities. The Provost serves as a member of the President’s Executive Council and presides in his absence. As Chief Academic Officer, the Provost is responsible for the strategic planning and fiscal affairs of all academic programs. The Provost provides academic leadership to the deans and faculty and represents the university on all academic matters. He/she serves as liaison to the Board of Regents and local, state, and national communities on such matters. The Provost works through the deans to oversee administration of academic programs on two major campuses, including curriculum development and evaluation, academic policy, academic personnel policy and procedures and academic space management. The Provost provides leadership and oversight for 3 research centers and institutes and oversees administration of all academic support services.

Qualifications. We seek candidates with a distinguished record in research and teaching, significant administrative experience in a complex, multi-cultural university, and demonstrated skills as a leader, innovator, consensus builder, and supervisor. Salary competitive and commensurate with experience.

The Community. Miami combines an exceptionally rich environment of cultural, educational, and health care institutions with diverse community and a marvelous subtropical climate. It is an integral part of South Florida which is one of the fastest growing regions of the nation.

Application Procedures. Nominations and applications must be postmarked by October 8, 1998. Send letter of application, resume, and list of at least three references to the chair of the Search Committee: Dr. Arthur Herrnstrom, Dean, College of Arts an Sciences, Florida International University, University Park Campus, Miami, FL 33199

Wellesley College

Wellesley College, a premier liberal arts college for women located 12 miles from Boston, seeks applications for a Research Analyst position in its Office of Institutional Research. The Research Analyst will work closely with other members of the team-oriented department to design and manage research projects that evaluate issues important to the college’s decision makers, conduct survey research, provide data analysis and executive reports on short- and long-term studies, and respond to internal and external requests for information. This appointment has high growth potential.

Requirements: Master’s degree in a social science with experience in evaluation and research in a higher education setting. Ability to conduct all aspects of research projects. Excellent quantitative, writing, and oral presentation skills. Expertise with Windows 95, Word, Excel, SPSS, and Access. Ability to work well with people.

Wellesley College seeks a Research Analyst with the following background: experience in academic and educational research, and victimology.

Wellesley College Wellesley MA 02481
Applications are considered until the position is filled.

Wellesley College especially welcomes applications from ethnic minorities.

Wellesley College

Walden University

Walden University offers distance-delivered doctoral degrees in Management Education, Psychology, Health Service and Human Services. On-line master’s degrees are offered in Education, Psychology. Through innovative learnings models and advanced technology, we make it possible for busy professionals to earn graduate degrees without interfering career and family commitment.

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E-mail request@walden.edu
Call 1.800.444.6795

Walden University is accredited by the North Central Association of Colleges & Schools, 111 North LaSalle St., Suite 2400, Chicago, Illinois 60601-2494. The University is accredited by the North Central Association of Colleges & Schools, 30 E.eller Place, Suite 200, Chicago, IL 60611-4209.
Go to the head of the class.

It's never too early to think about your future career path. Which direction should you head in? What is your ultimate destination? Consider going to the head of the class by obtaining your business doctorate and becoming a professor. Think about it - getting your Ph.D. will give you the power to influence and inspire other talented young minorities like yourself to pursue a business career and diversify the work force of Corporate America.

If you're an African-American, Hispanic-American or Native American, The PhD Project is your link to your doctorate. The definitive source for everything you need to know to reach that goal. Think of it as your Ph.D. guidance counselor.

Then think about this - obtaining your doctorate and becoming a business school professor will not only encourage greater minority participation in business careers, it will also better prepare all students to work in a diverse environment. And as for you? It is your opportunity to realize a dream, to make a difference, to mentor a generation and, ultimately, to diversify America's business leadership.

If you are interested in pursuing your Ph.D. upon graduation, The PhD Project can help you. And, if you think you might consider pursuing a Ph.D. at some time in your future, The PhD Project will be there for you. Call 1-888-2GET-A-PHD for more information or visit us at www.phdproject.com for complete details.

For more information, visit our website at www.phdproject.com

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UNIVERSITY OF CONNECTICUT
SCHOOL OF SOCIAL WORK

Invites Applications for Two Tenure Track Faculty Positions in CASEWORK

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State’s flagship, land and sea grant Research University. It shares with the other units of the University the pursuit of excellence in teaching, research and scholarship, and a commitment to public service that brings the knowledge of the University to the people of the State and the world. The curriculum of the School of Social Work is a two year, 60 credit master’s program that focuses on methods as its primary approach to advanced concentrations. These methods are Administration, Casework, Community Organization, Group Work and Policy and Planning. Applications for two tenure track faculty positions in Casework are being sought. Faculty duties will include teaching in this method concentration as well as in the foundation and elective curriculum, student advising and field consultation, research and scholarship, and service to the School, University and the community. The expected date of the appointment is September 1999.

Assistant/Associate Professor (depending on qualifications)
Requirements:
- MSW and five years casework practice with racially diverse/ethnic communities
- Doctorate in social work or related field; candidates with ABD with completion in near proximity will be considered
- Previous experience in teaching and student supervision is required
- Expertise in substance abuse, health: families or mental health is preferred
- An established record of scholarship is also preferred
(Search # 99A35)

Associate/Full Professor (depending on qualifications)
Requirements:
In addition to the qualifications specified in the above Assistant/Associate Professor position announcement, the Associate/Full Professor should also hold the following:
- An established record of scholarship and publications particularly related to Casework Practice
- Significant previous teaching experience on the Master’s and Doctoral levels
- Recognition as an educational leader on the national level related to Casework Practice
(Search # 99A36)

Applications will be accepted until the positions are filled. Screening will begin immediately. Please send curriculum vitae including the names, addresses and phone numbers of three references to: Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698. We encourage applications from under-represented groups including women, minorities and people with disabilities.

CONNECTICUT

The San Jose/Evergreen Community College District invites applications for the following Academic Management Positions:

DEAN OF COUNSELING GUIDANCE & MATRICULATION
Position #509. The primary responsibility of the Dean is to coordinate Counseling, Disability Services & other student services on a comprehensive community college campus. Review date 9/30/98.

DEAN OF APPLIED SCIENCE
Position #526. The primary responsibility of the Dean is to provide for the educational welfare of students & the professional needs of the staff in the division. The disciplines within this division include: Electronics, Lasers, Vacuum, Construction Technology, Air Car & Machine Technology. Review Date 10/8.

For further information visit our website: www.sjccd.edu
San Jose/Evergreen Community College District
Human Resources
320 San Felipe Road
San Jose, CA 95136-1599
(408) 270-6406
email: sjccdhr@sjccd.edu
www.sjccd.edu
MC90-001 408-785-2127 EOE

Five College Fellowship Program for Minority Scholars

Located in western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst are members of the Five College consortium.

The Fellowship provides a year in residence one of the five colleges for minority graduate students who have completed all requirements for the Ph.D. except the dissertation. (All Smith recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of $25,000, office space, housing assistance, and library privileges at the five colleges. Emphasis is on completion of the dissertation. Most Fellows are asked to do a limited amount of teaching but no more than one single semester course at the hosting institution.

Date of Fellowship: Sept. 1, 1999 to May 31, 2000 non-renewable
Stipend: $25,000
Review of applications begins: Jan. 15, 1999
Awards announced by May 3, 1999
For further information and application materials contact:
Carol Angus, Five College Fellowship Program Committee
Five Colleges Incorporated
97 Spring Street, Amherst, MA 01002-232
413/256-8316
Dean of the College of Education and Human Service Professions

The University of Minnesota Duluth invites application for a full-time 12-month position as Dean of the College of Education and Human Service Professions (CEHSP) beginning July 1, 1999. The Dean is responsible for academic leadership of the College, administration of ongoing programs and resources, program development and maintenance of effective linkages with the community including fund-raising strategies, and maintenance of productive administrative relationships at UMD and with other units of the University of Minnesota System. The Dean also provides leadership required to continue national accreditation of the College’s programs.

Applicants must have a doctoral degree in a field offered in CEHSP, a record of teaching, research, and service that is acceptable for tenure in a CEHSP academic department and three years of administrative experience at or above the department head level. They must also have a record of administrative leadership and managerial experience and of encouraging, promoting, and increasing cultural and human diversity. Further, they must have excellent communication skills and the ability to develop and foster external relations with public and private sectors.

Applications must include a) a letter describing experience and strength as they relate to the position; b) a current resume; c) a separate personal statement identifying the applicant’s philosophy of and commitment to promoting cultural and human diversity and record of affirmative action accomplishments; and d) the names, addresses, and phone numbers of three references who may be contacted.

Formal review of applications will begin December 1, 1998, and continue until the position is filled. Applications and related information may be obtained from and completed applications mailed to:

Chair, CEHSP Dean Search Committee
125 Bohnon Hall
University of Minnesota Duluth
10 University Drive
Duluth, MN 55812-2496

AMHERST COLLEGE announces six tenure-track openings at the Assistant Professor level and one position with rank open beginning in the 1999-2000 academic year.

AMHERST COLLEGE is an undergraduate liberal arts college for men and women, with 1650 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, Smith and the University of Massachusetts in the Five College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context, a well-articulated plan for sustained research.

BLACK STUDIES: Twentieth-Century African-American culture and society. Assistant Professor. Appointment may be joint with American Studies or English department. Candidates are expected to have teaching and interests in an interdisciplinary approach to the study of race and the black experience, and may be expected to offer courses in other disciplines such as literature, history, or the social sciences. The successful candidate will be expected to participate in the Black Studies Department’s team-taught introductory course, which is multidisciplinary and treats Africa, the Caribbean, and African America. The Black Studies Department at Amherst consists of faculty with joint appointments in traditional departments, and considers questions of race and the black experience in richly interdisciplinary and international contexts. Send letter of application, CV, and three letters of recommendation by December 1, 1998 to Search Committee, Black Studies Department, Box 2251, Williston Hall, Amherst College, Amherst, MA 01002-2251.

CHEMISTRY. Inorganic Chemistry. Assistant Professor. The successful candidate will be expected to teach introductory chemistry as well as inorganic chemistry at the advanced undergraduate level, and will have the opportunity to participate in interdisciplinary teaching. She or he will also be expected to establish a vigorous research program in experimental inorganic chemistry in which undergraduate students can substantially participate. Applicants should submit a detailed CV and a description of their teaching and research plans, and should arrange for the forwarding of three letters of reference, all to: Dr. J.N. Kushlick, Inorganic Search Chair, Department of Chemistry, Box 2243, Amherst College, Amherst, MA 01002-5000 by October 30, 1998.

COMPUTER SCIENCE. Computer Systems. Assistant Professor. The candidate’s research can be in any area of computer systems, broadly construed, including operating systems, programming languages, compilers, architecture, and networks. Departmental responsibilities include teaching a wide range of undergraduate courses and supervising undergraduate honors theses. Submit letter of application, CV, graduate transcripts, descriptions of research and teaching interests, and three letters of reference to: Chair, Computer Science Search Committee, Department of Mathematics and Computer Science, Box 2239, Amherst College, Amherst, MA 01002-5000. Applications received by January 15, 1999 will be assured of full consideration. E-mail inquiries to cs@amherst.edu.

ECONOMICS. Macroeconomics. Assistant Professor. The Department’s priorities include: strong training in macroeconomic theory and related empirical techniques; competence and willingness to teach the department’s intermediate macroeconomics course, macroeconomic electives, and our introductory course. Amherst College offers a two-semester sequence in economics. Macroeconomics is the prerequisite course. Applicants should have a Ph.D. in economics, preferably obtained by August 1999. Send letter of application with CV to: Search Committee, Economics Department, Amherst College, Amherst, MA 01002-5000 by December 1, 1998.

FINE ARTS. Sculptor Rank Open Tenure track. MFA and teaching experience required. Strong exhibition record expected. Teach all levels of sculpture and drawing. Candidate must have experience overseeing a full sculpture studio, equipment and facilities, and a commitment to undergraduate and interdisciplinary teaching. Submit four to eight portfolio slides, a CV, and a letter of recommendation. Deadline for completed applications is November 30, 1998. The Department will select interview dates. Submit materials to: Chair, Fine Arts Search Committee, Department of Fine Arts, Box 2201, Amherst College, Amherst, MA 01002-5000.

HISTORY. Latin American History. Assistant Professor. The Search Committee will be expected to teach one course per semester. Courses will include both general and specialized courses in Latin American history, as well as departmental courses for majors. Strong commitment to undergraduate and interdisciplinary teaching expected. Curriculum vitae, teaching statement, and three letters of reference by August 1999 to: Search Committee, History Department, Amherst College, Amherst, MA 01002-5000 by December 1, 1998.

PHYSICS. Experimental Physics. Assistant Professor. The College seeks an experimental physicist with broad intellectual interests and a strong commitment to undergraduate teaching and to research of ongoing interest to undergraduates. Preference will be given to candidates with postdoctoral research and teaching experience as well as to candidates whose research plans provide opportunities for on-site undergraduate participation. Start-up funds are available. Interested Applicants should submit a current CV, a list of publications, and a letter describing plans for teaching and research. In addition, they should arrange to have three letters of recommendation sent to: Arthur Zajonc, Chair, Department of Physics, Box 2244, Amherst College, Amherst, MA 01002-5000.

Applications are encouraged from qualified candidates who are members of groups underrepresented in physics.
Policy and Planning ANALYST

The College of Letters & Science Student Academic Affairs (SAA) invites applications and nominations for the full-time position of Policy and Planning Analyst. The initial appointment period is for one year and will be renewed in subsequent years contingent on satisfactory performance. This position is generally responsible for information and policy analysis regarding a wide variety of issues affecting Student Academic Affairs units and students. A substantial portion of this work is related to the units of Multicultural Academic Programs and Services (MAPS).

Responsibilities:
- Designs and develops analytical methods, procedures, and strategies appropriate for evaluation and analysis of issues affecting SAA units and students
- Establishes guidelines and procedures to ensure adequacy, quality, and reliability of information
- Reviews, monitors, and evaluates programs and services as an aid to management decision-making
- Summarizes findings, prepares reports, presents policy recommendations for units, programs, college, and campus
- Serves on campus committees

Educational Qualifications: Terminal degree required but will consider MA/Ms with equivalent experience in a field involving analytical and quantitative skills

Position Availability, Salary, and Application Procedure: The position is full-time and will be available January 1, 1999. Salary level is dependent upon qualifications with a minimum salary of $45,000. The deadline for applications and nominations is October 1, 1998. Applications and nominations should be submitted to:

Search and Screen Committee
Attn: Kim Edwardson
Office of Student Academic Affairs
College of Letters & Science
104 South Hall, 1055 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706

Applications should include a resume, a statement of interest in the position, three letters of reference, and a writing sample. Questions may be directed to Kim Edwardson at the above address, telephone 608/265-5461, fax 608/263-7126.

Assistant Professor

The University of Wisconsin-Madison is an affirmative action/equal opportunity employer.

Vice Chancellor for Research

Applications and nominations are invited for the position of Vice Chancellor for Research. The Vice Chancellor is the chief research officer for the campus, responsible for encouraging, organizing, advocating for, and leading the University's research activities. The Vice Chancellor for Research reports through the Senior Vice Chancellor for Academic Affairs to the Chancellor. Other responsibilities include oversight for the University of Nebraska State Museum, the University of Nebraska Press, and technology transfer.

It is expected that the successful candidate will hold an earned doctorate and have a substantial record of scholarly research and extramural funding, qualifications meriting appointment as a tenured full professor, proven administrative experience, and the potential for providing dynamic and successful research leadership.

The University of Nebraska-Lincoln is an AAU Research 1, land-grant institution with a distinguished tradition of research in all the major disciplines. It is designated as the principal research and graduate institution in the state.

Applications and nominations will be accepted until the position is filled. Candidates are encouraged to complete applications (including letter of interest, vita, and list of references) by October 1, 1998, when the Search Committee will begin reviewing applications. Women and minority group members are especially encouraged to apply. A full position description and instructions for the option of submitting applications on line are available at:

www.unl.edu/uvacca/Activities/vcr.html
or may be requested in hard copy from the address below. Applications and nominations should be sent to:

Professor David Sellmyer, Chair
Vice Chancellor
Research Search Committee
208 Canfield Administration Building
University of Nebraska-Lincoln, Nebraska 68588-0410 (402) 472-7886
email: igude1@unl.edu

The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. If you require an accommodation please contact Evelyn Jacobson at 402/472-5751.

Search and Screen Committee
Attn: Kim Edwardson
Office of Student Academic Affairs
College of Letters & Science
104 South Hall, 1055 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706

Applications should include a resume, a statement of interest in the position, three letters of reference, and a writing sample. Questions may be directed to Kim Edwardson at the above address, telephone 608/265-5461, fax 608/263-7126.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an affirmative action/equal opportunity employer.

ASSOCIATE DEAN FOR STUDENT AFFAIRS

University of Illinois at Chicago College of Medicine

The University of Illinois College of Medicine at Chicago invites applications for the position of Associate Dean for Student Affairs. The University of Illinois at Chicago College of Medicine is the largest college of medicine in the United States with some 14,000 graduates engaged in teaching, research, and patient care. An internationally renowned faculty of 4,000 at four locations across the state, Chicago, Peoria, Rockford, and Urbana-Champaign, dedicate themselves to educating more than 1,300 medical students each year. The UIU College of Medicine is committed to the education of physicians who are motivated toward, and capable of providing, a high standard of professional service. The College emphasizes the importance of a diverse student body with graduates who will address state and societal health care issues.

The Associate Dean reports to the Senior Associate Dean for Educational Affairs and is primarily responsible for the organization and oversight of comprehensive student affairs program for students at the University of Illinois College of Medicine at the Chicago campus. The incumbent is expected to serve as a student advocate in responding directly to student needs and in providing resources to assist students during the course of their education. This person also relates to Student Affairs counterparts at the regional sites of the College and coordinates selected college wide activities.

Applicants must possess a terminal degree, 15 years experience in a healthcare role field and have demonstrated proficiency teaching, eligible or holding a faculty appointment in the College of Medicine Public Health or other Health Profession.

Interested candidates should send a letter interest, a curriculum vitae, and three letters of reference with telephone numbers addresses by October 3, 1998 to:

Mr. Curtis Wingert, Deputy Director
Office of Human Resources
The University of Illinois College of Medicine at Chicago
1853 W. Polk Street
Room C180, M/C 874
Chicago, Illinois 60612

The University of Illinois at Chicago is an Equal Opportunity/Equal Access Employer.
Experimental Medical Physics/Biophysics

The Physics Department of the University of Utah is seeking highly qualified candidates for a tenure track faculty position at the assistant, associate, or full professor levels in experimental medical physics or biophysics. Research specialties of interest include but are not limited to magnetic resonance imaging (MRI), functional imaging, diagnostic angiography, microangiography, perfusion imaging, NMR microscopy, optical imaging, membranes, neurobiophysics, cell biophysics, motor molecules, protein structure/function. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in physics as well as medical physics or biophysics, depending on the candidate’s specialty.

Candidates should submit their curriculum vitae, list of publications, and at least three letters of recommendation by February 15, 1999 to:

Medical Physics/Biophysics Search Committee
Department of Physics
115 South 1400 East, Room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

ASSISTANT DEAN FOR DISTANCE AND CONTINUED LEARNING

UNIVERSITY OF MARYLAND, COLLEGE PARK
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

RESPONSIBILITIES: The Assistant Dean for Distance and Continued Learning will develop strategies for expanding the use of distance education and continued learning and develop faculty interest and participation in distance and continued learning. He or she will facilitate sound development of educational modules and educational programs including faculty training and develop new and entrepreneurial educational programs in cooperation with the College constituents.

QUALIFICATIONS: The position requires an earned doctorate in an area of study relevant to the position such as agriculture, education or technology development. Knowledge of Land-Grant universities and Colleges of Agriculture including the Cooperative Extension Service and the Agricultural Experiment Station is preferred. The successful individual will also have knowledge of information and communications systems technology including analogue and digital satellite, video conferencing, multimedia, World Wide Web and Intranet resources. Experiences with grant writing and fair use and copyright issues is desirable. A minimum of five years experience in above areas preferably in a Land-Grant University setting is desired.

SALARY: Salary is commensurate with experience.

CLOSING DATE: September 30, 1998, or until position is filled.

TO APPLY: Send a letter of application, curriculum vitae, and three letters of recommendation to: Dr. James C. Wade, Associate Dean, College of Agricultural and Natural Resources, University of Maryland, College Park, MD 20742.

Equal Opportunity Employer.

PRESIDENT
Grand Rapids Community College

The Board of Trustees of Grand Rapids Community College invites applications and nominations for the position of President of the College. Richard W. Calkins, who has led the College with distinction for 23 years, will retire from his position in the fall of 1998.

The President is the Chief Executive Officer and reports to an active, involved, and elected, seven-member Board of Trustees. The Board is seeking an individual to lead this outstanding educational institution including a $10 million Endowment into the 21st century. The President will possess a dedication to lifelong learning, an exemplary leadership style, a passion for excellence and achievement, a commitment to employing continuous improvement methods and experience in strategic planning.

Application Process: The Presidential Search Profile brochure should be requested by contacting: Chair, Presidential Search Advisory Committee, c/o Mr. Edward Wagner, Search Liaison, Grand Rapids Community College, P.O. Box 230375, Grand Rapids, Michigan 49523-0375 Tel: 616-234-3903 and Fax: 616-234-3907.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT) 1740 “N” Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org

Visit our website at http://www.grcc.cc.mi.us/

VICE PRESIDENT OF STUDENT SERVICES
SANTIAGO CANYON COLLEGE

The Rancho Santiago Community College District is seeking qualified candidates for the position of Vice President of Student Services, Santiago Canyon College, Orange, California. The successful candidate must possess a Master's degree and one year of formal training, internship or leadership experience reasonably related to this administrative assignment; possess the minimum qualifications to serve as a faculty member in the California Community College system, be responsible to the President for the overall planning, coordination, and evaluation of all student services and programs at the college. This position is an academic administrative position responsible for the areas of Counseling, Enrollment, Financial Aid, Health and Wellness, High School and Community Outreach, Students Activities, Student Development and Student Programs. The salary range is $7,728-$8,693/mo, in a letter of application, candidates will state how they would address the requirements of the position; candidates must submit a completed District Application form and a current resume to include names, business and telephone numbers of references. Closing date for accepting applications is September 28, 1998. Contact Human Resources at 714-564-6499 for applications and job announcements.

RSCCD
CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects.

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

University of South Florida

DIRECTOR
Applied Metrology Center
College of Engineering at the University of South Florida

The University of South Florida seeks an individual to direct the activities of the new Applied Metrology Center within the College of Engineering at the University of South Florida in Tampa, Florida. The candidate must have a strong background in metrology and experience in IC manufacturing, developed contact metrology methods, demonstrated knowledge of chemical aspects of IC technology, ability to design and manage large grants, familiarity with Florida’s high tech industry, ability to work effectively within academic environment.

The successful candidate must be qualified for tenure upon appointment in an academic unit in the College at the rank of Associate Professor or Professor. Duties will include teaching, research, service and the direction of masters and doctoral students. Also, the Director will develop programs in controlled environment engineering, bio-medical metrology, and the metrology of non-semiconductor materials, establish program goals and ensure facilities development, instrumentation installation, as well as foster partnerships with industrial users or manufacturers of metrology equipment and techniques and be responsible for the development and products of direct and interactive on-line educational resource materials relating to metrology issues in manufacturing environments.

Qualifications: Must possess a Ph.D. in Electrical or Chemical Engineering or in Materials Science. Send resume to Dr. Robert Carnahan, Assoc. Dean, College of Engineering, University of South Florida, 4202 E. Fowler Ave., Tampa, FL 33620. Must be postmarked by 9-30-98.

Research Network Leader

Educational Testing Service (ETS) is launching a new initiative called "Research Partnerships on Diversity" in structuring these partnerships. ETS is creating two networks of researchers—one that focuses on African-American issues, and one that focuses on Latino issues. These networks will link ETS and university-based researchers in addressing the learning and access needs of students in those communities with particular attention to the role of assessment in facilitating access and monitoring educational progress. They will also pursue a research agenda targeted on improving the opportunities and achievement of the nation's minority students.

To meet these needs, ETS is seeking two Senior Research Scientists—one in each of these partnership networks—to lead, coordinate, and facilitate the work. The networks will consist of ETS researchers and up to ten university-based ETS Research Partners in the fields of education and social sciences.

Nominations and applications for THESE TWO POSITIONS are sought. The successful candidate will be one who will find it rewarding to work with researchers around the nation and with the large staff of sociologists, economists, psychometricians, and educational experts within ETS. Candidates must have a Ph.D. in Sociology, Economics, Demography, Psychology, Education, or a related field.

ETS offers an ideal environment for professional growth, outstanding benefits, and a salary range commensurate with experience. For confidential consideration, please send a letter of interest, resume with salary history/requirements, and two writing samples to June Elmore, Educational Testing Service, 1800 K Street, NW, Suite 900, Washington, DC 20006.

ETS is dedicated to Equal Opportunity/Affirmative Action in the workplace. We regret that we are unable to respond to each resume. Only those selected for an interview will be contacted.

ADMISSIONS OFFICER

Primary responsibilities include recruitment and travel within an assigned geographic region (6-7 weeks of travel in the fall, 2-4 weeks in the spring with the possibility of some international travel) that may consist of high school visits, attending college fairs and conducting evening programs evaluating freshman and transfer applications; working with the Coordinator of Multicultural Recruitment, current students, staff to further develop the University's recruitment and enrollment of Latino students; conducting on-campus information sessions to both large and small groups; assisting with on-campus recruitment and other activities. Additional responsibilities include training alumni volunteers, interviewing prospective students, and working with other organizations and community-based agencies in identifying prospective student as well as other duties and projects assigned by the Director Admissions.

Qualifications: Candidates must have a bachelor's degree. Experience college admissions, financial aid, high school college counseling, or other educational field is a plus. The individual should possess the ability to work well independently and as a member of a team. Excellent organization, writing and public speaking skills are required. Preference will be given to individuals with a demonstrated commitment to recruiting a diverse student body and bilingual proficiency in English/Spanish is a plus. A valid U.S. driver's license is required.

Preferred starting date is November 1, 1998. Interested candidates should submit resume with cover letter and names of three references to: Louis Hirsh, Senior Associate Director of Admissions, Office Undergraduate Admissions, University of Delaware, 115 Mullineux Hall, Newark, DE 19716 by October 1, 1998.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.
**DIRECTOR**
CENTER FOR AFRICAN AMERICAN STUDIES

The University of California at Los Angeles is seeking a new Director for its Center for African American Studies. Qualified applicants should possess: (1) a strong scholarly research and publication record, with an emphasis in African American Studies; (2) experience in the development of interdisciplinary research and teaching; (3) the ability to administer budgetary, personnel, and related processes; and (4) demonstrated ability to obtain and manage extramural funding in the form of research grants and development acuity for the Center. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. The new Director would also hold a tenure appointment in the appropriate department or school. The anticipated starting date is July 1, 1999.

Established in 1969 as an Organized Research Unit, the Center for African American Studies is committed to the development of strong academic and research programs in the field. The Center also publishes books and monographs, provides administrative support to the interdepartmental B.A. and M.A. programs in African American Studies, maintains a library, and sponsors special lectures, conferences and symposia.

To be assured full consideration, nominations and applications should be sent by November 1, 1998:

CAAS Director Search Committee
c/o Ms. Rene Dennis, Coordinator
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an Equal Opportunity Employer.

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**Vice Provost for Undergraduate Education**

Nominations and applications are invited for the position of Vice Provost for Undergraduate Education at the University of Vermont. The University is seeking an individual with exceptional academic leadership skills and professional accomplishment.

The Vice Provost will work with academic leadership to facilitate discussion, coordination and implementation of curricular change at the University level.

- Leading University-level curricular enhancement activities.
- Developing and implementing assessment and accountability measures for undergraduate education.
- Developing and implementing additional first-year experience programs.
- Enhancing existing honors programs.
- Supporting and enhancing academic advising at the University level.

In addition, the Vice Provost will administer faculty incentive programs and awards and deployment of funds for curricular innovation; administer academic honesty policies; coordinate enrollment management activities with Student Affairs; coordinate with the Vice Provost for Research and support areas; and coordinate faculty development with the Chief Learning and Information Officer.

The University enrolls approximately 7,500 students in eight undergraduate colleges and schools, in addition to 1,100 graduate and 380 medical students. The one thousand outstanding members of the faculty are the foundation of a strong national reputation for excellence in teaching, research, and service. Located in Burlington, Vermont's largest city with 40,000 residents, UVM enjoys views of the Green Mountains to the east and Lake Champlain and the Adirondacks to the west. Burlington has been cited by national publications as one of the most desirable places to live.

Candidates for the position should have a demonstrated history of achievement in curriculum innovation, honors programs, first-year experience programs, exemplar academic programs, and academic advising programs. Experience in a leadership role at the university level is critical. It is expected that the individual will hold a tenured faculty appointment in the appropriate academic department.

Interested candidates should submit a statement of interest in the position and a complete curriculum vitae, including the names, addresses and telephone numbers of five references to:

Vice Provost Search Committee, The University of Vermont, 210 Kalkin Hall, Burlington, VT 05405. Formal review of applications will begin on Oct. 5, 1998. Applications will be accepted until the position is filled.

The University of Vermont is an equal opportunity/affirmative action employer with a strong commitment to racial, cultural, and ethnic diversity. Nominations of and applications from women and individuals from a broad spectrum of backgrounds are encouraged.
OAKLAND UNIVERSITY
Vice President for Academic Affairs and Provost

POSITION AND DUTIES

Oakland University invites applications and nominations for the position of Vice President for Academic Affairs and Provost. As chief academic officer of the university, the Vice President for Academic Affairs and Provost reports directly to the President, provides leadership to the deans and faculty for the quality and vitality of instruction, research, creative activities, and service in all undergraduate and graduate programs and support areas.

THE UNIVERSITY AND LOCATION

Founded in 1957, Oakland University is a vital, growing doctoral institution. With an enrollment of approximately 14,500 students, Oakland University offers 70 undergraduate and 30 graduate programs at the master’s and doctoral levels. The university has six academic units — College of Arts and Sciences, School of Business Administration, School of Engineering and Computer Science, School of Education and Human Services, School of Health Sciences, and School of Nursing. The university is home to a professional theatre, maintains an art gallery, and runs a conference center in a historical mansion.

Oakland University has a strong commitment to its four-part mission: teaching, research, service, and student development. Located in Oakland County, one of the most vibrant suburban areas in the country, on 1,700 park-like acres, the university is adjacent to the Oakland Technology Park and the Chrysler Corporation World Headquarters and Technology Center. Oakland County is one of the wealthiest and rapidly growing counties in the country, well known for its diversity of culture and quality of life and is home to over 500 multi-national corporations.

The economic growth of the region and the development of a high tech park adjacent to the university campus provides the university a unique opportunity for expansion. The position of Vice President for Academic Affairs and Provost offers an exciting opportunity for a person to work with the faculty and staff to capitalize on this development by providing leadership to build vital collaborations.

QUALIFICATIONS

Candidates should have a doctoral degree, a record of teaching, research, and service that will qualify them for a tenure appointment at the rank of professor in an academic unit of the university. A successful record of administration at the senior level, experience in enriching the learning environment with technology, a commitment to student success, experience in fundraising, expertise in managing significant financial resources, and an ability to foster an atmosphere where teaching, research, creative endeavors and service may flourish. Candidates must also have a demonstrated commitment to promoting excellence, achieving diversity, collegial decision-making, and shared governance. Successful candidates will provide innovative and energetic leadership to the academic development of the university.

APPLICATION

Applications should include a resume, the names, addresses, and telephone numbers of three persons who may be asked to provide a letter of reference, and a letter of interest which includes a statement highlighting the abilities and experiences candidates believe they bring to the position. Nominations must provide a current mailing address and telephone number for the nominee. Applications and nominations should be sent to:

Dr. Kevin Murphy, Chair
Vice President for Academic Affairs
and Provost Search Committee
Office of the President
Oakland University
240 Wilson Hall
Rochester, MI 48309-4400

Application review will begin October 1 and will continue until a successful candidate is identified.

Oakland University is an affirmative action, equal opportunity employer. Women, people of color, individuals with disabilities and members of other underrepresented groups are encouraged to apply. Personnel searches are conducted in accordance with the Michigan Open Meetings Act and Freedom of Information Act.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DEAN OF THE DIVISION OF THE SCHOOLS OF THE HEALTH PROFESSIONS

The Hunter College Division of the Schools of the Health Professions, the largest such unit of the City University of New York, seeks a dynamic and creative Dean to lead it into the 21st century. The mission of this recently reorganized Division is to educate health professionals who can serve urban, diverse populations. Hunter's students and faculty reflect the diversity of New York City.

Comprised of the School of Health Sciences and the Hunter-Bellevue School of Nursing, the Division includes 52 full-time faculty, 872 undergraduate and 660 graduate students. The School of Nursing offers undergraduate and graduate degrees in clinical specialties and primary care nurse practitioner programs. The School of Health Sciences offers Bachelors and/or Masters degrees in community health education, nutrition, physical therapy, medical laboratory sciences, public health, environmental and occupational health, and communication sciences. Three research and training centers: the Center on AIDS, Drugs, and Community Health, the Center for Occupational and Environmental Health, and the Brookdale Center on Aging also work closely with the Division to train health professionals, and to conduct demonstration projects and community-based research.

The Dean manages the budget, is responsible for strategic planning, faculty recruitment, development and evaluation, student and alumni relations and works with faculty on curriculum. The Dean manages the two Schools and works closely with each School Director. In addition, the Dean provides leadership for interdisciplinary collaboration, and works with the Office of Institutional Advancement on fundraising.

The Dean, who reports to the Provost, works with other Deans and college administrators and serves as a member of the President's Cabinet. The Division of the Schools of the Health Professions is located at the Brookdale Health Science Center at 415 East 25th Street.

QUALIFICATIONS: Candidates must have an earned doctorate and a record of scholarly research, publication, and professional or other accomplishments; and administrative experience in academic and/or health settings. The candidate should have appointment at the rank of Professor in one of the disciplines offered in the Division of the Schools of the Health Professions. Interdisciplinary health experience is highly desirable.

SALARY: $89,762 - $103,000, Commensurate with qualifications

START DATE: July 1, 1999

SEND RESUMES TO: Charles E. Hayes, Director of Human Resources, E1002, Hunter College, 695 Park Avenue, New York, NY 10021.

WHERE COERGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER PROTECTED VEOOPMABE PERSONS. REFER TO DISABELED PERSONS AND VETERANS FOR VETERANS ARE SPECIFICALLY ENCOURAGED TO APPLY FOR THIS AND OTHER POSITIONS AVAILABLE AT THE COLLEGE.

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

Vice President
for Business and Finance

A dynamic individual interested in providing vigorous leadership at a comprehensive university is being sought for the position of Vice President for Business and Finance at California State University, Stanislaus. The position is available January 1, 1999.

California State University, Stanislaus is one of 23 universities comprising the California State University system. The University enrolls approximately 6,250 students in its baccalaureate and master’s degree programs in the Liberal Arts and Sciences, Education, and Business Administration. Located in Turlock, California, a pleasant residential community (50,900 population) in the Central Valley, the University is close to the Modesto County Seat (182,700 population) and is within easy driving distance of San Francisco, Sacramento, Fresno, Yosemite National Park, the Sierra mountains, and Monterey Bay.

RESPONSIBILITIES: Reporting directly to the President, the Vice President is the chief financial and senior management officer and advisor to the President on the administrative support operations of the University. Overall responsibilities include institutional planning in support of the University’s strategic plan; fiscal policy development; resource allocation, analysis; budget planning, management, and reporting; financial accounting and business affairs; payroll; campus facilities planning and plant operations; auxiliary enterprises; safety and security; purchasing; and other university-wide leadership responsibilities as assigned by the President. The position also oversees the University Auxiliary Business Services at the primary campus site in Turlock and the newly acquired off-campus site in Stockton.

QUALIFICATIONS: Extensive senior level experience in a broad variety of management areas, preferably in an institution of higher education, and a proven record of success in planning and problem solving and in managing a highly skilled professional organization with a diverse fiscal structure are required. The ability to communicate effectively with all university and community constituencies, to achieve solid interpersonal working relationships, and a commitment to diversity are essential. An understanding of and commitment to the goals and values of the academic community, as evidenced by appropriate academic degrees and related experience are important. A combination of education and experience will be considered.

APPLICATION PROCEDURES: Review of applications will start September 30, 1998, and continue until the position is filled. The compensation package is highly attractive. Nominations and applications, along with a resume, three letters of recommendation, and the names of two additional references should be sent to:

Vice Presidential Search-Office of the President
California State University, Stanislaus
801 W. Monte Vista Avenue, L165
Turlock, CA 95382
Phone: (209) 667-3201; Fax (209) 667-3206

CSU, Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/Section 503/504 employer. Qualified women, minorities, and persons with disabilities are encouraged to apply.

AMHERST COLLEGE
ASSISTANT DEAN
OF FINANCIAL AID

Amherst College invites applications and nominations for an Assistant Dean of Financial Aid.

The Assistant Dean will participate in the review of applications for financial aid and in determining awards for new and returning students, and will assist in the general operation of the Office of Financial Aid, including performing federal verification procedures and processing Federal Pell Grants. A special emphasis of the position is on the identification and recruitment of financial aid applicants through information sessions conducted for prospective students and their families in the Office of Admission, as well as interviews, correspondence, and other individual contacts.

Applicants should have two or more years experience in financial aid work or a related area of higher education administration. A Bachelor’s Degree is required; a Master’s Degree is preferred. Applicants should be especially aware of and sensitive to the needs of students from economically disadvantaged and minority backgrounds.

Amherst College is an independent liberal arts college with approximately 1,850 students. Located in Western Massachusetts, the College participates in Five Colleges consortium with nearby Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts.

Letters of nomination and application with a current resume and the names of three references should be sent to: Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000. Letters received by Friday, October 15, 1998 will be assured of consideration.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

ASSISTANT PROFESSOR
Cognitive Neuroscience

- The University of Massachusetts Boston is seeking one full-time position of Assistant Professor of Psychology. This is a tenure-track position in experimental cognitive neuroscience, to begin Fall of 1999 semester. Doctoral in Psychology is required. Postdoctoral experience with a research background in imaging techniques preferred. Responsibilities include an active research program and teaching at both the graduate and undergraduate level. We are a dynamic department, with ANP accredited doctoral program in clinical psychology, excellent laboratory facilities and associations with other local research and medical institutions. The candidate’s application should include a description of research and teaching experience, curriculum vitae, pre-reprints, and three letters of recommendation. The search committee will begin reviewing applications mid-October, 1998 with the intention of bringing finalists for interviews in November and December. Please send materials to Dr. Helen Tager-Flusberg, Chair, Faculty Search Committee, Psychology Department, University of Massachusetts Boston, 100 Morris Blvd., Boston, MA 02125-3393. You can also FAX your materials to 617-287-6336. An Affirmative Action, Equal Opportunity, Title IX employer.

U Mass Boston
UNIVERSITY OF FLORIDA
Institute of Food and Agricultural Sciences

DEAN, COLLEGE OF AGRICULTURE/DEAN FOR ACADEMIC PROGRAMS

The University of Florida is a Land-Grant University and member of the Association of American Universities. Of the 42,000 students enrolled at UF, 3,600 are enrolled in the College of Agriculture.

RESPONSIBILITIES: Under the administrative direction of the Vice President for Agriculture and Natural Resources, the Dean of the College of Agriculture administers and provides leadership for all phases of the graduate and undergraduate academic programs of the Institute of Food and Agricultural Sciences (IFAS). Programs originate from 20 departments, 15 Research and Education Centers, and the School of Forest Resources and Conservation.

QUALIFICATIONS: The successful candidate will:
- Possess a Ph.D. in a field relevant to the position and be eligible for appointment at the rank of full professor in one of the IFAS departments.
- Demonstrate a dedication to excellence in teaching.
- Possess experience in graduate and personnel management, program development, strategic planning, and faculty/student recruitment is highly desirable. Superb interpersonal skills and the ability to work are highly desirable. Superb interpersonal skills and the ability to work with academic colleagues, and with public, private and governmental interests.
- Experience as the National Chairman of a Land Grant University is desirable.

APPLICATIONS: Applications, nominations and three letters of reference should be submitted to:

Dr. Larry R. Arrington
U.F., P.O. Box 11048
Gainsville, FL 32611-0100
Ph.: (352) 392-1971, Fax: (352) 392-6932
EMAIL: lra@uflunix.ufl.edu

Application deadline is October 1, 1998. Those wishing to nominate candidates should do so by September 14, 1998. Women and minorities are encouraged to apply. UF is an AA/EEO employer. The University of Florida is an equal opportunity, equal access, affirmative action employer. The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters of application/nomination and reference, be available for public

DAVIDSON COLLEGE
Vice President for Academic Affairs & Dean of the Faculty

Davidson College, located near Charlotte, North Carolina, invites nominations and applications for the position of Vice President for Academic Affairs (VPAA) and Dean of the Faculty.

Founded by Presbyterians in 1837, Davidson College is a highly selective, private, liberal arts college with 1,825 undergraduate students and 140 full-time faculty. As the College’s chief academic officer, the VPAA and Dean of the Faculty reports directly to the President and is charged with bringing vision, coherence, and leadership to its entire academic enterprise.

The VPAA and Dean of the Faculty oversees planning, development, and evaluation relating to all academic departments and programs of the College, including the Library, the Dean Rusk Program in International Studies, and the Center for Interdisciplinary Studies. The VPAA and Dean of the Faculty also represents the interests of the Faculty to the Trustees and to all other college constituents.

For more information about the College, please refer to its web site at www.davidson.edu

Candidates should have a distinguished record of achievement in teaching, scholarship and educational policy-making that will qualify them to lead a faculty strongly committed to excellence in liberal arts education.

The anticipated appointment date is July 1, 1999.

The search Committee will begin its screening procedures in late September and continue until the position is filled.

Please address nominations, inquiries and applications to the chair of the search committee. All inquiries will be maintained confidentially.

Professor David Martin,
Chair, VPAA Search Committee
Davidson College
P.O. Box 1719
Davidson, NC 28036
Email: DMartin@davidson.edu

Davidson College is an Equal Opportunity Employer.

The search committee encourages women, minorities and individuals with disabilities to apply.
DEAN OF STUDENT DEVELOPMENT

Montgomery College, a multi-campus community college committed to excellence in teaching and to student success, is seeking applications and nominations for the position of Dean of Student Development for the Germantown Campus. Located in the most populous, racially diverse, and fastest growing county in the state of Maryland, the College is challenged to provide instruction programs to meet the diverse and changing educational, social, economic, and cultural needs of its community. The Germantown Campus is located in an area of Montgomery County that is known as the “High Tech Corridor” and the campus draws students from both the local high schools as well as local businesses. The campus has a student enrollment of approximately 4,000 students of varied ethnic backgrounds and many different language groups.

The Student Development Dean reports to the Campus Provost and provides leadership for the faculty and staff in the areas of Counseling, Services to students with Disabilities, Student Activites, Athletics, Academic Advising, as well as the Career and Transfer Center and the Assessment Center. The qualities and abilities we are seeking include:

- strong leadership and human relations skills
- sensitivity to the needs of a culturally diverse community
- demonstrated skills in collaboration, consensus building and communication
- understanding of and commitment to a Student Success Philosophy
- background in Student/Adult Development theories and practices
- strong managerial, supervisory and administrative skills
- budgeting experience
- demonstrated ability to plan and implement a comprehensive student development program

Candidates must have a Master’s Degree in Counseling, Student Personnel or a related field. A Doctorate is preferred. In addition, progressively responsible experience in teaching, counseling, and management in community college Student Development operations is preferred.

The salary range is $62,670 - $97,365 per year, with a starting salary falling within the first half of the range. The College offers excellent fringe benefits. Applications for vacancy #0125 can be obtained by calling our 24-hour job line at (301) 279-8374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite L30, Rockville, Maryland 20850. The application deadline is September 23, 1998.

Montgomery College is an EOE/AA/Title IX employer.

DEAN OF STUDIES AND STUDENT LIFE

Sarah Lawrence College seeks a new Dean of Studies and Student Life. Reporting to the President, the Dean is responsible for administering academic policy and for overseeing the residential life of approximately one thousand undergraduates. The College places special emphasis on individualized study. The Dean of Studies is assisted by two Associate Deans who focus on academic affairs, supplementing the role of faculty directors who teach and advise students. Offices reporting to the Dean of Studies and Student Life include Student Affairs, Multicultural Affairs, Career Counseling, Community Service, and the Writing Coordinator. The Dean of Studies also works with the heads of graduate programs and continuing education.

The Dean of Studies and Student Life works closely with the Dean of College and with faculty and students on all aspects of college life, ranging from policy implementation to individual counseling. Academic excellence, effective interpersonal skills and commitment to diversity are essential. Teaching and administrative experience are required with Ph.D. preferred.

Sarah Lawrence College continues its mission as a progressive liberal arts college with a strong tradition in the creative arts. Please send curriculum vitae by October 15, 1998 to: Search Committee for Dean of Studies and Student Life, c/o Ms. Sheryl Leone.

Sarah Lawrence College:
One Meadoway
Bronxville, New York 10708

Sarah Lawrence College is an equal opportunity employer.
Women and minorities are encouraged to apply.

Student Services
Positions Available
Immediately

Director of Student Development

Responsible for leadership, development, coordination and administration of programs and services in Counseling, Specialized Services and Student Life. Position reports to the Vice President of Student Services.

Requirements:

- Masters degree in Counseling, Psychology, Student Personnel Services, Higher Education, or Behavioral Sciences.
- Minimum of 5 years in college administration and/or student development programs.
- Demonstrated ability to work well with non-traditional and special student populations and with faculty and students.

Position will be interviewed and considered for the comprehensive community college setting.

Assistant Director of Student Life

Responsible for management and supervision of the Student Life Program and the Student Center.

Position reports to the Director of Student Development.

Requirements:

- Masters degree in Student Personnel Services, Higher Education, or related field.
- Minimum of 3 years in college setting in student center management and/or student activities.
- Demonstrated administrative and leadership responsibilities.
- Excellent human relations skills.
- Knowledge of Student Development theory and practice as it relates to traditional and non-traditional college student populations.
- Ability to work evenings and weekends as needed.

Salary commensurate with credentials and experience. Please submit resume and names of three references to: Search Committee for Assistant Director of Student Life. (310) 243-3784.

Department of Human Resources

Bergen Community College

400 Paramus Road
Paramus, NJ 07652 AA/EEO

California State University, Dominguez Hl
Division of Student Affairs
Associate Vice President for Student Life and Director of the Loker Student Union
Application Deadline: October 1, 1998
Starting Date: Spring 1999

For a copy of the position announcement and application details, call (310) 243-3784.

THE HISPANIC OUTLOOK
IN HIGHER EDUCATION

RE Te CoP AVL ABE
BRYN MAWR COLLEGE
EXECUTIVE DIRECTOR ALUMNAE ASSOCIATION

The Alumnae Association of Bryn Mawr College is seeking an Executive Director. Bryn Mawr is a selective and diverse liberal arts college for women with 1,200 students in the Undergraduate College and 500 students in coeducational graduate programs in Arts and Sciences and Social Work and Social Research. Bryn Mawr has approximately 15,000 undergraduate alumnae and 6,000 graduate alumnae.

As the day-to-day leader of the independently incorporated Alumnae Association, the Executive Director develops, implements and facilitates creative programs for alumnae to help them maintain their ties to the College and to each other. The Executive Director works closely with the Board of the Alumnae Association and with other alumnae volunteers. The Executive Director supervises a staff of three and serves as a senior administrator of the College.

Principal qualifications include the ability to provide strategic direction, analytic and organizational skills; an ability to communicate effectively and relate well to alumnae with diverse perspectives, and the ability to manage both people and administrative operations and to work collaboratively in a team environment. The Executive Director must have a bachelor's degree or higher, and be willing to travel and to work on some evenings and weekends.

A review of applications will begin September 25 and continue until the position is filled. The College offers a comprehensive benefits program and a competitive starting salary. A resume, cover letter and contact information for no less than three professional references should be sent to Chair, Executive Director Search Committee, Bryn Mawr College, Pagoda, 101 North Merion Avenue, Bryn Mawr, PA 19010.

Bryn Mawr College is an Affirmative Action, Equal Opportunity Employer.

1998-99 History Search Announcement

Field and rank open. Three (3) to five (5) full-time (9-month) positions; tenured or tenure-track; begin September 1999. Salaries competitive; rank is based on qualifications/experience, and is consistent with collegiate and university policy. Special interest in junior scholars with demonstrated excellence in research and teaching and in mid-career colleagues with established reputations as innovative and exciting scholars and teachers who will complement the Department's existing strengths or help to build new ones. Candidates should be grounded in a specific field and be inclined toward comparative, thematic, and methodological dialogue. A Ph.D. in history must be in hand before start of appointment. Responsibilities include actively pursuing a research agenda, graduate and undergraduate teaching, and service. Send letter of application, curriculum vitae, and list of at least 3 references to: Professor Kinley Brauer, Chair, Department of History, 614 Social Sciences Building, University of Minnesota, Minneapolis, MN 55455. After initial screening, which begins October 9, 1998, additional materials will be requested. Search is open until filled.

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Dean, Division of Humanities, Arts, and Cultural Studies

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Dean of the Division of Humanities, Arts, and Cultural Studies. The Division is one of three within the College of Letters and Science and has 150 full time faculty, 1,700 undergraduate students in 28 majors, and a 284 graduate student enrollment of approximately 230. The Division is composed of 24 departments and programs as follows: English, fine arts (Art Studio, Art History, Theatre and Dance, Music), ethnic and cultural studies (Native American Studies, African American and African Studies, Chicana/Cucana Studies, East Asian Languages and Cultures, American Studies, Women’s Studies), languages and literatures (German and Russian, Spanish and Classics, East Asian Studies, French and Italian, Comparative Literature), and programs in Humanities, Critical Theory, Religious Studies, Medieval Studies, Nature and Culture. The Division also houses the Humanities Institute.

The Dean is the chief academic and administrative officer of the Division, with responsibility for the academic leadership of the Division and the management of its resources including faculty and staff, physical facilities, and budget. The Dean participates in campus-wide policy development through membership on the Council of Deans and Vice Chancellors. Together with the Deans of the two other divisions within the College of Letters and Science—the Division of Mathematical and Physical Sciences and the Division of Social Sciences—the Dean shares responsibility for the development activities of the College as well as student advising and operation of the College’s central administrative functions.

We seek candidates with a deep commitment to academic excellence who can lead the Division and the College in its continuing development. Qualifications include a distinguished record of teaching, research, and service appropriate for appointment as Professor in the Division; demonstrated ability for creative leadership and management; and the energy and vigor to translate ideas into action. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be July 1, 1999, or as negotiated.

Review of candidates will begin November 9, 1998. The position will remain open until filled. Nominations and applications should be addressed to:

Larry N. Vanderhoof, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8558

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GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT
GC CCD, located in the city of El Cajon, and the county of San Diego, is accepting
applications for:

GROSSMONT COLLEGE PRESIDENT

The Grossmont College President, under the direction of the Chancellor, leads, directs
and supervises the College, and administers program and operations in compliance with
various rules, regulations, policies and legal requirements. Grossmont College is seeking a
visionary educational leader who has been successful in: a leadership position in an
institution of higher education (community college experience preferred); dealing with
collegial responsibilities; planning and research activities; a shared governance setting;
working with student groups; promoting diversity; working with the community and
community groups.

The Search Committee will review application materials beginning November 8, 1998.
For more information and/or a brochure describing the College, the position
requirements, and the application process, please contact:

Dr. John D. Randall
Grossmont College President (Interim)
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7100 or fax (619) 644-7960
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An Equal Opportunity/Affirmative Action Employer.

POSTDOCTORAL FELLOWSHIPS IN THE RADIATION SCIENCES
Department of Environmental and Occupational Health, Graduate School
of Public Health, University of Pittsburgh

The University of Pittsburgh has been designated as a unique academic
"Center of Excellence" to provide Postdoctoral Fellowships for research and
study in the Radiation Sciences. The goal of this training Program, supported by
the U.S. Department of Energy, is to replenish the national pool of
docent-level, multidisciplinary radiation scientists in governmental, academic
and industrial research positions focused on the health effects from
ionizing radiation exposure.

The Program offers a two-year sequence including course work, laboratory
rotations, colloquia and seminars, a radiation epidemiology workshop and
one year of field experience at domestic or foreign sites of interest to the
Department of Energy. Areas of concentration include: radiation
epidemiology and biostatistics; health physics and radiobiology; biological
dosimetry; biomarker development and application; and occupational
medicine.

Applicants should have a recent doctoral degree (Ph.D., M.D., D.Sc., Dr. P.H.)
in the natural or health-related sciences. M.D.s may integrate Program
training with a departmental Occupational Medicine Residency. A
University-supported third year may be arranged if necessary. A stipend of
$33,500 for the first year, $36,000 for the second year; research expenses,
health insurance and annual travel allowances to and from the research sites
are provided. Fellows must be U.S. citizens or permanent residents.

For additional information or application materials, contact: Neil Wald,
M.D., Program Director, A744 Crabtree Hall, Graduate School of Public
Health, 130 Desert Street, Pittsburgh, PA 15261; or telephone (412) 624-3155,
fax (412) 624-3040. Or e-mail wald@vms.cis.pitt.edu.

The University of Pittsburgh is an Affirmative Action/
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FACULTY MEMBER- THEATER ARTS (#485)
Lansing Community College has a Spring, 1999 opening for a Faculty Member in
Theater Arts. Master’s degree in Theater or Theater Arts required. MFA preferred. One or more of
the following skill areas helpful: improvisation, creating theater, voice, movement, or myth and
performance. Background in collaborating with Theater, Dance, and Music faculty in performances.
Teaching theater and directing experience preferred. Must demonstrate a commitment to community
college philosophy and diversity, including learning centered concepts, innovative approaches to
educational delivery, and student success orientation. A willingness to teach a diverse
student population and demonstrated experience using lectures and laboratories.
Must demonstrate ability to work cooperatively in a team environment. To
ensure full consideration, forward materials by October 1st. To apply, send letter of
application, resume and completed application form (call 517/483-9753 to obtain
form) to: 8260-Human Resources Department, Lansing Community College,
PO Box 40010, Lansing, MI 48901-7210. EEO/Affirmative Action Employer.
University of the Pacific
Dean of Enrollment Services

The University of the Pacific, the first chartered institution of higher education in California, offers applications and innovations for a dynamic and innovative leader to assume the position of Dean of Enrollment Services, heading undergraduate admissions, financial aid, and registrar/records. The Dean of Enrollment Services reports directly to the Provost and is a member of the Council of Deans. Pacific is a growing independent, comprehensive university of 5,000 students in 11 schools and colleges. The main campus is in Stockton, the University of the Pacific School of Dentistry is in San Francisco, and the McGeorge School of Law is in Sacramento. For further information please visit our website at www.upc.edu.

The Office of Enrollment Services was established in 1997 to bring together the key units at the Stockton campus that affect new student enrollment and retention. The Enrollment Services model under implementation combines the key services of admissions, financial aid, and registrar personnel in a new innovative structure designed to provide a single point of contact services. This model will provide quality services in a student-centered environment and bring a bold, innovative approach to recruitment and retention.

Responsibilities:
The Dean of Enrollment Services must provide strong leadership to a wide variety of constituents on campus that will interface to provide outstanding services to students. This individual is responsible for the management, operation, and budget of the Office of Enrollment Services. S/he will coordinate the services and deliverables of these and work closely with the academic dean, faculty, division heads, as well as end of enrollment services.

- Develop and implement a comprehensive recruitment plan,Sad: a retention plan and supportive programs with the Office of Recruitment Services and the division of student life.
- Provide vision, leadership, and optimal use of program technology for Enrollment Services.
- Work closely with the Director of Marketing and University Relations to lead in marketing research and planning.
- Lead and supervise a team of admissions, financial aid, and registrar personnel.
- Coordinate with student accounts and other student services.
- Develop and recommend policies impacting recruitment, admissions, matriculation and retention of students.
- Participate in university-wide marketing, strategic, and long-term planning.

Qualifications:
- Creative, strategic thinker
- Proven leadership skills
- Nurturing understanding of admissions, financial aid, and marketing and registrar practices and policies
- Demonstrated experience in bringing together admission, financial aid, registrar, and student services to improve new student enrollment and retention.
- Demonstrated experience in marketing.
- Demonstrated commitment to improving diverse populations.
- Minimum of ten years of progressive responsibility in admissions or enrollment services division including personnel and fiscal management.
- Understanding of and commitment to the use of technology.
- Master's degree required.

Environment:
The University of the Pacific is a dynamic, independent, comprehensive university under new leadership offering degrees at the graduate, undergraduate, professional, and graduate levels. The University's main campus is located in Stockton, a culturally and ethnically diverse city of more than 250,000 people, part of the beautiful central valley of California bordered by a thousand miles of waterways. McGeorge School of Law is located in the state capital, Sacramento, and the School of Dentistry is in San Francisco. It is within a two-hour drive from the Sierra Nevada range and Yosemite National Park. The main campus area within an hour and a half of the San Francisco Bay Area.

Appointment Date/Salary:
The University seeks to fill this position as soon as the best qualified candidate is identified. Salary is commensurate with qualifications and experience.

Application:
Send letter of application, current curriculum vitae, and names and addresses of three references to: Dean of Enrollment Services Search Committee, PO Box 5800, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211-0197. Review of applications will begin immediately, and the position will be open for spring 1999.

Affirmative Action/EQUAL Opportunity Employer
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Washington College and international human rights activist.

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HONOR ROLL

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This unique institution works at graduating professionals who are professionally and technically competent, morally committed, and ethically attuned.

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education seminars and social functions that attract thousands.

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programs are narrowing the minority performance gap.

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Two Hispanic students at Thomas Jefferson School of Law are achieving
geratational and national prominence.

People, Places, Publications, Conferences
Washington Honors Teacher Development Programs

BY GUSTAVO A. MELLANDER

A number of schools with a high percentage of Hispanic students have been honored for establishing outstanding teacher development programs in consort with neighboring higher education institutions.

Parameters

The National Awards Program for Model Professional Development, now in its second year, invites schools to demonstrate that its professional development programs result in improved teacher effectiveness and student learning. They also have to be consistent with a set of principles for professional development that are based on the best available research and exemplary practice.

Secretary of Education Richard W. Riley in prepared remarks noted, "Unless we invest in teachers and their learning, and ensure that teachers are equipped to teach to higher standards and to meet the challenges of today's classrooms, we will never reach our education goals.

"Honoring these schools fits with this Administration's continuing effort to ensure a talented, dedicated and well-prepared teacher in every classroom. We must make sure that teachers have the training and support to teach to high standards. That is what these exemplary programs are doing with great success."

High-quality programs include rigorous subject matter content, effective teaching strategies, and school-college-based support that ensure the career-long development of teachers.

The academic review process included a first round of evaluation by a non-federal panel of experts, comprehensive site visits to the most promising applicants, and final study by a seven-member blue-ribbon panel. Their recommendations were presented to Riley, who selected the final honorees.

Each of the recognized programs received a privately funded monetary award to support professional development activities and to help share strategies and lessons learned with others.

The William R. Kenan Fund, United Parcel Service Foundation, the William T. Grant Foundation, Toyota USA, Inc., and Glaxo Wellcome, Inc. funded the monetary awards.

Four exemplary projects that serve Hispanics:

1. Montview Elementary School, Aurora, Colorado

Montview's professional development efforts serve the learning needs of a diverse and highly transient student population that includes a great many low-income Hispanic families.

Between 1995 and 1997, student scores increased in reading, language, and math. The Riverside Integrated Language Arts Performance Assessment also showed increases for all students and a virtual elimination of performance gaps between Caucasian students and Hispanic American students.

Montview engages in site-based decision-making whereby teachers are integral to all planning and decisions. Teachers participate in summer learning institutes and four school-based in-service days each year. They also have regular opportunities for observation, coaching, reflection, and dialogue.

Teachers report growth in their abilities to assess student progress in reading and writing, to diagnose, to plan, and to support students' learning needs more effectively.

2. Lewisville Independent School District, Lewisville, Texas

Lewisville designed and implemented a professional development program that is based on student needs, grounded in research, and focused on success for all students. Its investment in staff development has resulted in positive results.

Between 1995 and 1997, scores on the reading, mathematics, and writing tests improved at all grade levels, and the achievement gaps between Hispanic, African American, and Caucasian students narrowed.

Its schools develop goals through a comprehensive planning process. A team structure allows teachers to help set goals, and professional development focuses on reaching those goals. Leadership capacity among its teachers is developed by encouraging teacher leaders to assume leadership roles with their peers instead of bringing in outside experts.

3. International High School, LaGuardia Community College, Long Island City, New York

International High School (IHS) at LaGuardia Community College has a high concentration of students from low-income families as well as recent immigrants who speak 35 different languages. The school has succeeded in narrowing the achievement gap between students with limited-English proficiency and those who are native-born.

The faculty and student body are organized into six interdisciplinary instructional teams. Each team's schedule includes three hours of weekly meeting time, and teachers on the same team observe and coach each other: share best practices; develop, evaluate, and revise curricula; and jointly devise interventions for students who need extra support.

The school's professional development efforts have succeeded. Student achievement far exceeds that of other limited-English-proficient students in New York City and compares favorably with more advantaged public schools in the city.

Graduation and attendance rates have increased, and the college acceptance rate exceeds 90 percent each year. In addition, IHS students learn to master English more quickly than do similar students in the city.

4. H.D. Hilley Elementary School, El Paso, Texas

H.D. Hilley has a population in which 96 percent of the students qualify for free or reduced-price lunch and many students are limited-English-proficient. Yet recent scores on the Texas Assessment of Academic Skills have increased substantially. Between 1995 and 1997, the proportion of third graders mastering all objectives on the test increased from 50 to 68 percent.

These improvements have been achieved in large part because of its school improvement team—comprised of teachers, parents, community members, and administrators. It is empowered to determine school improvement goals and how to target its professional development resources.

Multi-grade-level teams involving all the teachers in the school develop strategies to support the goals, and all professional development efforts are linked to these goals.

Collaboration with the El Paso Collaborative for Academic Excellence, the College of Education at the University of Texas at El Paso and the National Science Foundation-funded Urban Systemic Initiative supports the school's professional development activities and commitment to academic excellence.

Dr. Mellander is a professor and emeritus dean at George Mason University.
LSAC Study Confirms Success of Minority Law Graduates
Landmark Research Refutes Myths

Within nine months of completing law school, an overwhelming majority of minority law graduates—81 percent—successfully passed the bar exam, enabling them to practice law.

The landmark study, sponsored by the Law School Admission Council, the association that administers LSAT, the Law School Admission Test, tracked more than 27,000 students entering American law schools in 1991, making this study the most comprehensive and in-depth research ever conducted of bar exam passage rates in the United States.

The study was designed in part to answer questions about minority access to the practice of law. The high level of minority student success revealed in this study lends credence to policies aimed at opening doors to minority students.

“Seven years ago, when we started this study, some people were questioning whether minorities who were encouraged to enter law school were being sent on a fool’s errand,” said Henry Ramsey, Jr., a retired California state judge and member of the LSAC committee that provided oversight for the study.

“There were all kinds of assertions, incidental anecdotes, and wild guesses about the percentage of minority students who ultimately passed the bar—some as low as 20 or 25 percent. This is the first and only national bar passage study.

“This study strongly refutes the myth that affirmative action policies tend to set students up for failure on the bar exam,” said Ramsey. “Today we have the most credible evidence yet available, and in fact it shows the reverse, that the great majority of these students succeed.”

Ramsey, former dean of the Howard law school, wrote the Historical Introduction to the published study. “I was the only Black person in a class of almost 300 stu-
February Is Minority Law Recruitment Month

Contact LSAC for information on its grants program designed to increase the recruitment of minority law students, now in its second year. Ninety-six U.S. and Canadian law schools received grants of $1,000 to hold one or more events last February that targeted potential minority law students.

LSAC reports that according to the U.S. Census bureau, only seven percent of the lawyers in the U.S. are from minority groups, two percent Latino, three percent African American, and less than one percent are Asian American or Native American.

dents when I entered the University of California’s Boalt Hall in 1960,” said Ramsey. “Indeed, only four Black students were in the entire student body. The situation at Boalt was much the same for Asians and Hispanics.”

“In 1969,” he continued, “lawyers of color probably made up less than one percent of the profession and most of those lawyers were graduates of the historically Black law schools—Howard, North Carolina Central, Southern, and Texas Southern.

“Most, if not all, of these special admission programs were established in the two or three academic years immediately after Dr. Martin Luther King Jr.’s assassination on April 4, 1968.” The research findings underscore the success of those affirmative action programs.

More than 160 law schools and 36 bar exam jurisdictions from across the country participated in the LSAC Bar Passage study, during which researchers collected and analyzed vast amounts of longitudinal data, including socioeconomic factors, test scores, and other background information on the careers of students entering law school in 1991.

The research was conducted by LSAC, the principal investigator was Linda F. Wrightman, professor of educational research methodology at the University of North Carolina at Greensboro, who is the former LSAC Vice President for Testing, Operations, and Research.

“A primary reason for conducting the research was the desire to replace anecdotal or unsupported claims about minority performance,” said Leo Romero, chair of the LSAC Board of Trustees.

“Another reason was to point out areas that need a closer look. For instance, the bar passage rate of non-Whites, while high, remains lower than that for Whites. Also, the link between socioeconomic status and bar passage rates is not as clear as many might assume it would be. These are intriguing areas that are cause for more research and analysis.”

The study also found that many African Americans who took the bar exam once and didn’t pass never returned to take a second exam. Evidence suggests that passage rates jump significantly among second-time test-takers in all ethnic groups.

“If these African American graduates had been as persistent as other test-takers, their overall bar passage rate should have increased dramatically,” noted David Hill, a University of Colorado law professor who chairs the LSAC study committee. “Why some students don’t come back to take the test again, while others do, is an area for future inquiry.”

The eventual passage rates for all ethnic groups were: Hispanic 89
percent (463 of 520), Mexican American 88.4 percent (362 of 408), Puerto Rican "0.7" percent (102 of 1258), African American "0.6 percent (1,062 of 1568), Asian American 91.9 percent (883 of 961), American Indian 82.3 percent (884 of 1066), White 95.5 percent (18,664 of 19,285), and other 91.5 percent (292 of 319).

Romero expressed hope that the LSAC study would prove beneficial for more than just the legal community. "Our country is engaged in a vital debate over fundamental issues of opportunity, fairness, and social justice in offering access to education and the professions. Hopefully, we contribute more light and less heat by providing hard scientific data such as this."

A summary of the findings can be viewed at <http://www.lsac.org/barpassage.html>. For the full published report, released in late June, contact the Law School Admission Council at P.O. Box 40 Newton, MA 02160.

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### OUTCOME BY PREPARATION PROGRAM

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*Percent shows percentage of total number of participants within each bar passage status category, separately for each ethnic group, who attended selected academic preparation programs.

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**Diversity—The Legally Defensible Argument**

Following are excerpts from a perspective by Leo M. Romero, LSAC Chair, Law Services Report, January/February 1998.

- This year marks 20 years since the United States Supreme Court decided the Bakke case, the seminal decision addressing race-based affirmative action programs, in higher education. This case set forth the legal parameters of affirmative action in legal education: (1) the use of race as a criterion for offering admission or awarding financial aid must serve a compelling institutional interest, and (2) an affirmative action program must be narrowly tailored to further that compelling interest.

- The only rationales for affirmative action that have been accepted by the courts as "compelling interests" have been those that attempted to remedy the present effects of past discrimination and those that addressed achieving the educational benefits that flow from a diverse student body. Because it is difficult for most law schools to satisfy the remedial justification, the diversity justification is the foundation on which most race-based affirmative action programs rest.

- The 1996 LSAC publication, *Preserving Affirmative Action Programs in the Late '90s*, quoted language from Justice Powell's opinion in *Bakke* about the value of diversity in an institution of higher education and referred to Harvard President Neil Rudenstine's statement about how student diversity enhances the learning process by exposing students to the experience of having their own views and perceptions challenged and reshaped by people from differing backgrounds.

- The presence of women in law schools since the early 1970s, for example, has changed the dynamics of discussions about rape, family law, and equal protection. Whether the examples of diversity include minorities, women, older students, parents, former athletes, or musicians, the more diverse the class, the richer the discussions and the better the educational experience.

- In thinking about the value of diversity in your law school, consider that the variety and richness of the intellectual discourse gives diversity its real power, and that our schools would be the poorer without the insights and perspectives that come from students from different races, cultures, and backgrounds.

- Diversity so conceptualized will be far more defensible if your affirmative action admission policy is challenged.
A Law School Admission Primer

For Students and Faculty

BY BARBARA F. ANDELMAN

Most law schools have “rolling admissions,” which means that they continuously make admission decisions over the course of several months. Early applicants often have a greater chance of admission or a scholarship.

Law school can be a tremendous experience and an outstanding investment in your future. The process of evaluating law schools and going through the admission process does not need to be overwhelming. Here are a few tips.

ADMISION PROCESS BASICS
1. The Requirements
   There are two requirements for applying to law school: a) a four-year bachelor’s degree from an accredited college or university and b) an LSAT score. Of course, the standards for admission vary among the nation’s 195 ABA-accredited law schools. To get an idea of how competitive one is as a candidate, it is a good idea to find out about the median undergraduate GPA and LSAT scores at a particular school. This will give the applicant information about the profile of the most recent entering class.

2. Preparing for the LSAT
   Studies have shown that those who prepare for the Law School Admission Test are likelier to outperform those who do not. But there is no definitive answer about which test prep method is the most valuable. A 1998 study by the Law School Admission Council found that, among those responding to its survey, users of the materials available from the council, commercial schools, and non-council books tended to have higher scores than did non-users of these methods, than did users of undergraduate institution courses or other methods of preparation, and than did those who did not prepare at all.
   Be aware that most law schools average multiple LSAT scores, so do not plan on taking the test “cold” just to see what it is like. For just $80, you can purchase an actual test that was previously administered. Pay a friend to time you, and you can recreate testing conditions.

3. Timing Is Everything!
   Most law schools have “rolling admissions,” which means that they continuously make admission decisions over the course of several months. Early applicants often have
a greater chance of admission or a scholarship. Deadlines for applications vary, but students should aim to take the LSAT no later than the September in the year prior to their intended entrance into school. Some schools will accept the December and possibly the February tests, but the scores for these tests will not be available to law schools until four weeks after the test administration, at best. Even if a student submits an application long before the deadline, then takes the LSAT later, the application is not complete until that LSAT score is available to law schools.

4. The LSDAS

Instead of accepting transcripts and letters of recommendation from students directly, most law schools require that applicants subscribe to the Law School Data Assembly Service (LSDAS). LSDAS gathers the student’s transcripts, analyses them, then issues an LSDAS report to the law schools to which the test-taker has applied.

WHAT IS THE COMMITTEE LOOKING FOR?

The bottom line is this: Law schools are looking for the candidates who have the intellectual abilities to succeed in their program. Every school has many more applicants than spots in an entering class and must select from a highly credentialed group those who show the greatest promise of success. This does not mean that the selection process is a “numbers” game; to the contrary, the committee looks to many factors in its effort to evaluate applicants.

Personal Statements

A very important part of the application is the “personal statement,” as it serves two functions: it offers the applicant the opportunity to bring to the committee’s attention information that he or she feels is important to the admissions decision, and it provides the committee the opportunity to assess the applicant’s writing ability. Applicants should take care in the preparation of their personal statement; a sloppy personal statement reflects poorly on an applicant who seeks to join a profession in which attention to detail is necessary for success.

Professor Robert N. Strassfeld, a member of the faculty at the Case Western Reserve University School of Law and frequent member of our admission committee, offered the following insights: “In writing your application, you should ask yourself: ‘How can I use my personal statement effectively as an advocate for myself?’ Your personal statement gives you an opportunity to distinguish yourself from other applicants with similar academic records. You should seize that opportunity. The personal statement enables you to tell a law school admissions committee about your special talents and unique experiences and perspectives. Tell us about your three years spent as a volunteer at a New Mexico rural legal services office, your background in canon law, or 15th-century Icelandic sagas, or whatever. Let us know if you are a scuba diver who is particularly interested in admiralty and the salvage of Spanish wrecks off the Florida coast. Give us a reason to think that we would enjoy teaching you rather than the scores of other applicants with comparable grades and LSATs, or to think that we could expect to be prouder to claim you as our graduate. Make the effort to write coherent grammatical prose. Take the time to proofread. And avoid displays of bad judgment. Do not describe yourself in the third person or as a member of the plant or animal kingdom in your statement. While we might appreciate clever essays, you assume considerable risk if you write such a statement.

Academic Performance

There is no doubt about it: law schools seek students who have developed strong study habits and have a record of strong academic performance. They will be evaluating the rigor of your undergraduate coursework as well as grade trends—trends upward being more favorably looked upon than those heading south. Graduate work is certainly an asset, but is more difficult to evaluate. The reality is that everyone gets As and Bs in graduate school; those evaluating graduate school transcripts are going to place emphasis on the quality and competitiveness of the graduate program.

Letters of Recommendation

Most schools either require or recommend that applicants submit letters of recommendation. Chances are good that applicants are going to ask only those people whom they believe have something positive to say about them to write a recommendation, so merely having a positive recommendation is not going to give an applicant the extra edge. I urge applicants to get recommendations from a faculty member or employer (if allowed by the law school) who knows the candidate well and can speak to his or her intellectual abilities and academic achievements. Do not bother getting recommendations from someone famous who has not even met you, or from every elected official in the tri-state area. Letters
from people who say that the person comes from a nice family or was an excellent cadet or always showed up on time for work are just not helpful. Ditto for recommendations from high school teachers or counselors, unless they illuminate some important aspect of the applicant's background.

Perspective always helps: insights as to the applicant's abilities relative to others whom the recommender has taught, employed, etc., or features of the student's record (i.e., honors college, selective major), are valuable.

It is surprising how many recommenders (including university faculty!) exercise poor judgment when writing recommendations. Letters that contain poor grammar or spelling, for example, by someone who has taught the applicant English, put the quality of the program in doubt. Eyebrows will rise also when the recommender does not get the name of the applicant right; it gives the impression that he/she is unfamiliar with the applicant. Finally, why do some faculty write about the "neat appearance" or other physical attributes of their (usually female) students? Not too relevant in the evaluation of a candidate's intellectual achievements.

Finally, letters of recommendation on behalf of candidates who have waived their right of access to the letters tend to be viewed as more candid and therefore of greater value to the committee.

Skeletons in the Closet: prior misconduct

All applicants must disclose a criminal conviction or disciplinary action: be honest and straightforward in responding. Similar information must be disclosed in the application for admission to each state's bar, so it is critical that applicants be forthcoming right from the start. Those who are not at risk being taken before the Law School Admission Councils Misconduct and Irregularities in the Admission Process Subcommittee and/or being harassed from admission to a state bar.

Do not be hesitant to provide a brief explanation of any mitigating circumstances that you believe will provide a context to information in your file. For example, if you were very ill one semester, or had a death in the family, or found yourself a fish out of water as a premed student, tell us about this. You cannot explain away four years of poor academic performance, but the admission committee might be willing to overlook a short blip in an otherwise strong history.

Are students friendly? Do they seem happy? Are colleagues willing to share notes? Do students have an active extracurricular life? Do they make lasting friendships with other law students? Are the lounges a place where students like to "hang out," or does everyone hit the road as soon as class lets out?

Learning is not confined to the classroom: extracurricular activities provide an opportunity for students to attain leadership skills and pursue common interests with other law students. The president of our Student Bar Association, Victor Pérez, is a prime example of this. A native of Rio Piedras, Puerto Rico, and a graduate of the University of Dayton, Victor got involved in the life of our law school community through participation in student government and work in our Law Clinic. Pérez was president of the Hispanic Law Students Association. He is a leader of our student body and a member of the Ohio Hispanic Bar Association.

What should students look for in their future? The quality of the faculty is most often evaluated in terms of their accomplishments: whether they graduated from outstanding law schools, were in practice or a judicial clerkship, and have been published in major legal periodicals. These factors are critically important in establishing the reputation of a law school. However, there can be more. Some students might want to look for a school where faculty are accessible to the students. Every law school's bulletin says that this is the case: current students can provide the most accurate testimonial. Faculty can be a source of guidance and support, as well as of career-planning tips and assistance in understanding how to write a better exam. Some law schools have more of a tradition of faculty accessibility than others: as you know, it takes a fine balancing act for faculty to be available to students while fulfilling their scholarship responsibilities. Students are often wowed by schools that promote the really "big name" legal scholars: if these faculty are not accessible to students, however, their enhancement of a law student's personal academic experience can be minimal (although clearly valuable to the school's reputation).

Students might not appreciate how important a law school facility is to the quality of life while in law school, as well as to the quality of the education. At the most basic level, the facility creates a mood and atmosphere, whether austere or comfortable. The building can affect whether students feel free to "lounge around" and get to know each other, to share ideas, whether about legal issues or the world series. The building can affect whether faculty feel comfortable and remain in the short run. in the building long enough to be available to students or, in the long run, to become tenured faculty. More substantively, does this facility have the basics? Students with disabilities will want to look at accessibility of all of the facilities. The moot court room should boast state-of-the-art equipment to allow student presentations to be videotaped and reviewed. Student organizations should have room to do their...
thing." There is a lot more to a law library these days than counting the number of hard volumes. Adequate computer facilities, with access to training, printers, and state-of-the-art software and databases are a must. Are there professional staff on duty during all hours of operation, or do students staff the desk? Is there always a reference librarian on duty? Is the library keeping up with computer technology in the field of legal research and student services? Comfortable study areas are a must.

There are many dual-degree programs out there to satisfy even the most esoteric of interests. A joint-degree program offers students the opportunity to pursue two graduate degrees simultaneously (one being the J.D.) so that less time is needed than if they were pursued successively. What a student needs to ask is: how long will it take, and is summer coursework required? Is there one application for the program, or do I need to apply separately to each school? How is tuition determined? Is there a required sequence of coursework?

Some law schools offer merit-based scholarships, some offer need-based grants, and others provide a mix of both. All law students are considered independent for purposes of eligibility for government loans.

Research & Writing Programs

When that first legal research assignment hits a summer associate or new lawyer, you will have a new appreciation for the quality of the legal research, analysis, and writing program at your law school. This is the class in which students learn the fundamentals of legal research, how to do legal research, analyze the findings, and prepare legal documents. It is the one that can help you advise a client in that legal job. There are different approaches to teaching legal research and writing. I believe that the optimal set-up is to have full-time faculty, each a lawyer with significant practical experience, teaching in small groups.

Legal Clinics

Participation in a legal clinic can be the highlight of a student's law school education. In evaluating clinical offerings, a student should look for a program that is overseen by a faculty member whose primary responsibility is the legal clinic: a) that offers only real client experience, not simulated cases; and b) in which each participant handles a number and variety of cases, from the initial client intake throughout resolution of the cases.

Career Planning & Placement

There are many factors to consider in evaluating a law school's career services office (CSO). A top-notch career services office should be providing students with the tools that they need to conduct a job search—not only the first job after law school but throughout their career. This includes resume-writing clinics, interview skills workshops, an attorney mentor program, participation in off-site recruitment programs, and sessions that focus on different areas of legal practice. The CSO will assist students in finding summer legal jobs, part-time jobs during the school year, and post-graduation positions.

What Do the Alumni Think?

The mark of a good law school program is an active alumni group. Alumni who feel that their education has served them well and who enjoy their law school years will contribute to the law school. This includes endowment support, of course, but can also include offering time and assistance with admissions by speaking with prospective students, serving as mentors to current students, and helping with career planning and being available to counsel graduating students.

GATHERING INFORMATION ABOUT LAW SCHOOLS: RESOURCES


For a link to all law school Web sites and information about registering for the LSAT and LSDAS:

Law School Admission Council:
(215) 968-1001
http://www.lsac.org

Author Barbara Andelman, Assistant Dean for Admissions and Financial Aid at Case Western Reserve University School of Law, has been in law school admissions for more than ten years and practiced law before that. She is a Trustee of the Board of the Law School Admission Council. She is reachable to readers by phone at (800) 756-0036, via e-mail at <lawadmissions@po.cwru.edu>, or via the Web at <http://lawwww.cwru.edu>.

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"The law school at Case Western Reserve University, located in Cleveland's beautiful University Circle, offers a nationally recognized legal education at a major comprehensive university in a city that is one of the nation's leading law centers. For over 100 years, the school has prepared its students for leadership in the practice of law, public service, and commerce. Today its alumni are serving in prominent positions throughout the nation and the world. And their continuing interest in the school is embodied in generous scholarship and employment opportunities that benefit current students.

"Our faculty take their responsibility of educating tomorrow's leaders very seriously. Graduates often cite our faculty's commitment to excellent teaching and accessibility to our students as one of the most enriching and valuable aspects of their legal education. The curriculum is both challenging and extensive—offering a powerful combination of theory and practice that provides students with a solid foundation for their careers. The law school's strong tracks in business law, litigation, and health law, are excellent examples of the special way in which the curriculum molds graduates who make a difference from their first days as lawyers.

"The school benefits enormously by being located in Cleveland, Ohio, a city that ranks among that nation's premier legal, corporate, and health care centers."

For additional information about the Case Western Reserve University School of Law, contact the Admissions Office at: (800) 756-0036 or via e-mail at <lawadmissions@po.cwru.edu>.

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Visit our home page on the Web! http://lawwww.cwru.edu
Seeking a Supreme Court Seat

HNBA Leads Drive for Representation

BY
JEFF SIMMONS

Only 3.3 percent of the nation's federal magistrates are Latino. The number of Latino attorneys in the nation is similarly disheartening: only 2.8 percent of the 860,000 lawyers. These rates have remained generally stagnant or inched upward at a snail's pace, a growth significantly outpaced by the Hispanic population explosion in America.

On the anniversary of the historic equal opportunity ruling of Brown v. Board of Education, a group gathered on the steps of the United States Supreme Court. Roughly a dozen leaders from across the nation assembled, the court's massive columns towering above them.

But these were not leaders in the African American community. They were congressional representatives, civil rights advocates, and prominent attorneys, and all men and women of Latino heritage. Portraying a united front on this important anniversary, the group championed another landmark change: a change in the face of the Supreme Court.

"It was 220 years ago that our nation was founded on the principle that all men were created equal, and while this concept was true, opportunities for Hispanic Americans have not been equal," José Gaitán, then-president of the National Hispanic Bar Association, said on that day in May 1996.

"It is because of this that we find ourselves today, despite the fact that we've had 220 years of history in this country, we find ourselves without a Hispanic American on the United States Supreme Court."

That half-hour on the courthouse steps was a remarkable moment for those who gathered, not only because it provided a forum to voice their concerns but because it dispelled any perceptions that the Hispanic community was not unified and could not rally behind any potential candidates to sit on the governing body.

"I don't think it was a perception. I think it was a manufactured excuse," says Carlos Ortiz, general counsel for Goya Foods in New Jersey and HNBA's liaison to the White House.

"We have been as united as anyone in this country. No group, not the African American community, not the Jewish community, not the Jewish and Catholic communities, has ever been more united than we are in expressing the urgent need for more diversity on that court."

"And yet, for some reason, because one or two individuals had expressed some minor reservations, that was used as an excuse, and many believed it was used as a divisive tactic—to divide the com
munity," says Ortiz.

Nevertheless, despite that impressive and unified front—congressional representatives from Illinois, California, and New Jersey, and leaders of groups such as La Raza and the Puerto Rican Legal Defense and Education Fund—the face of the nine-member court remains the same. Another justice has yet to publicly announce an intention to retire, though last spring rumors about the next vacancy were still alive.

The campaign to appoint a Latino to the court is largely being driven by the HNBA, in collaboration with groups and leaders across the nation. It is part of the organization's efforts to expand the number of minorities in the judicial system, from clerks to magistrates.

The HNBA reports, for instance, that only four of the 970 law clerks who have served the current justices have been Latino. An analysis of Hispanic American federal court appointees by administration also shows little progress during President Clinton's tenure.

Overall, Clinton is responsible for 12 Latino appointments, comprised of nine to the federal courts and three to the circuit courts of appeal. That outpaces President George Bush, who appointed eight. But President Ronald Reagan had appointed 15, and President Jimmy Carter, 16.

Only 3.3 percent of the nation's federal magistrates are Latino. The number of Latino attorneys in the region is similarly disheartening: only 2.8 percent of the 80,000 lawyers. These are rates that have remained generally stagnant or even upward at a snails pace, a growth significantly outpaced by the Hispanic population explosion in America.

"As we approach the millennium, the Hispanic community in this country has grown. It's 20 million and growing," notes Martin Castro, a commercial litigator with the Chicago firm of Baker & McKenzie who chairs the HNBA's United States Supreme Court Committee. "You cannot have the highest tribunal in our nation not reflect that portion of our diverse nation."

The court's history has seen the demographics, race, and religion play a role, with historic actions guiding the first African American—the late Thurgood Marshall—and the first woman—Sandra Day O'Connor—onto the bench, ground trepidation once again with the confirmations of Clarence Thomas and Ruth Bader Ginsburg.

It was during the 1992 presidential campaign that the HNBA intensified its efforts to encourage Latino representation on the court. Then-Governor Clinton, the HNBA reports, had promised that the judiciary would "look like America."

The HNBA even compiled—a list of potential nominees—after extensive background research and interviews—a list dubbed the "Magnificent Seven"—that well-regarded potential nominees to the court. The group presented those names to President Clinton upon the retirement of Justice Byron White, but Clinton subsequently nominated Ginsburg (whom the HNBA voted unanimously to endorse).

One year later, Justice Harry Blackmun announced his retirement, and again the HNBA stepped up its lobbying efforts. But President Clinton nominated Judge Stephen Breyer (and despite any dismay, the HNBA endorsed Breyer as well).

It was during this time that the perception of a "lack of unity" in the Latino community surfaced. But two years later there appeared to be progress.

Ortiz, in a recent article titled "Hispanic American Representation in the Federal Judiciary: Better Than Before—But Still Not Good Enough," cited a private meeting with Clinton's closest advisors, in which they praised the HNBA that the "unity in the Hispanic community was no longer an issue."

The Magnificent Seven has since been amended; it now contains six names, potential candidates that the group is poised to pitch at a moment's notice.

"We have always been of the opinion that it's necessary for us to be prepared in the event that there's a vacancy," said Castro. "This is not a cyclical issue for us; this is something that is on the front burner for the Hispanic community."

The most recent list is comprised of:

Joséph F. Baca, a justice on the New Mexico Supreme Court. Baca was elected to the court in January 1989. He was previously an assistant district attorney in Santa Fe and a district court judge in Albuquerque. In 1994, President Clinton appointed Baca as director of the State Justice Institute, a private nonprofit corporation estab-
lished by Congress to provide grants to assist State court systems.

- **Fortunato “Pete” Benavides**, a judge with the United States Court of Appeals for the Fifth Circuit in Austin, Texas. Benavides was appointed by Clinton to the court in 1994, and he previously served as a trial and appellate court judge for 15 years.
- **José Cabranes**, a judge with the United States Court of Appeals for the Second Circuit in New Haven, Connecticut. President Jimmy Carter appointed Cabranes to the federal bench in 1979, distinguishing him as the first Puerto Rican appointed to the bench in the continental United States. He previously had served as general counsel of Yale University, and was chief judge of the U.S. District Court in Connecticut when President Clinton appointed him to the second circuit bench in 1994.
- **Vilma S. Martínez**, a litigation partner with Munger, Tolles & Olson in Los Angeles, California. Martínez previously had been a staff attorney with the NAACP Legal Defense and Educational Fund, and served as the Equal Employment Opportunity counsel with the New York State Division of Human Rights. She also served on President Clinton's Advisory Committee on Trade Policy and Negotiations from 1994 to 1996.
- **Cruz Reynoso**, a law professor with the University of California in Los Angeles. Reynoso previously was in private practice for a decade in El Centro, California, and since 1993, served as vice chairman of the U.S. Commission on Civil Rights. He also had been appointed by President Jimmy Carter as the United States delegate to the United Nations Commission on Human Rights and was a member of the Select Commission on Immigration and Refugee Policy.

Castro, the Chicago attorney, said that it is important to remain vigilant in the campaign, and to remind the nation's leaders that "this historic lack of representation must be remedied."

The reasons go beyond just statistics, pointing also to diversity and respect. Castro said that the appointment of a Latino justice would acknowledge that "finally, we as Latinos have made it to the table."

"It would also send a strong message to Americans across the country that Americans of Hispanic descent are one and the same, that we have contributed greatly to the building of this nation and we continue to contribute greatly."

If a retirement does occur in the coming months, Castro said, "it would be a great legacy for the Clinton administration to finally open the doors of the Supreme Court, which have been closed for so long to Latinos."

But if the current judicial makeup appears to stretch into the next presidential term, expect the issue of minority representation to be propelled to the fore by HNBA and other organizations.

"I hope we have an appointment before the next presidential election," Castro said. "I don't see it as being anything but a positive issue regardless of the political campaign. We have been lucky to have bipartisan support on this issue. This is not a Democratic-Republican issue. This is an American issue."

But Ortiz said that political considerations most likely will be taken into account when making the appointment.

"Whichever political party is the first one to appoint the first Hispanic American, that's going to give them an extra feather in their cap, extra points, extra credit. It would behoove each party," Ortiz said. "The Hispanic American vote cannot be taken for granted anymore."

These were words often repeated on that May day on the courthouse steps two years ago. Speaker after speaker weighed in on the Supreme Court's vital role in history and the future of the country.

Congressman Robert Menéndez (D-New Jersey), the fifth to address reporters, eloquently stated: "As a nation, we have worked best when we've worked together. We've drawn strength and wisdom from our diversity, and the slowly unfolding history of tolerance and diversity can be charted by appointments to the Supreme Court."

"The Supreme Court in many ways is a treasury of our society, and appointments to the court have a tradition of reflecting tolerance in our society."
Making a Profound Contribution

"Más importante es el camino que la posada" Don Quixote

Claudio Grossman is Dean of American University's Washington College of Law, Co-Director, with Robert Goldman, of its Center of Human Rights and Humanitarian Law, and Special Rapporteur on Guatemala, Paraguay, the Dominican Republic, and Women's Rights for the OAS Inter-American Commission on Human Rights.

HO interviewed Dean Grossman, who was born in Chile and earned degrees both there and in Holland, as he was about to travel to Guatemala on a commission visit. Highlights of that interview follow.

HO: Did you select human rights or did it select you?

GROSSMAN: Both. Human rights is an area that has been an interest of mine for a long time.

HO: Was there a specific event that spurred your interest?

GROSSMAN: Well—my rejection of the idea that the ends justify the means. My belief that there is an inherent value in every human life. And events that took place in Latin America in the '70s. All these circumstances.

HO: If I look at a map of Central and South America, are there any countries therein that are NOT members of the OAS?

GROSSMAN: Well, first of all, the OAS is not only for Central and South America. It is Inter-American, and includes Canada, the United States, the Caribbean. There are 55 countries. One country—Cuba—is excluded. Of the 55 countries, 54 are members.

HO: Is membership in the OAS tantamount to acceptance of the jurisdiction of the Inter-American Human Rights system?

GROSSMAN: When you are a member of the OAS, a member
state, you are under the jurisdiction of the Commission because that supervises either compliance with the American Convention of Human Rights or the American Declaration. This last instrument is used by the USA, Canada, and those Caribbean countries that have not ratified the Convention.

**HO:** Is the United States going to ratify the Convention?

**GROSSMAN:** I think that at a certain point it will be ratified.

**HO:** Does the U.S. bow to any other international law body?

**GROSSMAN:** The United States is a member of the OAS. The United States and its agencies ratified the International Covenant on civil and political rights, and is subject to a committee that supervises complaints about human rights.

**HO:** Last fall your law school held a conference on applying international law in domestic courts. Could you give me an example of a situation in which a judge might do so?

**GROSSMAN:** One example is when an individual starts a tort action because of a crime against international law. If someone recognized a torturer—someone who tortured you or a member of your family—that person could start a case asking for damages. There is the Alien Tort Statute that says an alien can sue an alien under the Law of Nations, when you have a Law of Nations definition—torture, genocide.

A second example—treaties. Treaties are the law of the land. If the U.S. has ratified a treaty, a judge could apply the treaty in domestic cases, if the treaty is self-executing.

**HO:** I noticed that Supreme Court Justice Stephen Breyer presided over a panel last spring at your moot court competition. Who's going to be our first Hispanic Supreme Court nominee?

**GROSSMAN:** I don't know. I would hate to give a name, but I think it will be very important to have one.

**HO:** How long before we have a Latina Supreme Court justice?

**GROSSMAN:** It is sooner rather than later.

**HO:** After they get out of medical school, physicians can be board-certified in a variety of specialties. Is there anything like board certification for lawyers? How do they develop a specialty?

**GROSSMAN:** In the legal profession, once you pass the bar [exam], you can go in any direction you want. However, people will take a look at your practice and your style. You have some flexibility during the three years of study. If you study human rights and gender issues, probably the market will not push you in the direction of tax law. On top of the J.D. program, you can study in a master's program, in order to specialize.

In international law, we have different areas of expertise, such as international business, international organization, international environmental law, and gender law. Then we also have a program in law and government, a master's program, drawing on resources of the nation's capital—regulation policy, immigration policy. We have also law and government—administrative law. These are our two master's programs.

Within the three years of the normal course of study to become a lawyer, you can choose programs in business, in environmental law.

**HO:** What is the makeup of the student body at Washington College of Law vis-a-vis Hispanics? Latinas?

**GROSSMAN:** We have around 1,300 students. 200 in master's programs. Gender composition is about 50 percent women.

In terms of the ethnicity, we have an entering class of over 25 percent minorities. I have pushed, of course, for a very diverse student body.

**HO:** Your conference on international women's rights attracted my attention. I worked in the field for years, and want to thank you for enlarging the examination of women's issues.

**GROSSMAN:** In this hemisphere, one out of every four women is the object of domestic violence. In some countries women are not equal—there is legislation that limits the rights of women—women are not entitled to work without authorization by the husband. De jure, we are talking de jure. And the salaries paid to women—at the highest echelons of the judiciary—the highest are paid to men. Why, why, why? This is something which we are working on, and we issue a report on women's rights in the hemisphere.

**HO:** If you were the omnipotent head of all legal matters in the United States, what changes would come to mind first?

**GROSSMAN:** Well, the first thing that I would like to say is that I wouldn't be omnipotent—I don't believe in the omnipotent person. One of the key values of the legal system is the division of power and the existence of checks and balances. Participation is very important. The way in which you arrive at a decision is sometimes more important than the decision itself. So if I would be omnipotent, we would get rid of it. And involve everything in totalitarianism—employers, employees, and all different groups, and sometimes the decision takes longer. In fact, Don Quijote used to say, "Mas importante es el camino que la posada."

The first thing, then, is making it participatory—with different centers of power. In that participatory system, it is very important to understand the purposes of the power. That there are the poor and the weak and the elderly in society, and that there is a role for the organized society to provide opportunity for the poor, the weak, and the elderly—so that they can develop...
themselves to the maximum of their potential. That would be something I would hope to bring.

HO: What is the typical career track for a law school dean?

GROSSMAN: I don’t know that there is a typical career track, but there are different models. One is someone who sees a contribution in administration as a life endeavor. Another is to see that as one moment where you contribute and then you move to something else. I see myself developing and promoting new programs, and after a while I’ll go back to scholarship and service.

HO: You’re holding a Hispanic law conference in November. Who is welcome? Who would benefit?

GROSSMAN: The Hispanic community in general, the legal Hispanic community, and the country at large. We have kept the fees very low to encourage broad attendance. [HO learns the registration fee is $20. $5 for students.]

I think that the legal profession is a very exciting profession and that lawyers have a role to play in the promotion of human dignity. Those are some of the things we are going to explore in the conference. In this case, specifically what lawyers can do in issues that concern the Hispanic community and the community at large. There is hardly an issue facing our society that does not have a legal issue. If you think in terms of crime or gender, every issue has a legal component, and then lawyers have a role to play in values that have a legitimacy in the society. And pushing for an important agenda for human beings.

Sometimes lawyers are not perceiving that profound ethical component and contribution that the profession can make.

“And the salaries paid to women—at the highest echelons of the judiciary—the highest are paid to men. Why, why, why? This is something that we are working on, and we issue a report on women’s rights in the hemisphere.”

DEAN GROSSMAN

AT THE CENTER

The Washington College of Law, with the support of its faculty and diverse study body, established the Center for Human Rights and Humanitarian Law, which creates opportunities through advanced legal training and research projects, conference and seminar sponsorship, and its publications.

The International War Crimes Project
Conducts substantive legal research on questions of international humanitarian law and comparative criminal law, has already provided technical assistance regarding the former Yugoslavia and Rwanda, and is now analyzing other areas of conflict.

The Human Rights Brief
Reports on decisions of International War Crimes Tribunals, Inter-American Commission on Human Rights, Inter-American Court on Human Rights. Typically three editors are receiving Dean’s Fellowships for their efforts. More than 20 students work on the publication, together with faculty and staff.

The Moot Court Competition
Academic and legal training program for young lawyers concerned about human rights in the Americas. Unique bilingual competition teaches students substantive and procedures issues, identifies key actors, involves the Internet, illustrates the importance of comparative law training in human rights protection. Last May’s competition drew teams from the US, Canada, Ecuador, Peru, Mexico, Costa Rica, Panama, Paraguay, Honduras, Puerto Rico, Chile, Colombia, Guatemala, Argentina, and the Dominican Republic.

The Digest Project
With financial support of the Dutch Government, it is developing a jurisprudential repertoire of the protection system. Developed with input of an International Advisory Board, the Digest includes excerpts from relevant decisions, reports, and resolutions. Through the Digest Project, the Center has a new Web site database containing Commission decisions.

And More
The International Human Rights Clinic, the Women and International Law project, LL.M. specializations in Human Rights and in Gender and the Law through the WCL International Legal Studies Program.
Contact Robert Guitierrez (202) 284-4180 or visit <http://www.wcl.american.edu/pub/humanrights/home.htm>.

OTHER WCL STUDIES
International law courses range from International Organizations and Multinational Institutions to International Wildlife Law and Policy, from Asylum and Refugee Law to International Business Taxation, and the topics increase through seminars on topics as diverse as the laws of sea and space, of ethnic identity and national state tension, of international banking, of the rights of indigenous peoples.
Contact: <http://www.wcl.american.edu>.

UPCOMING CONFERENCE
2nd Annual Hispanic Law Conference and Career Fair, hosted at American University, Washington College of Law, and co-sponsored by the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia. Intended to provide a forum for Hispanic and non-Hispanic attorneys and students to engage in thoughtful dialogue on issues of import to the Hispanic community and the Hispanic legal profession in the Washington Metropolitan area. One panel will focus on recent changes in the U.S. immigration laws and the relation to other areas of law, including criminal and family law. The second panel will cover the presence and impact of Hispanics in the legal profession. Next is the Diversity Award Luncheon, followed by a career fair.
some, the term "law and order" evokes the image of a popular television drama series. To others, the term is a politician's catchphrase guaranteed to garner votes. But to law enforcement professionals who maintain real law and order in society, effective enforcement requires more than play-act and lip service. A successful career in criminal justice and related public service fields begins with a specialized education. Recently in "America's Best Graduate Schools," U.S. News & World Report ranked John Jay College of the City University of New York first in the country in the category of public affairs specialties with a focus on criminal justice policy. That puts John Jay ahead of Harvard, SUNY-Albany, Princeton, and a host of other fine institutions offering programs in the field.

Criminal justice professionals are not surprised at John Jay's top ranking. While there are 3,500 criminal justice programs in the country, only John Jay College has a mission that devotes the institution to this field of study. It also has a long-established record of leadership and distinguished service in criminal justice education, research, and training. John Jay has the largest Ph.D. program in criminal justice among the 25 offered in the country, the only master's programs in forensic psychology and protection management, and the school is a major center for the study of forensic science. Withholding kudos for John Jay's leadership would be—well—criminal! It is thus a great and legitimate pleasure to announce that John Jay College of Criminal Justice becomes the first institution of its kind to join the Hispanic Outlook Honor Roll.
Honor Roll Facts in Brief

INSTITUTION:
John Jay College of Criminal Justice
The City University of New York

LOCATION:
Office of Admissions
Room 4205 North Hall
445 West 59th Street
New York, NY 10019
(212) 237-8865

ESTABLISHED:
1964

ENROLLMENT:
11,200

DEGREE OFFERINGS:
Associate’s
Bachelor’s
Master’s
Doctorate
Certificate

ANNUAL TUITION:
$3,200 (in-district, tuition and fees)

NUMBER OF FACULTY:
250 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Forensic Science
Forensic Psychology
Protection Management
Criminal Justice Administration and Planning
Judicial Studies
Police Science

INTERNET (Website) ADDRESS:
http://www.jjay.cuny.edu

dorical, and political forces that shape society.

From the beginning, John Jay embodied a new concept in higher
education. As the second half of the 20th century began to unfold,
civic leaders and the New York City Police Department became
increasingly aware of the growing complexity of police work in such

Dr. Gerald W. Lynch, president of John Jay College since 1976, is an
internationally known expert on police professionalism and training
who holds a doctorate in Clinical Psychology from New York
University. Dr. Lynch points out that with the school graduating its
largest class ever this past June, “Interest in the field of criminal jus-
tice and John Jay is at an all-time high.” Alumni surveys report that
94 percent of graduates feel there is a positive relationship between
their degree major at John Jay and their current employment.

Lynch observes that the trend of growing enrollment at John Jay is
no aberration. “With sophistication and technology increasing in terms
of how society deals with crime, and the strength of the job market in
criminal justice,” he says, “students and law enforcement practitioners
are seeking out the College’s offerings for the skills and expertise they
need to keep up with current trends and advance their careers.”

John Jay College of Criminal Justice of The City University of New
York is a unique institution—a liberal arts college dedicated to educa-
tion, research, and service in criminal justice and fire science and in
related areas of public safety and public service. According to John Jay’s
literature, its educators aim to develop graduates with the “intellectual
acuity, moral commitment, and professional competence to confront the
challenges of crime, justice, and public safety in a free society.”

The College offers an undergraduate and graduate curriculum
that balances the arts, sciences, and humanities with professional
studies, encouraging them to develop “a continuing relationship with
learning and service, and an awareness of the diverse cultural, his-
areas as internal administration, operations, and ongoing relations between the police and the community. The response to their concerns was the establishment in 1954 of a Police Science Program at then the Baruch School of Business and Public Administration of City College. The pioneering Police Science Program emphasized the liberal arts as the basis of sound police education, and over the next few years, the program attracted a growing number of students.

In 1964, a special committee convened by the Board of Higher Education noted that "the education of the law enforcement officer, like the education of a teacher, must provide that freeing of the mind which is the essence of a liberal arts education." The committee recommended the establishment of an independent degree-granting school of police science. As a result, the College of Police Science of The City University of New York came into being, admitting its first students in September of 1965.

Within a year the college was renamed as it was felt the current name did not adequately reflect its character. In recognition of the objectives of a broad education for law enforcement officers, professional training for those engaged in the process of criminal justice, development of leadership, and emphasis on professional achievements in public service, the college was renamed John Jay College of Criminal Justice, in honor of the first Chief Justice of the United States Supreme Court.

Originally housed at the New York City Police Academy, the college moved to a building on Park Avenue in 1967 and then to a site near Lincoln Center in 1970. This permanent home on West 50th Street, North Hall, was augmented with space on West 55th Street, South Hall, in 1973.

The college acquired more space in 1985, three years later opening its site on 10th Avenue, between 58th and 59th streets, a building with a library, performing arts theater, new lecture halls and classrooms. It also houses an NCAA regulation swimming pool, a sophisticated cardiovascular center, two full-sized gymnasiums, racquetball courts, and a running track.

The John Jay Theater helps the college bring quality cultural events to its students and the community—concerts featuring renowned performers, exhibitions of paintings, drawings, sculpture, and photography. The Lloyd George Sealy Library holdings of more than 25,000 books and periodicals reflect a continuing program of support for the curricular and educational aims of the college.

President Lynch reports with great pleasure that the Governor's Office recently earmarked $8 million in additional funding allocated in the state's Capital Budget for a Phase II Building plan, to augment $10 million already on hand. These funds will be used to buy property near the site to accommodate growth.

John Jay College has an annual enrollment of about 10,000 students, including about 800 studying for a master's and close to 100 for a doctorate. The most popular major among undergraduates is Criminal Justice, and among graduate students Forensic Psychology, Hispanics make up 34 percent of the undergrad class, African Americans 19 percent, Caucasians 20 percent, and Asians 3 percent. Most students come from New York City, 51 percent are female, 49 percent are full-time, and 66 percent less than 24 years old.

John Jay alumni include top administrators in law enforcement agencies, police chiefs, correction and court administrators, judges, sheriffs, private security personnel, and other public service officials. Nearly one-third of the precinct commanders with the New York City Police Department are John Jay graduates, as are numerous other high-ranking officials.

On television, New York State Criminal Court officer Josephine Ann Longobardi, who received her B.A. from John Jay College in 1987, serves as Court Officer to former New York City Mayor Ed Koch, the presiding judge for the present version of The People's Court, one of the longest running and most successful syndicated series ever.

Another personal success story concerns two graduates of the class of 1997. Raul Azurdia wanted to become an attorney in his native Guatemala. But after taking some courses, he abandoned his studies and headed for the United States with a dream. For four years he worked numerous odd jobs until he was financially able to bring his wife and three children to this country. In 1994, at the age of 50, he joined his daughter Gilda as a student at John Jay College. While working full time, he completed his degree with a 3.3 GPA and graduated—along with his daughter.
Top Team: Castillo and Moreno

Thomas Jefferson School of Law students achieve distinction nationwide

BY ADALYN HIXSON

"When I was in the 9th grade, I told them, I want Honors English, Honors Math. My counselor specifically asked me, Don't you want to be in the woodshop class? In the general math class? I asked him why would I want to do that? He said, 'Well, those other classes are hard.' And he was Hispanic!"

Michele Castillo

Hispanic students from Thomas Jefferson School of Law in San Diego, Michele Castillo and Daniel Moreno, are bringing distinction to themselves and to the school.

This year, Castillo, the Student Bar Association president, is active in La Raza, and is lieutenant governor of the Women in Law section for the Ninth Circuit of the American Bar Association's Law School Division. "I just attended the ABA conference in Toronto," said Castillo. "and found out I am the only person in the country with that title! I think I'm being used as a test case."

And a clearly enthusiastic test case:

Moreno, a second-year law student, has been elected the 1998-99 Region V President of the Hispanic National Bar Association's Law Student Division. This marks the first time a student from the school has been selected for such a prominent position within the HNBA. Region V includes all 18 ABA approved law schools in California, the most in any state, and one in Hawaii.

As Region V President, Moreno will serve as liaison officer between the HNBA Law Student Division National Board and the Hispanic student organizations at the region's law schools, disseminating information, organizing regional conferences, and promoting a positive image of Hispanics in the legal profession. Moreno says he plans to work closely with the Mexican American Bar Association.

At Thomas Jefferson School of Law, he is currently vice president of the Student Bar Association, and Academic Chair, in which post he will work on preparation of student Exam Packs for core classes and work with the administration to decrease attrition.

Castillo and Moreno co-chaired the school's La Raza Students' Association, and worked very hard to achieve recognition for the group and to promote its goals, according to school spokesperson Lori Wulfeneyer, who describes the
two as "very motivated as well as very socially and politically astute."

HO talked with Castillo and Moreno about their backgrounds, their paths to law school, their heroes, and their aspirations.

**Castillo Chooses Law**

Michele Castillo said she was the first in her family in perhaps 30 years to enter a four year university. Her experiences at UCLA directed her toward the field of law. "I was on the Chancellor's Advisory Committee on Student Conduct one undergraduate, one faculty member, one staff member, and one graduate student. The Committee takes up any issues that may arise-code or conduct issues, infractions ranging from plagiarism to cheating to rape cases and assault cases. We acted as judges. Sometimes people accused did have attorneys, but it was not an extremely formal proceeding. The four of us listened to both sides and asked questions freely of accusers as well as the people accused.

"Generally what we did at a minimum was make a person retake a class," said Castillo, adding that punishments ranged up to expulsion from school. "I asked her about charges that schools sometimes cover up rape cases to protect their images.

"I think it should all be disclosed. I don't have a problem taking a stand on that. Not only at UCLA, rape is really a big, big problem.

"My undergraduate thesis was on violence against women. As it is, it is hard enough for a person who has been victimized to come forward. UCLA has a really good system in place. They are very fortunate in that they do have their own police station. But a lot of universities are not very fortunate in that they don't have the resources."

"I became very aware of the problems women face because of the injustices in our society, ranging from a very early age how we are socialized and how we are underdeveloped as individuals," said Castillo. "All you have to do is look at the problem with domestic violence and then rape. I started by taking a women's course, an introductory course that all my friends were taking." Castillo had thought, "Oh I'm not into that."

"You have the stereotypes but I took this class and learned much about our society and about the international [situation] as well.

"I consider myself very liberal, very idealistic," said Castillo. "I really think that I can help to institute change. But the criminal justice system makes it so hard. I'm not saying this is true all over the country, but people are revictimized through the system."

Michele Castillo earned a B.A. in both women's studies and in history on graduating from UCLA in 1994.

**Moreno's Approach**

Daniel Moreno approached the study of law from a different perspective that of the impoverished medical student who had entered the "sixth most expensive medical school in the country," and sunk deep into tuition-driven debt.

"I took a leave of absence. My plans were always to go back to save enough money to go back." He had dreamed of medical school a long time, and had worked hard to get into a science high school to make it possible. But he found himself in court over the debt. He and his wife, Maria, also a medical student, were "typing briefs and arguments and oh, were not in the right format."

"That was the beginning of my experience with courts when I tried to defend myself and couldn't afford an attorney. The tuition debt haunted him even as he applied for work as a teacher. The L.A. Unified School District required submission of all transcripts and UCLA was withholding his because he owed the school money.

Moreno went to see law professor Cruz Reynoso, one of HNBA's proposed candidates for the U.S. Supreme Court, who was "very accessible, very open, and had lots of suggestions," said Moreno. "Even though he was a faculty member at UCLA, he encouraged us to fight for what we believe is right."

"I had to go to court again. L.A. Superior Court. And I got a sensitive judge who asked UCLA, "What is it that you want out of him? If he can't work, he can't pay you." and forced UCLA to release the tran-
The District hired Moreno as a bilingual fifth grade teacher at the State Street Elementary School in Southgate, with “lots of students who came in from other countries.”

“I grew very fond of my classes. Some of the students were very difficult. And some of the teachers didn’t necessarily believe in bilingual education, so I had to fight to get more books in Spanish so the kids could understand. It was just a never-ending battle.”

Something else concerned Moreno. “I had fifth graders already dressing in gang attire, already being disobedient and disrespectful.” But there were also those “who wanted to learn. I could see it in their eyes, and they made it worthwhile.”

Moreno and his wife opted to home school their daughter, five-year-old Dominique, to raise her as a bilingual child, and to protect her from the violence, not where they live now, in West Virginia, but in other areas.

Moreno spoke with HO on the eve of his trip home to Bluefield, W. Va., a temporary home that comes with being married to an emergency room physician assigned to low income areas.

“The job has allowed us to travel to many parts of West Virginia, Kentucky, some parts of Indiana and Virginia. There’s still a lot of discrimination out there, not necessarily aimed at Hispanics or Mexican Americans, just people who are different. I think people in those areas are just afraid of change, of people who look different. Kind of wary of them.

“A lot of people didn’t know what to make of them. They thought I was Iranian, Italian, a Hindu, Pakistani, and I would tell them I am Mexican American. A lot of the doctors who practice in those areas are foreign trained.”

The assignment in West Virginia drew Moreno away from his job in Los Angeles and into yet another encounter with litigation helping his wife retrieve money she earned through a physician recruiter.

“There were physician recruiters that have good reputations and a lot that are popping up out of nowhere, just starting up. Some are in a crunch for money. A lot of these agencies are based in Georgia. Georgia protects these businesses and it is very difficult to get at them, he told HO.

“A lot of things came together your key to success is right there.”

She mentions too, Diane Dowler, her teacher in a high school advanced placement history class. “She really pushed it. Ran that class like a college course and told us all, ‘You guys really commit yourselves to education.’ It was an upper middle class white school and oftentimes I was the only minority in honors class. I literally had to make him put me in the classes I wanted.”

Moreno says, “I guess everybody

“Danny is great. Just like a big brother, and I think together we get a lot done. Our motto from the beginning was Making a Difference.”

MICHELE CASTILLO

I’ve come across” has been a special influence. “My wife, my parents, my fellow law students, especially Michele. I’m a mellow kind of a guy, shy, not the first to comment in the class room. People like my wife and Michele have kind of made it ok for me to be God at times encouraged me.

He mentions too his fifth grade math teacher. “This was during the late 60s, early 70s, I guess. She had that hippyish look. She was just so easygoing, so unlike any of the other teachers. I think she trusted the students to do whatever she wanted them to do without being on top of them. Everybody liked her so much and respected her.

“I think there are different ways of doing things,” he said. “and people should be more open, more willing to accept, and not be so eager to put people down or to criticize.”

And Moreno had at least one more influence. A musical influence. “In music, I liked everything, but the one musician I liked best was Herb Alpert.” Moreno played trumpet in the junior high school band and was part of the Los Angeles All-City Band that marched in the Rose Parade. He played, too, in the UCLA marching band.

Heroes

“From childhood,” said Moreno, “my heroes would be sports celebrities and record breakers. That has changed now. Now I look at people who want to make a change...and are willing to risk something.

“I like Hillary Clinton. I think she should have been president. She had a good idea with health reform but for some reason other people just were sabotaging all her efforts and misleading the public. It would have been a good thing for the United States, and I think of her as a hero. She put her reputation on the line and they just attacked her from all sides."

“Another one is Henry Cisneros. He was able to come up from the ranks, one of the few Hispanics to achieve such a high level in government. He is a very good speaker, very dynamic.

“Another one is Justice Cruz Reynoso—a very decent, very caring human being. We need more people like that.”

Castillo too names Hillary Clinton. “A really bright attorney. Very strong.” And John F. Kennedy. And Gloria Allred, for break-throughs in women’s rights law in terms of discrimination. And Radhika Coomaraswamy, whom she met last summer at Oxford University.

“Tetuok classes — international human rights law and the international rights of women. She was a professor of both.”

Coomaraswamy, whom Castillo
describes as amazing, is United Nations Special Rapporteur on violence against women. "Her job is to fly around the world collecting data on violence against women," says Castillo. "She gets faxes in her office regarding women in the Middle East about to get stoned to death asking, 'Can you please help us out?"

Aspirations

"I want to go into women's rights law, an emerging field that includes employment discrimination, gender discrimination, sexual harassment, violence against women, battered women's defense," said Castillo. "Because my field is emerging, I think I would have to go with a public interest agency, ideally in Washington, D.C., something similar to the NOW organization. I'm going to apply for a postgraduate fellowship."

"My dream is to have a violence against women foundation, a comprehensive treatment center with doctors, counselors, psychologists, and the like, as well as attorneys representing both the victims of violence and criminal and civil court.

Danny Moreno hopes to go into a branch of international law, "maybe with the pharmaceutical companies that deal with the international market. Since I know so much about the field of medicine, I might specialize in doctors who need representation before boards. Some licensing boards are very narrow. I think we need to change that if we are going to change medicine in the U.S.

About One Another

Castillo says of Moreno, "Danny is great. Just like a big brother, and I think together we get a lot done. Our motto from the beginning was 'Making a Difference.'"

And he says of her, "Some people are very difficult to work with. Maybe they want all of the power and all of the credit. She is just the opposite. Willing to share all the credit with whoever gets involved, very easygoing, and people are not intimidated."

"We were the president and co-presidents of the law students association. Hispanics in particular are kind of leery of joining a group that might alienate other students by making protests, and the way to earn respect from law students is to work with them and not to alienate them. Michele has always worked well with the black student association and all the others, especially with the faculty."

"If it weren't for her, I probably wouldn't have run for academic chair of the SDA."

College Bound Advice

Castillo says, "Do your research. Definitely talk to people about the school and the problems you're going to find in the area. And job market availability."

Moreno says, "Pick a college not for the name but for what it has to offer, even if it is a small unknown school. I went to UCLA and I am glad. I did have a good education there. A very challenging, good experience, but at the same time, a very intimidating environment not necessarily conducive to learning. If I had it to do over, I might go to a smaller school."

"I was involved in the UCLA band and also in the Chicanos for Community Medicine. Basically what our group did was have speakers, physicians from local clinics, come over to tell us about getting into medical school, and we could volunteer our time at some of those clinics."

"It was a very small group, very limited in what we could do, but we had fun and it was mostly like a support group because premed at UCLA can tear you apart. Go to a college that has something meaningful to offer."

While Daniel Moreno, Jr. traveled with his wife and daughter this summer, Michele Castillo worked on her SDA activities and her new ABA post and attended conferences, "trying to get a head start on those extracurricular as well as researching firms and government agencies."

Asked if she had anything else she'd like to say to HO's readers, she promptly spoke up: "I need a job. I am willing to work anywhere in the country."
A Guide to Hispanic Outlook, Volume VIII

ACADEMIC FREEDOM

The ACLU has taken on the case of the Cordova sisters, who drew on Chicano history in teaching high school students in New Mexico.
6/5/98, p. 8

ADMISSIONS

HO examines trends and reactions across the country to the post-Harvard era.
9/5/97, p. 6

AFFIRMATIVE ACTION

Students and administrators reflect on the recent controversy over a professor’s remarks that polarized the LTA campus and re-ignited the debate over affirmative action.
12/26/98, p. 5

ARTS

Photojournalist Agustin Casasola captured images of the famous, the infamous, and the ordinary people caught up in the Mexican revolution. 100 of his works are on display in Greeley and Denver this fall.
10/5/97, p. 14

This gem of a museum, the Hispanic Society of America, holds Goyas, El Greco, Sorrollas, and thousands of objects reflecting the cultural heritage of Spain and its colonies.
10/5/97, p. 1

Simultaneous marathon readings of Latino poetry and prose in San Francisco and Mexico City delight and transform.
4/24/98, p. 33

Harvard Medical School professor Rafael Campo wins awards for his poetry.
5/8/98, p. 8

Literary association Círculo de Cultura Panamericana works hard to create mutual respect and to promote Spanish American culture in the United States.
7/3/98, p. 5

UCLA’s Chicano Studies Research Center joins its Fowler Museum in celebrating 200-year-old Mexican musical tradition.
7/31/98, p. 12

8/28/98, p. 9

LINGUISTICISM

Harvard Medical School improves its bilingual training by linking language use to community service, with lifesaving results.
5/22/98, p. 5

CAMPUS ISSUES-CUNY

Trustees, led by Herman Badillo, are taking aim at grade inflation, slow graduation rates, poor English writing skills, and more within the system that educated some of New York’s best and brightest.
1/9/98, p. 5

CONFERENCES AND CONVENTIONS

The fifth annual Women of Color Conference at the University of Colorado in Colorado Springs welcomes one and all to what many describe as an inspirational, soul-warming event.
2/27/98, p. 20

High School first-year students gather at Austin College to participate in National Hispanic Institute’s Great Debate.
6/5/98, p. 15

Thatcher, Gorbachev, and Forbes join scores of executives for an annual high technology conference at George Mason University.
6/19/98, p. 5

Chicano psychologists are energized at their conference at Michigan State University’s Julian Samora Research Institute, their first in 16 years.
7/17/98, p. 18

Garden City Community College and the University of Kansas prepare conference attendees for the coming diversity.
7/31/98, p. 17

Sparked by last year’s Cultural Locations Conferences, the
ETHNIC STUDIES

New York University's new King Carlos I of Spain Center has lofty ambitions and history on its side. 10/31/97, p. 6

FACULTY DIVERSITY

A young professor, Eduardo Duarte, shares his experiences at a conference conducted by leaders of the cause for educational equity--ACE, OMHE, AAAL, and the Ford Foundation. 12/26/97, p. 11

FELLOWSHIPS AND GRANTS

Grants are available for Hispanics who want to become teachers--in a program at the University of Northern Colorado that also draws on Hispanic alumni as mentors. 3/13/98, p. 22

National Physical Science Consortium offers graduate fellowships for minorities and women. 5/8/98, p. 13

FINANCIAL AID

Hispanic college students might find new sources for grants and scholarships via the Internet and college financial aid consortiums. 3/13/98, p. 5

Sara Martinez-Tucker, former executive at AT&T, is named president and CEO of the National Hispanic Scholarship Fund, which awards about three million dollars a year in scholarships. 3/13/98, p. 8

Students serious about science and health can launch their careers through a National Institutes of Health scholarship program that offers up to $20,000 a year for four years of study. 3/13/98, p. 18

GOVERNANCE POLICIES

The appointment of Sarita Brown as new executive director of the White House Initiative on Excellence in Education brings renewed hope. 1/30/98, p. 18

GRADUATE EDUCATION

Talented minorities from corporations are encouraged to undertake subsidized doctorates and become professors to help diversify the nation's business schools. 3/27/98, p. 5

Consortium for Graduate Study in Management, comprised of 11 leading schools of business and 150 corporate sponsors, adds up to opportunity for American minorities. 5/8/98, p. 18

The Manhattan, NY-based New School for Social Research launches an interdisciplinary doctorate in urban studies in Fall 1998 at its Milano Graduate School. 5/8/98, p. 21

Students from CUNY's 10 campuses get down-to-earth advice and sky-high inspiration in PIPELINE, a foundation-funded program that works to deliver more diverse faculty. 8/28/98, p. 14

HEALTH

National Hispanic Medical Association discusses nurturing and increasing presence of Hispanics in medicine at its second annual conference in Washington, D.C. 5/22/98, p. 18

Students at SUNY's Health Science Center in Syracuse, N.Y., assigned to a residency by a nationwide computer program, gathered to hear the news. 5/22/98, p. 10

HISTORY

With more than two million holdings dating from the 15th century to the present day, the Hispanic Division of the Library of Congress in a goldmine of information that enlightens scholars and tourists from around the globe. 10/3/97, p. 6

Historian Armando Alonzo travels to the once-thriving Nuevo Santander, a New Spain established in 1547 along the Rio Grande. 11/14/97, p. 17

Jorge Valdés at Loyola University in Chicago is working to share rare manuscripts and artifacts from Spain through digital cameras and the Internet in the Jiménez Project. 7/31/98, p. 5

Community college VIPs Bill Vega, Roy Flores, and Lou Murillo talk about old times at Indiana's East Chicago H.S. and their paths to the present. 8/28/98, p. 5

HONOR ROLL

Situated in a city Money Magazine called "The Most Livable Place in America," the University of Florida, the ninth largest university in the country, serves 40,000 students with distinction. 9/5/97, p. 9

Closures of the GM plants in and around Flint, Michigan, devastated the local economy, but Mott Community College has contributed greatly to the area's comeback. 9/19/97, p. 8

Cal State Poly-Pomona goes all out to provide minority scholars with the opportunities and support that build success. 10/3/97, p. 8

With 30 years in the post, Kurt Schmeller is the longest-tenured col-
Serving the dense and diverse populous state of New Jersey, the University of Medicine and Dentistry of New Jersey includes the only Hispanic Center of Excellence on the East Coast.

5/22/98, p. 15

Called 'grand by any measure,' Cleveland State University-Marshall College of Law's last year marked its centennial.

6/5/98, p. 17

San Jose State University forms alliance with National Hispanic University to increase Hispanic Graduation Rates.

6/19/98, p. 14

The multi-sited Palm Beach Community College has come a long, long way since its beginnings at a local high school.

7/3/98, p. 14

The largest of SUNY's four-year colleges, Buffalo State boosts student performance through award-winning support services.

7/17/98, p. 12

The College of DuPage is one institution whose reach never exceeds its capacity to grow; and its growth record is phenomenal.

7/31/98, p. 14

Colorado State University, a Carnegie Class I Research Institution, is focusing on all hues and views at its Center for Applied Studies in American Ethnicity.

8/14/98, p. 13

Behold a progressive urban institution by the sea, by the sea, by the beautiful sea. University of Massachusetts-Boston.

8/28/98, p. 11

HO PERSPECTIVES

A seasoned college professor and education adminstrator returns to high school as a teacher and recommends the experience be mandatory for all policymakers.

9/5/97, p. 15

F. Javier Cevallos, an ACE Fellow, reflects on the benefits of the fellowship granted him by the American Council on Education.

10/3/97, p. 20

Gloria Tristan, first woman elected to New Mexico's State Corporation Commission, makes the case for affirmative action at a conference of college trustees and presidents.

10/17/97, p. 17

LHD President Maximo Castillo calls the University of Houston-Downtown "the campus of the future.

3/13/98, p. 24

Maria Mercedes-Olivieri, National Hispanic Program Manager for the EPA's Civil Rights Department, teaches that Hispanic and workplace cultures, which are sometimes at odds, must be understood and respected.

3/27/98, p. 22

Professor Olga Moya, South Texas College of Law, speaks to HO about her childhood, her career, her values.

6/5/98, p. 22

Schooled at Boise State, Alaska, and Mississippi Universities, a former shepherd from Peru is now a professor at New Mexico State.

6/19/98, p. 21

Borough of Manhattan Community College President Antonio Perez writes about an in-the-works 400-seat virtual library that will offer students unparalleled data access.

8/10/98, p. 23
INNOVATIONS

An 11-year-old, student-run nonprofit at Vanderbilt University matches student volunteers across the U.S. with community-based organizations in need of help.
11/14/97, p. 14

Aspiring Hispanic professionals are realizing their doctoral dreams through Walden University's distance degree program.
11/28/97, p. 14

Fourteen Banamex employees are learning while earning through National University's distance Global MBA program.
1/9/98, p. 12

With an estimated 10 percent of the postsecondary school population deemed disabled, some schools are providing support systems and hardware that smooth the path to academic success.
2/13/98, p. 18

Simulated patient, STAN the science man, offers students at Daytona Beach Community College's medical training program a perfect patient.
5/22/98, p. 24

Southwestern University School of Law reaches out to the have-nots, and pioneers new routes to a law degree.
6/5/98, p. 11

University of New Mexico takes on a new challenge: providing distance library services to college students from 15 states.
6/19/98, p. 10

Computer training software en Español is stirring community interest. One place giving it a try is the City College's Center in Phoenix.
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NM, NYU, UTEP, UCSB, and UIC, and Washington College, about Hispanics studying abroad.
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The Minority Leadership Fellows Program helps would-be movers and shakers navigate the paths of policy and power through internships in the nation's capital.
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Their parents and grandparents were fined or punished for speaking Spanish. Students learn it now to reclaim their heritage.
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Computer-assisted studies at Rhode Island College make "even tired" students want to learn English.
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LEADERSHIP

The Hispanic Border Institute welcomes its first nine Kellogg Fellows this fall and is recruiting 11 more for 1998.
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Dr. Alexander González, CEO of California State University-San Marcos, offers no regrets about his decision to become an interim college president.
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Nobel Prize winner Adolfo Pérez Esquivel devoted 20 years to the fight for human rights and now returns to painting and sculpture to reach out for human rights.
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HO interviews David Warren, president of the National Association of Independent Colleges and Universities.
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An Antioch graduate, Jose Masso takes on teaching, radio, TV, politics, and now sports, and always with motivational intent.
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The world-renowned Smithsonian Institution has appointed Refugio I. Rocha as director of its New Center for Latino Initiatives.
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LEGISLATION

The Title III controversy: alliances between African Americans and Hispanics are threatened.
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MEDIA

Five living journalists and one who was assassinated in March are awarded international journalism court honor--the Cabot Prize.
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The doors of mainstream and specialized ad agencies are open as never before to Hispanic college graduates, thanks to the high growth in the Hispanic marketplace.
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Hispanic Interest Web sites
Latino Beat; Latino Link
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Journalists and media hosts from Latin America visit the University of Miami through a three-year CBS Foundation grant.
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ORGANIZATIONS

Community college trustees inspire, support, and learn from one another through their national organization, ACCT.
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ASPIRA, fertile training ground for many of the most successful Hispanics in the country, sees entrepreneurship as the salvation of impoverished communities and the institutions that serve them.
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The 900-member National Association of Independent Colleges and Universities leads and collaborates in its fight against erosion of access in higher education.
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Rosters of highly accomplished and successful women include a great many graduates of all-women's institutions. The Women's College Coalition is making sure the word gets around.
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The National Hispanic Corporate Council, a nonprofit network of Fortune 1000 companies, is an advocate for increased business opportunities for Hispanics in corporate America.
3/27/98, p. 12

American Association of Community Colleges Convention includes a briefing by the President's Advisory Commission on Educational Excellence for Hispanic Americans.
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The bar is within reach, if not the professional seats, says the Hispanic National Bar Association.
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HACU Director Antonio Flores describes major threats to equal access and the strategic planning endorsed by the associations members.
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Experts meet to discuss "Unleashing the Creative Potential" of technology and to address attendant diversity issues at a conference sponsored by the Maricopa Community College District.
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OUTLOOK ON WASHINGTON

HO’s columnist Dr. Gustavo Mellander discerns a sea of change in the way that public universities have begun to admit, or not admit, students.

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With an enlightened search in place, going to graduate school can become an affordable dream.

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HO looks at facts and divergent attitudes about immigration in this nation of immigrants.

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Dr. Mellander quotes Lincoln in presenting the federal budget pros and cons: “No matter how narrow a board might be, it still has two sides.”

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35,000 well-prepared new teachers for high-poverty schools in the next five years? A promising move for Hispanic youths, if this Clinton initiative is funded.

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Dr. Mellander advises that college education is imperative, not an option, for Hispanic youth.

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Will low skills equal low pay? Dr. Mellander thinks so, and offers a primer of technology essentials for teachers and students.

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Dr. Mellander suggests a career in the Foreign Service.

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Legislators are proposing bills to tackle the nation’s severe high school dropout problems, starting with the middle school years.

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Dr. Mellander makes the case for early access to algebra, citing findings of a recent study conducted for NACME.

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New funds for safe and smart after-school programs.

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There is much room for improvement in the ways that Hispanic children are prepared for and motivated to attend college. Attitudes of parents and counselors are critical to the solutions.

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indeed, says a new report by the Center for Education Statistics, citing higher grades, better behavior, and a brighter future among the benefits of Dad’s K-12 interaction.

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A report on President Clinton’s educational initiatives, including federal tax credits, class size reductions, and grants to urban schools—which could help Hispanics.

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Vice President Al Gore recently unveiled the Clinton administration’s Hispanic Education Action Plan, which includes $600 million in programs for disadvantaged students.

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William Vega, Coast Community College Chancellor and College Board Trustee, talks to HO about a new emphasis on community colleges.

4/10/98, p. 4

The Washington Post’s Web site serves as a vital research tool for a wide range of topics, particularly education issues of national significance.

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The latest international ranking of U.S. 12th graders in math and science is a grim reality check.

5/8/98, p. 4

An expert sums up Hispanic healthcare realities in six words: poor access, poor service, poor information.

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Successful programs aimed at achieving Hispanic retention.

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Bringing the benefits of the telecommunications revolution to all Americans.

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Distance education gathering steam.

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A Clinton initiative aims to create in all children the desire and the means to succeed in college.

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Dr. Mellander provides the tools to help keep up with the Congressional and Executive Branch issues and actions related to higher education.

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Proposed aid targeting education needs of Hispanics just might represent a turning point in the dropout dilemma.

8/14/98, p. 4

The Department of Education reports on class size reduction in the earliest grades.

8/28/98, p. 4

PROGRAMS

A survey of Even Start parents and children in 10 Texas towns shows results that would hearten any educator.

9/27/97, p. 12

Maricopa College, a multicampus community college system, has a center in downtown Phoenix that shares space with community organizations, and tutors classes to specific needs of local populations, more than half of whom are Hispanic.

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Washington’s Wenatchee Valley College is drawing Hispanic high school students into higher education with a rigorous summer prep institute.

12/12/97, p. 17

Durham’s sizable Hispanic population will get help from a new program at the University of North Carolina at Chapel Hill.

7/17/98, p. 11

A migrant son is a model student in Eastern Washington University’s Chicano/Latino Education program, the only one in the state.

8/28/98, p. 21

PUBLISHER’S PICKS

Outlook Publisher José López-Isa presents his Hot List of recommended colleges and universities for Hispanics. Included is an interview with the publisher, who is a lifelong educator.

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RANKINGS

Miami-Dade Community College is the clear leader of the pack as HO lists the 150 two-year colleges and training centers awarding the most associate degrees to Hispanic students.

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HO lists the top U.S. colleges and universities by the number of Hispanics awarded bachelor’s, master’s, and doctoral degrees, overall and by field.

4/24/98, p. 6

RECRUITMENT

Students at St. Mary’s University
volunteer in two programs intended to inspire and enable area children to complete high school and go on to college.
1/30/98, p. 12

Four women administrators talk with HO about steps that must be taken to recruit, motivate, and educate today's students.
2/27/98, p. 9

REPORTS

Seven scholars appointed to the Hispanic Dropout Project release their recommendations and summon education's stakeholders to action.
9/19/97, p. 6

Computer-related technology, electronics, and nursing are "hot occupations" to train for, says a 199" American Association of Community Colleges survey.
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RESEARCH GRANTS

A groundbreaking National Science Foundation research grant to a community college is a first-rate catalyst for student zeal.
4/10/98, p. 7

RETENTION

Arizona State University President Lattie Coors made retention a top priority in 1993. Four years later, special efforts are paying off, especially for minorities.
2/13/98, p. 5

Now in its second year, AHORA offers rapid progress for working adults who demonstrate full-speed-ahead motivation for a college degree.
2/13/98, p. 9

STUDIES

University of Michigan study by Dr. Eduardo Bonilla-Silva uncovers white students' anti-affirmative action attitudes in three states.
7/3/98, p. 12

SUCCESS STORIES

Carlos Razo, at age 23, lobbies, mediates, and promotes empowerment and unity as president of a California student association.
9/5/97, p. 18

"Equal protection under the law" requires interpreters fluent in both the language of litigants and the language of the courts. Now there's a university program to make it happen.
9/17/97, p. 19

At Garden City Community College, a Mexican immigrant scored among the top 74 of the more than 80,000 taking the GED nationwide.
10/17/97, p. 15

Silvia Lizama entered the field of photography while an undergraduate at Barry University. Exhibited at the Smithsonian Institution this summer, her work now tours the country.
10/31/9, p. 16

Minority students from across the country travel to Michigan to take part in a summer bridge program at Calvin College, which recently named a new associate director for multicultural admissions.
11/14/97, p. 19

As Florida International University celebrates its silver anniversary, its Cuban-born president reviews its past and charts its future.
11/8/97, p. 24

Dr. Luis Leal receives the National Humanities Medal for a lifetime of distinguished scholarship devoted largely to Chicano and Latino studies.
12/12/97, p. 19

The work accomplished during John Pacheco's last two years at NHU speaks volumes about his worth and abilities.
12/26/98, p. 17

Guillermino Alitazar worked as a farmhand in Pennsylvania and Montana with little hope he might someday go to college. Now he's a degreed mechanical engineer via CAMP. Penn State's College Assistance Migrant Program.
1/9/98, p. 18

Diverse pre-med students at Cornell, trained volunteers in a migrant health program, trade translation duties for invaluable experience in care-giving and field research.
1/30/98, p. 21

Diva Suzanna Guzmán and choreographer Gema Sandoval return to their alma mater as stars as Cal State-L.A. celebrates its 50th anniversary.
2/13/98, p. 21

Despite cutbacks, Lucia Haro of California Lutheran University finds ways to generate local and regional diversity programs.
2/27/98, p. 22

Short-term training for minority business owners, conducted at La Guardia Community College, has already led to about $30 million in contracts for participants.
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Playwright Octavio Solís, Trinity '80 and '83, finds the immigration experience a powerful draw for audiences of all ethnicities.
4/24/98, p. 39

Raised poor and Spanish-speaking in Corpus Christi, Dr. Irma Woods, a professor, "gives home" to conduct research for her Ph.D.
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The Caridad Health Clinic for Migrant Farmworkers is an inspiration to many of its neighbors, including students from Florida Atlantic University.
5/22/98, p. 21

Dropout Antonio Ramon returns to Northern Illinois University with renewed purpose and wins Illinois’ Lincoln Laureate Award.
7/3/98, p. 19

Two nontraditional students describe invaluable aid received through Las Hermanas at the University of Southern Colorado.
7/17/98, p. 20

Jaime Jarín, a beloved Latino sportscaster, reaches the pinnacle of his craft.
7/31/98, p. 21

University of Dallas ’97 graduate Sue Gonzalez, who started college in N.J. in 1972, plans now to go for a master’s and a doctorate.
8/28/98, p. 18

Minority students at the University of New Mexico say they are inspired and enabled by their research director, Dr. A. Sharif Heger.
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TECHNOLOGY

A high-technology center at University of Texas El Paso, funded through a lawsuit, is creating cyber-savvy students and faculty in Texas and throughout the world.
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TRENDS

Four-year schools are becoming more aggressive in their recruiting of community college students, a favorite starting place for Hispanic students.
4/10/98, p. 5

Predictions call for many new teachers and new schools to serve the growing population of students nationwide over the next 10 years.
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A recent report identifies trends in employment, higher education, and lifestyle among recent college graduates.
5/8/98, p. 10

The American Nurses Association supports “cultural competence” as an important factor in quality health care.
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Amid the mutual rejoicing over their new affiliation agreement, South Texas College of Law and Texas A&M file a joint lawsuit.
6/5/98, p. 20

A report from Florida looks at how minorities are faring at community colleges.
8/14/98, p. 16

VISITING CAMPUS

A bilingual environment makes the University of Puerto Rico, a science-oriented institution, worth watching by statesiders preparing for more diverse populations.
8/14/98, p. 10

WOMEN IN HIGHER EDUCATION

Six Latina academicians describe a feminism that builds on past strengths and broadens the embrace of empowerment.
2/27/98, p. 5

WOMEN IN SPORTS

The “A” grade is earned by only a few colleges and universities as the Women’s Sports Foundation applies a gender-equity template to collegiate sports.
12/12/97, p. 9

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SUBSCRIBE TO HISPANIC OUTLOOK TODAY!

For information you can count on to keep you informed on what Hispanics are doing in Higher Education today! Subscribe at the Special Annual rate of $29.95.
This year marks the Hispanic National Bar Association’s 23rd Annual Conference, which will take place in Albuquerque, New Mexico, from October 1-4. Since 1975, its national convention has offered education seminars and social functions that have attracted thousands of members, including prominent speakers and guests from political, social, and economic leadership. Scholarship distribution and a job fair are also a part of this annual event, which this year is entitled “Through the Doors of Opportunity Together.”

Lillian G. Apodaca, HNBA’s president-elect, notes, “Over the years, HNBA has awarded over $100,000 in scholarships. And our job fair has attracted employers from all over the country to interview students.”

Other workshops targeting future entrants to the law profession include sessions on how to become a judicial clerk or a law professor, and how to run for political office.

At this year’s convention, HNBA will also kick off its Young Lawyer’s Division, which would promote HNBA membership, leadership, and networking opportunities. In addition to supporting the professional
development of HNBA's young attorneys.

Some of the issues that will be discussed include: the internet and the law, climbing the corporate ladder, protecting civil rights, and international issues such as cross-border commercial transactions, developments in Mexican law/dual citizenship, worker abuse and exploitation, health care fraud, and ethics.

Due to the recent drop in law student enrollment in Texas and California because of affirmative action lawsuits, Apodaca says, "HNBA's efforts are going to be doubled." HNBA's resolution on diversity and affirmative action within corporate, professional, and political communities, states that it "recognizes that many corporate, professional, and political sectors have developed programs that promote diversity; however, we encourage these sectors to re-evaluate their relationships with institutions that may not affirmatively promote diversity...Higher learning institutions must respond to the needs of the communities they serve and must realize that diversity is both a community and business reality. Every national organization and every national corporation must not only recognize this message, but must embrace it and promote it in order to survive in this ever-changing global economy."

Other issues before the HNBA are farmworkers' rights, and Proposition 227, which would outlaw instructional programs for limited-English-proficient students in California.

HNBA is an incorporated, non-profit national association representing the interests of over 20,000 Hispanic American attorneys, judges, law professors, and law students in the U.S. It was founded in California in 1972 as La Raza National Lawyers Association. The association's objectives are to increase professional opportunities for Hispanics in the legal profession and to address issues of concern to the national Hispanic community: Legal education and civil rights as well as judicial appointments and political representation are priorities of the HNBA.

**HNBA's Mission**

To serve as the national voice for the concerns and opinions of Hispanics in the community generally, and in the legal profession in particular.

To promote the recruitment and retention of Hispanics in law schools and provide them with financial assistance.

To develop mechanisms to facilitate the exchange of information among Hispanics involved in all segments of the legal profession.

To conduct conventions and seminars in order to provide continuing legal education for attorneys and foster the exchange of ideas and information among its members.

To provide testimony before Congress, state legislatures, and executive agencies on issues of concern to Hispanics.

To work with other bar associations, governmental agencies, and community groups to achieve greater involvement in and understanding of the American legal system by the national Hispanic community.

For more information on HNBA visit its Web page at <www.incalaw corp.com/hnba>.
Adelfa Callejo: The Spirit of Excellence

Texas Lawyer Earns ABA Award

BY MARI CARMEN SARRACENT

Adelfa B. Callejo, a partner in the Dallas law firm of Callejo and Callejo, was selected to receive the 1998 Spirit of Excellence Award from the American Bar Association Commission on Opportunities for Minorities in the Profession at the ABAS Midyear Meeting in Chicago. The commission's goals are to assist minorities in their legal education and admission to the bar; develop career and employment opportunities for minorities; promote the appointment of minorities to the judiciary and to judicial clerkships; and increase minority involvement in bar associations at the national, state, and local levels and with minority specialty bars.

Callejo, the daughter of migrant farm laborers, yearned to practice law at a young age. In an ABA press release, she stated, “One of my uncles was deported, and he didn’t have a hearing. I learned about government, and I learned about civics, and that’s when I decided I wanted to be a lawyer. I felt that to be able to go into court and defend people’s rights had to be a very satisfying role.”

Callejo attended night school at Southern Methodist University for 10 years and graduated with a Juris Doctor in 1961. Following her marriage in 1946, Callejo and her husband launched an import/export business and began to invest in real estate, and in 1966, they created their law partnership, Callejo and Callejo.

According to Callejo, her mission has been to help ensure that Hispanics receive equal opportunity in education, jobs, contracts, and justice, especially in the courts. Callejo is a member of the Texas State Bar and is admitted to practice before the Supreme Court of Texas, the U.S. District Courts for the Northern and the Western Districts of Texas, and the Supreme Court of the United States.

A former regional president of the Hispanic National Bar Association of Texas, Callejo is minority director of the State Bar of Texas and a member of the Dallas Bar Association.

Currently on the Board of the Dallas/Fort Worth International Airport, she was instrumental in awarding $7.5 million for concessions at the airport to women- and minority-owned businesses. She is a trustee of the Tomás Rivera Policy Institute, whose mission is to develop and implement policies and programs to improve the status of the Mexican-origin and Latino populations.

In addition to this award, Callejo is the recipient of the prestigious Justinian Award from the Dallas Lawyers Auxiliary; the Most Distinguished Alumni Award from her alma mater, Southern Methodist University Law School; and Lifetime Achievement Awards from the Hispanic Houston Bar Association, the Mexican American Bar Association of Texas, and the Latina Business & Professional Women of Dallas. According to the ABA, Callejo is the only Hispanic who has received the Dr. Martin Luther King Jr. Justice Award.

Active in local and national politics, Callejo is on the Democratic National Committee, the Executive Committee of the Texas Democratic Party, and a founder and Co-Vice Chair of the Tejano Democrats.

ABA Commission on Opportunities for Minorities in the Legal Profession Reports on Minority Progress in the Legal Profession

According to a recent report published by the ABA Commission on Opportunities for Minorities in the Legal Profession, Miles to Go: Progress of Minorities in the Legal Profession, gains by minority law students and entry-level minority lawyers in reaching upper professional levels have been minuscule. The report identifies obstacles to achieving ABA Goal IX, which is “to promote full and equal participation in the legal profession by minorities and women,” and particularly cites attacks on affirmative action as “threatening to stifle minority advancement for years to come.”

Key findings include:

- Minority representation in the profession increased from about five percent in 1980 to about 7.45 percent in 1990, the latest year for which reliable figures are available.
- Hispanic lawyers represented 2.49 percent of the profession and 33 percent of all minority lawyers.
- In 1997, on a 297 percent of law firm partners were minority.
- Only three percent of all partners in the 250 largest minority law firms in the country were minorities in 1996, showing an increase of less than 2 percent since 1986 and only 0.6 percent since 1991.
- Progress for minority women has been even slower.
- Minority men outnumber minority women in most upper-level jobs.
- Minority women show a higher law firm attrition rate than does any other group of lawyers.
- Minority women suffer a “pervasive disadvantage” in the law faculty market.
- Minority women in all sectors of the profession report that they are “ghettoized” in certain types of practice and routinely assumed to be incompetent.

Professor Elizabeth Chambliss of the University of Texas School of Law; the report's author, recommends improved data collection and circulation and increased collaboration among researchers at national and local levels.

Copies of the report can be obtained from the commission's Web site: <www.abanet.org/minorities/10year.html>.
UTEP Professor Named Statistics Fellow

University of Texas at El Paso (UTEP) professor of mathematical sciences Javier Rojo has been named a fellow of the American Statistical Association, the nation's second oldest professional society, a scientific and educational organization serving more than 18,000 members in academia, government, industry, and the public sector.

Rojo was recognized last month for his contributions to statistical theory, for developing and leading UTEP's Biostatistical Laboratory (now the Statistical Consulting Laboratory), and for service to the profession during the association's Joint Statistical Meetings.

On the UTEP faculty since 1984, Rojo received a bachelor's degree and a master's from UTEP, a master's from Stanford, and a doctorate from the University of California at Berkeley. He is an elected fellow of the Royal Statistics Society and the statistics and probability program director for the National Science Foundation.

Mt. SAC Alumna Follows Her Dream

Six years ago, Maria Hernández Canett was a single parent on welfare with four children to raise. She didn't know what she would do with her life or how she would provide for her children.

Today she is living her dream. She has a well-paying job as a lead electronics technician with Hewlett Packard, she can meet her children's expenses, and she is doing the type of work she enjoys. "I attribute where I am right now to college," says Hernández Canett.

In late 1992, she enrolled in Mt. San Antonio College's (Calif.) HAGASE program, an introductory college program for Spanish-speaking single parents, that helped her map out education and career goals.

In addition, she took advantage of the Greater Avens to Independence program and Links, a program that encourages women in the technological fields.

She took general electives and parenting classes, along with electronics courses.

Thanks to hard work and clear focus, she finished with her degree in Electronics Technology in December 1995, landed a job as an electronics salesperson, moved on to become a quality assurance technician, and then was offered a position at Hewlett Packard as a troubleshooting electronics technician.

Within a year, she was promoted to lead technician.

Roland Armando Alum Welcomed at PCCC

At Passaic County Community College (PCCC) in New Jersey, a seasoned educator with wide community service, Roland Armando Alum, has been appointed Executive Assistant to the President—a position created to help meet the college's ambitious goals.

Alum has taught at colleges and universities in Puerto Rico and the continental U.S. as well as overseas. In 1992, he held the Distinguished Visiting Professorship at William Paterson University (N.J.).

An anthropologist by training, he has authored more than 100 writings on diverse subject matters, published in various languages in books and international encyclopedias as well as in U.S., Latin American, and European journals.

He was the first Hispanic to become the Secretary of Education's Representative in Region II, overseeing billions of federal funds for New Jersey, New York, Puerto Rico, and the Virgin Islands. Currently Vice Chair of the States Advisory Committee to the U.S. Civil Rights Commission, he has been Deputy Chief for Research & Planning in the Department of Justice, and National Chairman of the Advisory Panel to the Census.

Within the community, he has been a trustee at Palisades Hospital, and has worked with immigrants, with disadvantaged youth, and with ethnic minority and women small business entrepreneurs.

A Fulbright Scholar in the Dominican Republic, Alum graduated as a magna cum laude/Class Salutatorian from Bloomfield College, in N.J., and earned his master's degree at the University of Pittsburgh.

Hewlett-Packard Supports El Paso Students

Future engineers from El Paso, Texas, are benefiting from an initiative designed to encourage women and minorities to enter technical fields and improve math and science education—from kindergarten through college.

Hewlett-Packard Company last year launched its Diversity in Education Initiative with a $4-million grant to establish partner-
ships between universities and K-12 districts, and selected four universities—UTEP at El Paso, Northeastern in Boston, San Jose State, and UCLA—to spearhead reform addressing causes of underrepresentation.

El Paso area high school graduates receiving scholarships and internships as part of the grant include: Michelle Arriaga, Hermán Hernández, Adriana Márquez, Evírca Méndez, Melissa Nieto, Juan Ramírez, Zoe Rueda, Enrique Contreras, and Ismael Mendoza.

**TELACU Scholarship for Cal State-L.A. Student**

Patricia Yaneth Ordonez, Cal State-L.A. biology major on the National Deans list for four years, has been awarded a TELACU (The East Los Angeles Community Union) Education Foundation Scholarship for her outstanding academic achievements.

Ordonez, a runner-up for the Outstanding Freshman Award of the Phi Kappa Phi chapter, was one of the few selected for its Howard Hughes Medical Institute-Biomedical Professional Development Program, co-coordinated by Cal State-L.A. professor Raymond García.

TELACU Education Foundation and David Lizardaga, President of TELACU, offers scholarships to Latino high school and college students to help them achieve academic professional success. Scholarships awarded range from $500 to $1,500 per year.

**Sandra González in Spotlight at UNM**

The University of New Mexico (UNM) Campus News recently honored Sandra “Sandi” González for her work as assistant director and counselor in its UNM Women’s Resource Center.

Women in crisis—victims of violence, those facing an unexpected pregnancy, and some simply overwhelmed—can find it difficult to reach out for guidance. Some lucky enough to come upon González have said she has warm-hearted words of advice not only educate but also help to heal the soul.

Given the prestigious 1998 Governor’s Award for Outstanding New Mexico Women, González was cited for her 20 years of community service and anti-racism efforts by the Dr. Martin Luther King committee with a “Keep the Dream Alive Award,” and earned recognition from U.S. News and World Report for her work as a volunteer juvenile probation officer.

She is on the boards of the Young Women Mentoring Project and New Mexico Women’s Health Initiative, and others, and says she feels a personal responsibility to raise youth awareness about societal issues such as date rape, sexual harassment, and the importance of body image and self-esteem.

**Paula A. Cordeiro New USD Education Dean**

Paula A. Cordeiro joined the University of San Diego (USD) as Dean of the School of Education on July 1, 1998.

Cordeiro comes to USD from the University of Connecticut, where she was Associate Professor and coordinator of the Educational Administration Program. She served too as facilitator of the Danforth/Connecticut Administrator Preparation Program and as coordinator for the Manchester Public Schools at the University of Connecticut Professional Development Center.

Before joining the UC in 1990, Cordeiro was an adjunct professor at the University of Houston’s College of Education, where she was director of the Office of International Education. She also was director of the American School of Las Palmas, Spain, and ESL coordinator of Escuela Bella Vista Maracaibo, Venezuela.

Cordeiro holds an Ed.D. degree in Administration and Supervision from the University of Houston. Her third book, Introduction to Educational Administration: A Problem-Based Approach, was recently published. She is president of the University Council for Educational Administration. In May, she will be presented with a Fellowship Award from the Commonwealth Conference of Educational Administration and Management.

**Alex González President at CSU San Marcos**

The California State University (CSU) Board of Trustees has appointed Alexander González as president of CSU-San Marcos, where he had served as acting president.

González developed an understanding of the campus by serving on its accreditation team in 1993. Prior to his San Marcos appointment, he was provost and vice president for academic affairs at CSU-Fresno since 1991.

He has served on several key CSU system commissions and task forces, including those on Extended University, Financial Aid, Educational Equity, Institute for Teaching and Learning, and the Task Force on Accountability for the Cornerstones Initiative.

He is a member of the public policy committees of the San Diego Economic Development Corporation and the Greater San Diego Chamber of Commerce and has been on the advisory board of the National Hispanic Scholarship Fund.

A graduate of Pomona College, González attended Harvard Law School and earned a
doctorate from the University of California-Santa Cruz. He was a Ford Foundation/National Research Council postdoctoral fellow at Stanford University.

**Emilio Vega Publishes “Virtual” Book**

Author Emilio Vega, currently of California, recently published his book *Cuando Era Mexicano* as a “virtual” book. The book is available worldwide over the Internet.

Virtual books are not physical objects but books that can be downloaded from the Web as data files, accessible to anyone with an Internet connection.

*Cuando Era Mexicano* focuses on “Chicanos,” Americans of Mexican decent. The positive and negative differences, caused by a mix of American and Mexican cultures, inspired Vega to write his book. His characters undergo a series of realistic, common, soulful events paralleling the racial issues. The text is in Spanish.

Vega, a native Mexican who earned his business degree at the University of Guadalajara, traveled to California to earn degrees in Science Communications at Pasadena City College, and in Broadcast Communications at the American Communication Institute in Hollywood.

*Cuando Era Mexicano* is available from 1stBooks, the international online library at <http://www.1stbooks.com>.

**Daniel B. Rodríguez USD School of Law Dean-Elect**

Daniel B. Rodríguez has been chosen Dean of the University of San Diego School of Law.

Rodríguez, 45, is a professor of law at Boalt Hall School of Law, University of California-Berkeley. He served as acting professor of law at Boalt from 1988 until 1994, when he was promoted to full professor with tenure. He has taught Administrative Law, State and Local Government Law, Constitutional Law, and Legislation.

He earned his J.D. degree cum laude in 1987 at Harvard Law School, where he was Supreme Court Editor of the *Harvard Law Review*. He is an alumnus of California State University-Long Beach, where he earned the highest honors as outstanding graduate in the School of Social and Behavioral Sciences in 1984.

A member of the American Law Institute, Rodríguez was honored by the Western Political Science Association in 1990 with its Pi Sigma Alpha Award. He has made important contributions in the field of public choice theory and the positive political analysis of legal institutions. His research has been presented to top U.S. law schools and universities, including Harvard, Yale, Stanford, and Georgetown, and abroad at universities in Japan, the Netherlands, Germany, and Australia.

**Bibliography on Peru’s Shining Path Guerrillas Earns UMass Librarian National Award**

University of Massachusetts librarian Peter A. Stern has received the 1998 Jose Toribio Medina Award for his 1995 bibliography on Peru’s Maoist Shining Path guerrilla movement and its bloody decade-and-a-half terror campaign that left more than 27,000 people dead.

Stern’s work, *Sendero Luminoso: An Annotated Bibliography of the Shining Path Guerrilla Movement, 1983-1990*, contains citations from 1,189 books and periodicals in both Spanish and English about the Maoist movement and its charismatic leader Abimael Guzman. The entries, presented chronologically, outline how Guzman patiently organized Sendero Luminoso into a credible, completely indigenous fighting force, one that posed a serious threat to Peru’s government and ruling elite.

The Medina award is given each year by the Seminar on the Acquisition of Latin American Library Materials for outstanding contributions to Latin American Studies in the areas of bibliography and reference. Stern is the University’s librarian for Spanish, Portuguese, and Latin American Studies.

**New Post for Dr. Vera Martinez at North Orange County CCD**

Dr. Vera Martinez, president of Fullerton College (Calif.), has been appointed Vice Chancellor of Instruction for the North Orange County Community College District.

Martinez will oversee coordination and implementation of the District’s master plan and will also be involved with the Governor’s proposed Partnership for Excellence program.

President of Fullerton College since December 1994, Martinez held four administrative posts at Santa Monica Community College over a 10-year period and worked for five years at UCLA. Her career includes teaching and active participation in many academic activities and community organizations.

**Cabrera Exhibit at Texas A&M-Kingsville**

An exhibition of original paintings and prints by Rosario Cabrera, the first female Mexican painter of importance of the century, is being presented at Texas A&M University-Kingsville through Oct. 2.

The opening reception featured Blanca Garduño, director of the Museo Casa Estudio Diego Rivera y Frida Kahlo (Diego Rivera and Frida Kahlo Studio Museum) in Mexico City, and Dr. José Casillas-Cabrera, son of the artist.

Born in 1901, Cabrera was a contemporary of Frida Kahlo. She stopped painting in 1928. Santa Barraza, chair of the Texas A&M-Kingsville art department, said Cabrera’s work, produced only between 1919 and 1928, is of sufficient value for her to occupy an important place in the history of modern art in Mexico.

According to Barraza, Cabrera demonstrated a sensitivity and creative capacity in her work that was strongly composed in terms of color and drawing. The ability to
 manage line with creativity, modeling it with suggestive light-dark values, was expressed in Cabrera in many mediums, including pencil, ink, watercolors, oils, charcoal, and woodcuts.

Barraza said that Cabrera was the only female Mexican painter who directed two Open Air Painting Schools, where she achieved outstanding work.

**Miguel González on Opposition Government in Nuevo Leon**

Miguel González, history professor at the Autonomous University of Nuevo Leon in Monterrey, recently lectured on “Opposition Government in Nuevo Leon” at Texas A&M University-Kingsville, part of Kingsville political science department’s International Affairs Group lecture series and funded by the Coastal Bend Community Foundation.

González is a Partido Acción Nacional (National Action Party) delegate to the congress of the Mexican state of Nuevo Leon.

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**PLACES**

**UNM Showcases Spain’s Influence on Latin American Film**

Spanish influences in the Americas were explored during “Arts of the Americas ’98.” In its eighth year, the summer festival is presented by the UNM’s College of Fine Arts and offers classes, exhibitions, films, art, flamenco dance, and history.

A special highlight this year was a film festival and class titled “Spain and the Americas—Mutual Cinematic Perceptions.”

Offered by the Media Arts Program, the festival screened films from Hollywood, Cuba, Mexico, and Spain to illustrate Spain’s influence on Latin American film.

Films screened included: *Blond and Sand* (US, 1941); *Captain from Castillo* (US, 1941); *Cabecia de Taica* (Mexico, 1991); *For Whom the Bell Tolls* (US, 1943); *The Pride and the Passion* (US, 1957); *El Cid* (US, 1961); *Bebold a Pole Horse* (US, 1914); *The Last Summer* (Cuba, 1976); *La barnaca* (Mexico, 1944); *En el balcón ratico* (Mexico, 1961); *Bienvenido Mr. Marshall* (Spain, 1952); *Barranco* (Mexico, Cuba, Spain, 1990); *Los últimos de Filipinas* (Spain, 1945); *Humberto Solas from Cuba* (Cuba, 1969); and *La línea del cielo* (Spain, 1983).

Post-screening discussions were led by Carl Mora, author of *Mexican Film and Society* (University of California Press).

**TC3 Graduates Global Connections Program Students**

Tompkins Cortland Community College (TC3) in New York hosted a ceremony for approximately 50 students graduating from its Global Connections Program in July.

The students—from World University, Spain, and the Pontifica Universidad Católica Madre y Maestra, Dominican Republic—completed requirements for a TC3 associate degree in business administration. The commencement address to this fifth graduating class was given by Radames Mejía, executive director of Pontifica Universidad.

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**Transcultural Nursing at University of Northern Colorado**

UNC recently became the first institution in the State of Colorado to offer a Certificate in Transcultural Nursing, says Sandy Baird, director of UNCs School of Nursing.

The certificate is directed to UNC nursing seniors or nurses in the field who already hold their B.S. degrees.

Over the years, UNC has worked to increase the number of minority undergraduate nursing majors from a low of about 5 percent in 1992 to a current level of about 15 percent, says Baird, noting that the national average is about 10 percent.

The goal is to increase nurses’ awareness of cultural factors that might influence behavior of patients and their families.

**Rutgers Publishes Book on War and Education in El Salvador**


Inspired by Paulo Freire’s literacy work in Brazil in the 1950s, popular education brought literacy to poor rural communities abandoned by the official education system and to peasant combatants in the guerrilla army. Those with little education taught those who had none. By cultivating skills and raising morale, popular education contributed tangibly to political and military gains in the war.

Hammond interviewed more than 100 Salvadoran students and teachers and recounts their experiences in their own words, vividly conveying how they coped with the hardships of war and organized civilian communities politically to support a guerrilla insurgency. The book tells how poorly educated peasants overcame their sense of inferiority to discover that they could teach each other and work together in a common struggle.
RIC Supporting Diversity in Classroom & Workplace

Rhode Island College’s (RIC) Dialogue on Diversity Committee is planning “Promising Practices,” a day-long program of workshops to help educators incorporate values that support diversity in the classroom and the workplace. Also featured is a multicultural media fair featuring resources such as books, computer software, and videos.

The program is free and open to the public. Organizers expect CEU approval from the Rhode Island Department of Education. For more information, call Elizabeth Henshaw, assistant professor of elementary education, at (401) 456-8967 or Richard Lobban, professor of anthropology, at (401) 456-8784.

SAC's Graduation Plus Project Has Impact

In Texas, forty-one of the approximately 900 San Antonio College (SAC) students who graduated last May would not have crossed the stage at that time were it not for a relatively new SAC program called Graduation Plus.

Launched a little over a year ago, Graduation Plus is designed to identify and encourage SAC students who might be close to earning a degree without realizing it. More than 70 SAC students have been contacted since the program began, and since May 1997, almost 100 have graduated as a result of the program. Graduation Plus counselors look for students within striking distance of their goal, with 45 or more college credit hours and a minimum 20 Grade Point Average.

SAC counselor and Title III program developer Rosa Maria Gonzalez says that many times, liberal arts students with undeclared majors who plan to transfer to a four-year institution don’t realize how close they are to earning an associate’s degree.

Graduation Plus counselors identify students who fit this profile, then provide crucial counseling (including a “degree audit” that can make the difference in earning degrees

One example is Leticia Salinas, age 35, who enrolled at SAC years ago, then attended the University of Texas-San Antonio and Our Lady of the Lake, accumulating 15 college credit hours in the process. When Salinas enrolled again at SAC last spring, a Graduation Plus counselor helped her define a clear path toward her associate’s degree, which she is completing this summer. Her plan is to transfer to the University of Texas Health Science Center to study nursing.

Pathways Via DeWitt Wallace-Reader's Digest Fund

Over the past 10 years, the DeWitt Wallace-Reader’s Digest (DWRD) Fund has invested nearly $17 million in Pathways to Teaching Careers. The program, which operates at 41 colleges and universities nationwide, recruits and prepares nontraditional candidates for positions in hard-to-staff low-income rural and urban schools. Most of the Fund’s investment has been used to underwrite scholarships and other support services that have made it possible for nearly 2,500 prospective teachers to return to college and obtain their degrees and fulfill requirements that lead to full certification and full-time teaching jobs.

The DWRD Fund bestowed more than $299,000 in leadership grants to both Harris-Stowe State College (Mo.) and Kean University (N.J.) which will enable them to sustain their work, assist other sites, and share their experiences with newly affiliated Pathways sites.

Continuation grants to current Pathways programs went to Alverno College (Wis.), $199,923; Drexel University (Pa.), $199,888; Wayne State University (Mich.), $199,974; Indiana University of Pennsylvania; University of Illinois at Chicago; University of Louisville (Ky.); and University of Wisconsin-Milwaukee, Cleveland State University (Ohio): $200,000 each.

Minority Research Assistants Program at UNC-Ch

In 1995, fewer than one in 100 humanities doctoral candidates at U.S. universities was a Native American, Puerto Rican, or Mexican American.

To improve representation, the University of North Carolina at Chapel Hill (UNC-CH) initiated its Minority Undergraduate Research Assistants Program (MURAP), centered in its department of economics. The program encourages talented minority students to consider university teaching careers by providing a stipend and a research opportunity.

Since 1989, more than 150 minority students in humanities, social sciences, and fine arts, about 18 each year from schools nationwide, have entered MURAP for 10 weeks of research and writing.

These apprentice researchers work closely with a faculty fellow from the College of Arts and Sciences at UNC-CH. Faculty Fellows, who also devote their summer to a research project, serve as MURAP mentors, guiding them in research that culminates in a lengthy paper and an oral presentation.

The projects span the fields of anthropology, philosophy, history, communications, English and Latin American literature, African American studies, economics, psychology, education, sociology, and Spanish. This year's topics ranged from a philosophy project defining racism as a moral problem to a sociological study on obstacles to higher education for Latinos.

ServiceMaster and HACU Partner to Advance College Student

ServiceMaster joined the HACU'S National Internship Program, soon in its seventh year, by adding a college student intern to its ranks this summer.

Dr. Bill Doonan, Director of the program for HACU, said that ServiceMaster is their first corporate partner to host an intern.

Thanks to HACU, more than 1,200 students have undertaken intern assignments directly relevant to their career goals.

HACU is a national association of higher education representing Hispanic-Serving Institutions, specifically nonprofit, accredited colleges and universities where Hispanics constitute a minimum of 25 percent of the total enrollment at either the graduate or undergraduate level. One of its goals is meeting the needs of business, industry, and government through the development and sharing of resource, information, and expertise.

ServiceMaster Management Services, division of The ServiceMaster Company, Downers Grove, III., provides innovative support solutions for cleaning, clinical equipment management, energy management, physical plant maintenance, food service, grounds, and
home health care to over 2,000 automotive, aviation, education, health care, and industrial/commercial customers.

Hispanic Heritage Month in Washington, D.C.

In recognition of Hispanic Heritage Month, Washington, D.C., is holding a bevy of events this month.

- On Capitol Hill, the National Association of Hispanic Publications staged a two-day issues conference, "Decision '88: A Hispanic Perspective," the Congressional Hispanic Caucus Institute (CHCI) held an issues conference featuring debates and panel discussions, and Hispanics Organized for Political Equality hosted a California delegation of "5 Latina Leaders.

- The Mexican Embassy hosted a 188th anniversary festival commemorating Mexico's independence with "el grito" at the U.S. Department of Interior.

- At the National Press Club, The Hispanic Link Journalism Foundation held its fourth annual Communicator of the Year award reception, and the League of United Latin American Citizens, in conjunction with the CHCI, held a forum for media executives.

- The 12th annual Hispanic Heritage Awards was staged at the Kennedy Center.

- The CHCI held its 21st annual gala.

- MANA, a national Latina organization, hosted its annual Las Primeras awards luncheonette, honoring Latina "firsts" in their fields.

- The National Puerto Rican Coalition hosted its annual conference, followed by a lifetime achievements awards ceremony at the Organization of American States.

- The National Federation of Hispanic-Owned Newspapers hosted its sixth international media conference.

Ricardo Salinas Memorial Scholarship at UTSA

The University of Texas at San Antonio (UTSA) held a reception announcing the creation of the Ricardo Salinas Memorial Scholarship.

Arturo and Elisa H. Salinas and daughter, Elisa G. Salinas, a psychology major at UTSA, presented a check for $10,000 to the school president, Samuel A. Kirkpatrick, to launch a scholarship honoring his son, slain U.S.

Border Patrol Agent Ricardo Guillermo Salinas Jr.

Salinas, who earned a degree in criminal justice from UTSA in 1996, was just 24 when he and a fellow agent were killed July 7 in an ambush near San Benito, Texas.

LMU Film Graduate Earns Fulbright Award

Nicolas Santana, Jr., a Loyola Marymount University (Calif.) graduate, is receiving a Fulbright award to study Spanish cinema at the University of Barcelona in Spain this fall.

Santana, 23, attended Los Angeles City College for two years and then transferred to Loyola, where he earned a bachelor's degree in film production in May 1998. At Loyola, he drew on inner-city life and his Mexican roots for his film projects. In 9535 Deoble Street, he chronicled his experiences living in a crowded apartment building. Cristoto told the story of his great-uncle, who fought for religious freedom in Mexico in the 1920s.

As a Fulbright scholar, Santana plans to study the development and influence of Spanish film in the Franco and post-Franco eras. He eventually hopes to write, direct and produce his own films, "to bring something new and refreshing to American cinema."

Head Start Parents "Graduate" at SMC

A group of about 60 parents of Los Angeles County (Calif.) Head Start pre-schoolers "graduated" from a unique Santa Monica College (SMC) program that trained them in leadership, management, child development, and other skills.

Since January 1997, the program has trained parents to run the largest Head Start program in the nation through business, human development, and child development courses, as well as through internships. It is believed the program—operated under a contract with the Los Angeles County Office of Education—could serve as a model for welfare reform education projects.

The parents, mostly of them Latina, acquired skills that help them set policies for a $120 million-a-year federally funded program and enhance their employability, said the SMC contract education coordinator.

Head Start is a federally funded preschool program for youngsters from low-income families. The parents serve on the countywide Head Start Policy Council and local agencies and are an integral part of the decision-making process for the Los Angeles County Head Start Program.

UTSA Program Honored by National Latino Institute

The Prefreshman Engineering Program (PREP) at the University of Texas at San Antonio (UTSA) has received national recognition for its efforts in developing the academic and career potential of Latino children.

The National Latino Children's Institute, a resource network and advocacy group, selected PREP as a 1998 La Promesa Program for PREP's contributions to the education of Latino children.

Programs from 14 states, Puerto Rico, and the District of Columbia reflecting many health, educational, cultural, and leadership development activities currently are profiled. About half of those nominated are expected.

UTSA Mathematics Professor Manuel P. Berrizábal created PREP in 1979 to expose
San Antonio's secondary school students interested in mathematics and engineering to a college environment.

PREP has been replicated as TexPREP in 13 Texas cities, and a $1 million NASA grant to HACU is supporting PREP's replication as Projecto Access in seven other states.

Nearly 15,000 students nationwide have participated thus far. In Texas alone, surveys show that 999 percent of participants complete high school, with more than 85 percent going on to earn college degrees. About three-fourths are minorities.

Del Mar Helps Hispanics Access Computers and Internet

This fall, Del Mar College is adding 104 computer stations to the 58 already situated throughout its two campus libraries.

And it will begin providing laptops that can be checked out by students using the libraries.

A recent Texas state poll shows that only 30 percent of Hispanics own home computers. More than half of Del Mar College's students—who number more than 10,000 each semester—are Hispanic.

Fall Events at California Lutheran University

On Sept. 28, the CLU Multicultures' Programs and Student Activities will sponsor, as part of the University Speakers Series, "DiversiTies: Character and Diversity," an exploration of the way cultures differ, why they differ, and why people should celebrate those differences. There also will be a discussion of how individuals can transcend cultural differences to deepen their understanding of the world, enrich their interpersonal relationships, and gain insight into their own character.

On Oct. 29, CLU will celebrate Dia De Los Muertos, the Latin celebration held to remember the passing of loved ones. A live theatrical performance depicting the meaning of Dia De Los Muertos will be presented by the Teatro Inakeh theatre troupe and the Folklorico Dancers. Attendees are encouraged to dress in the tradition of portraying the symbol of death, and a cash prize will be awarded to the best dressed “muerto” person.

On Dec. 6, CLU reenacts Las Posadas, Mary and Joseph's search for shelter and a place for the birth of the baby Jesus. This event dates back to 16th century Mexico and is now a tradition in many parts of the southwest.

PUBLICATIONS

Caribbean Poetics: Toward an Aesthetic of West Indian Literature by Silvio Torres-Saillant

Caribbean Poetics studies the literatures written in European languages in the West Indies as a regionally unified corpus with its own identity. Torres-Saillant examines recurring motifs and formal devices that Caribbean literary artists have drawn on for six decades. The book places Caribbean literature in the larger context of comparative poetics by discussing the historical, political, and cultural forces that mediate its interaction with other literary systems.

1997
368 pgs.
ISBN 0-521-55125-0
$64.95 Cloth
Cambridge University Press
1-800-872-7423

The following books are available from:
AMERICAN COUNCIL ON EDUCATION through Oryx Press (800) 279-6799

by Charles J. Andersen

This book offers fast, easy access to a broad range of information in higher education and highlights trends in the field over the past 20 years. Containing more than 180 charts, graphs, and tables, it offers the most current data available on: demography and economic trends; enrollment; financial information; faculty and staff; student bodies; and earned degrees.

1998
254 pgs.
ISBN 0-89774-820-4
$4995 Case

1997-98 Accredited Institutions of Postsecondary Education: Programs Candidates

Alison Anaya, ed.

A guide to institutions of higher learning that are accredited by national and regional agencies recognized by the Council for Higher Education Accreditation (CHEA). This updated edition includes more than 5,000 public, private, two-year, four-year, and vocational institutions of higher education throughout the U.S., as well as U.S.-chartered schools in 4 countries abroad. Each entry provides the institution's name and address, includes a brief description, and denotes any membership in a public education system.

May 1998
736 pgs.
$54.95 Paper


by the American Council on Education

More than 5,000 high-quality educational programs conducted by businesses, labor unions, professional and voluntary associations, and government agencies are described in this updated edition. Each entry provides: Course title; Location; Length; Dates; Objective; Learning outcomes; Instruction; and College credit recommendations.

The National Guide TO EDUCATIONAL CREDIT FOR TRAINING PROGRAMS 1998 Edition
American Council on Education
External Degrees in the Information Age: Legitimate Choices
by Eugene Sullivan, David W. Stewart, and Henry A. Spille

This guide is designed to help adults make informed decisions about pursuing a postsecondary degree. The revolution in adult higher education—earning degrees without leaving home or work, or spending very minimal time on campus—has led to a proliferation of "diploma mills:" degree-granting institutions that lack recognized accreditation. This book describes 400 legitimately accredited external degree programs now in operation.

1997
248 pgs.
ISBN 0-89754-997-0
$34.95 Paper

Directory of College Cooperative Education Programs
Polly Hutcheson, National Commission for Cooperative Education, ed.

Cooperative education programs provide students with an excellent opportunity to gain actual professional experience while pursuing their degrees. This directory offers information on nearly 500 cooperative education programs offered at U.S. colleges and universities. Each entry includes: type of school and degrees awarded; key contacts; academic divisions with co-op programs; how programs are administered; typical length of work periods; and number of active employers and representative examples.

1996
242 pgs.
ISBN 0-89754-998-8
$49.95 Paper

by Robert H. Atwell and David Pierce

A directory of the fastest-growing segment of higher education, this guide supplies information on 1,181 accredited schools offering associate degree programs. Each entry includes contact information, a general description, names of administrators, and the school's accreditation. The next section of the entry provides academic information, including: academic year, contacts for student inquiries; areas of study; degree requirements; admission requirements; teaching staff; program awards; and recent enrollment figures.

1995
920 pgs.
ISBN 0-89754-874-3
$135.00 Case

VIDEO RECORDINGS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
1-800-257-5226 or (609) 275-1400

The House of Bernarda Alba
by Federico Garcia Lorca

Centered on the power struggle among the women of a noble Spanish family as they mourn the death of the paterfamilias, Lorca's great play chronicles the passions unleashed among women trapped within a family web as it moves inevitably toward the grand tragic finale. This riveting production casts Glenda Jackson as the widow Bernarda, who rules the family with...
Benito Pérez Galdós: La fontana de oro

With a narration by Alonso Vicente Zamora explaining the historical and political background and introducing the characters, the program opens in the café from which Pérez Galdós's book takes its title. Shots are heard and the café quickly empties; only Coletilla remains. As he is about to leave, a group of liberals arrives and begins to rough him up; he is rescued by Rozmediano, who takes him home. Here Clara and Rozmediano meet... At last, the story of intrigue in love and politics comes to a happy and quiet ending. (Spanish, 60 min., color)

Item # FFH 7607

Crimes Against Humanity: The Search for Justice

A three-program series including:

Justice Pursued

Rwandan, Argentine, East German, and Bosnian have been the locus for the most honourable acts of the last 20 years. In this program, Rwandans accused of perpetrating hideous atrocities against their neighbors are tracked down: an emotional meeting with a former Nazi-hunter takes place; the torture and murder of thousands of young Argentines by the Pinochet regime are detailed by a survivor; in East Germany, newly discovered Stasi training tapes paint a brutal portrait of political repression behind the Berlin Wall; and in Bosnia, efforts to track down the perpetrators of ethnic cleansing are ongoing. (50 min., color)

Item # FFH 7631

The Quest for Truth

In this program, victims of terror either seek justice, or just acknowledge the ugly truth. The program traces the quest for truth in Guatemala, and finds it can be a dangerous business in a country where terror continues to reign. In Argentina, a mother's twenty-year search for her daughter is over, and she is about to meet a man who may reveal the truth about her daughter's disappearance. And in South Africa, a father fears a government amnesty program may set his son's killers free. (50 min., color)

Item # FFH 7630

The Long Road to Reconciliation

Under new government amnesty policies designed to unite South Africa, a white policeman previously jailed for life on eleven counts of murder has been freed, enabling him to return to the scene of his crimes. Using Bosnia, Chile, Mozambique, and South Africa as examples, this program probes whether national reconciliation can be purchased at the price of justice for victims of political terror. It asks whether national unification is even possible if victims perceive themselves as forgotten. (50 min., color)

Item # FFH 7631

Women of Latin America

A 13-program series including:

Bolivia: Coca, Food of the Poor

Item # FFH 7018

Brazil: Priests, Samba Dancers, and Mulattos

Item # FFH 7019

Chile: The Drama of Hope

Item # FFH 7020

Cuba: The Children of Fidel

Item # FFH 7021

Dominicans

Item # FFH 7022

Guatemala Silenced

Item # FFH 7023

Mexico: Rebellion of the Llorona

Item # FFH 7024

Ecuador: The Indian Women

Item # FFH 7025

Nicaragua: Red to Violet

Item # FFH 7026

Peru: Rage of Hunger

Item # FFH 7027

Puerto Rico: Paradise Invaded

Item # FFH 7028

To Be a Mother in Latin America

Item # FFH 7029

Venezuela: The 21st Century to Prehistory

Item # FFH 7030

This series examines life in 13 Latin American nations through the eyes of its women. Some of the women transport drugs across borders, fight in rebel armies, bear children in poverty, search for sons and daughters who have vanished during political pogroms, and generally bear the burden of living a harsh, third-world existence. Other women—teachers, engineers, and politicians—also contribute their stories. Combined, the women—different as the countries of Latin America are different—paint a disturbing portrait of people struggling against all odds to survive racial and class discrimination, revolution, political injustice, and chronic economic instability. (60 min. each, color)
SPECIAL EVENT

The Merrow Report Focuses on Burgeoning Crisis in Latino Education
October 2

The Merrow Report, PBS's award-winning documentary series, will be exploring Latino education in their upcoming documentary special, "Lost in Translation: Latinos, Schools, and Society." The program airs October 2, 1998, (10 p.m. EST) on PBS—check local listings for channel and broadcast times.

CONFERENCES

Enhancing Black & Other Minority Student Presence & Success in the Community College

October 8-10

Hosted by Valencia Community College. At the Omni Rosen Hotel in Orlando, Fla.

Contact: Laura Krot, (407) 299-5000 ext. 3205; <lkrot@valencia.cc.fl.us>.

Legal Issues in Higher Education

October 4-6

The University of Vermont's 9th annual conference, designed to address the most pressing legal challenges that higher education professionals are currently facing. Keynote speakers include Stephen Hirschfield, counsel to the University of California, the University of San Francisco, and Hastings College of Law; Judith Ramaley, president of The University of Vermont; and William Sloan Coffin, Jr., retired Yale University Chaplain, civil rights activist. At the Sheraton Hotel and Conference Center in Burlington, Vt.

Contact: Carol Fournier-Gunter or Vivianne Farmer, (802) 656-2088.

1998 SACNAS National Conference

October 8-11

Society for Advancement of Chicanos and Native Americans in Science, whose mission is to assist Chicano/Latino and Native American students in pursuing the advanced degrees necessary for research careers and science teaching professions at all levels.

At the Hyatt Regency Hotel-Capitol Hill, Washington, D.C.

Contact: (408) 459-4227; e-mail: <sacnas@cats.ucsc.edu>; Web site: <http://www.sacnas.org>.

The Minority Student Today: Recruitment, Retention, and Success

October 11-14

By promoting an understanding of the nature of fundamental reforms and institutional changes needed in American higher education to eliminate structural barriers, this event seeks to identify opportunities to achieve multicultural and balanced academic programs. Sponsored by the University of South Carolina Division of Regional Campuses & Continuing Education, in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-0444; or <Conf@GWM.SC.EDU>. Conference Web site: <http://www.csd.sc.edu/confed/mst.htm>.

100 Years of Transformation: The Caribbean and the United States Since 1898

October 13-15

Conference convened by and to be held at (Department of Latin American and Puerto Rican Studies) Lehman College of City University of New York, in New York City.

Contact: Laird W. Bergad, (718) 960-8280; e-mail: <�wbergad@worldnet.att.net>.

Madness, Illness, and Bodies: The Hispanic Woman Writer and Her Fragmented World

October 15-17

Conference convened by Fundacion Cultural Iberoamerican, in Washington, D.C.

Contact: Gladys Harregui, (703) 922-4490; e-mail: <gladys@iberoamerican.org>.

Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education

October 18-20

Symposium convened by University of Minnesota Radisson Hotel-Metrodome, in Minneapolis.

Contact: (612) 626-550. e-mail: <ndp@tc.umn.edu>; Web site, <http://www. amnd.umn.edu/symposium/sympos.htm>.

National Preservation Conference

October 20-25

National Trust for Historic Preservation's 52nd national conference, with the theme "The Art of Preservation," convening in Savannah, Georgia. Between 2000 and 3000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts, and how they shape communities.

Contact: (803) 222-8552. Web site at <www.npoh.org>; e-mail to <soro@npoh.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23

Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions—leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversity at the involved schools. Co-hosted by the U.S. Trade Center's Department of Commercial Service and Kivo Expositions. In Mexico City.

Contact: Charlotte Adams, (919) 881-7888, or <Kivaexpo@mindspring.com>.

1998 New Jersey Project Fall Conference

October 25

This conference will showcase the work of educators from a variety of disciplines who use literature—novels, short stories, poetry, and other forms—to integrate gender and multicultural content and perspectives into their courses. At The College of Saint Elizabeth, Morristown.

Contact: The NJ Project (973) 220-2296, or <nj_project@wpc.waterson.edu>. Information also available at the NJ Project Web site: <http://www.waterson.edu/wpc/eps começ /index.htm>.

Second Annual Hispanic Law Conference

November

Hosted by the American University's Washington College of Law, co-sponsoring with the D.C., Maryland, and Virginia Hispanic Bar Associations and Hispanic Law Students.
Association. 8:30 a.m. to 4:30 p.m. Speakers, panels, and roundtables on Hispanics in the legal profession, including the judiciary, academia, politics, and business. In Washington, D.C.
Contact: Aurora Carmichael (202) 774-4004 or <grants-programs@wcl.american.edu>.

Círculo de Cultura Panamericano

November 13-15
The annual convention. Special sessions on Federico García Lorca in the centenary of his birth; the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.), at the Holiday Inn in Totowa, N.J., and WPU.
Contact: Círculo de Cultura Panamericano, 16 Malvern Place, Verona, N.J. 07044-2584.

24th Annual TACHE State Conference

November 16-17
The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implications of the Hopwood decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.
Contact: Ed C. Apodaca, (713) 743-9567.

PRESIDENT

After 19 years of distinguished leadership, Peter Spina will retire as President of Monroe Community College in August 1999. The Board of Trustees invites applications and nominations for the Presidency. Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several Fortune 500 companies. Monroe Community College is a part of the State University of New York and a member of the League for Innovation in the Community College. The college has a multi-campus enrollment of 14,000 full- and part-time credit students offering 70 degree and certificate programs.

APPLICATION PROCESS: Applications will be accepted until position is filled. For full consideration, applications should be postmarked by November 23, 1998. The Presidential Search application packet can be requested by contacting: Human Resources Office, c/o Dr. Sherry Ralston, Monroe Community College, 1000 E. Henrietta Road, Rochester, New York 14623. Phone: (716) 292-2111 or e-mail: cbarcomb@monroecc.edu.

For additional information, contact Richard Degus, Search Liaison, at the college. Phone: (716) 292-3021 or e-mail: ddegus@monroecc.edu.

Search Consultant: Bob Barringer, Gold Hill Associates

Monroe Community College

An Equal Opportunity, Affirmative Action, Title IX Employer

IF YOU ARE NOT READING
THE HISPANIC OUTLOOK ...
THEN YOU ARE NOT COMPLETELY INFORMED!
**Associate Dean of Students**

**University at Buffalo**  
**State University of New York**

**Duties:** The Associate Dean of Studies at the State University of New York at Buffalo College of Law is primarily responsible for advising and counseling students and for implementing the academic assistance program. These responsibilities include:

- Counseling students experiencing academic difficulties or personal problems that impact on their academic achievement;
- Advising students with special needs on available support services;
- Assisting in individual student petitions for a waiver of Law School rules, such as petitions seeking authorization to register for a course overload;
- Deferring faculty members to identify and obtain appropriate interventions for students with academic or personal problems;
- Providing advice and support for student organizations including assistance with program and finances;
- Assisting students in formulating and sustaining new student activities;
- Developing and implementing a program of academic assistance for students admitted through the Legal Methods Program, as well as for students who may be identified as needing additional academic services;
- Coordinating the delivery of necessary assistance for students with special needs, including appropriate examination schedules as determined by the Committee on Students with Special Needs;
- Organizing and overseeing the commencement and orientation programs for regular, transfer, and Legal Methods students;
- Developing and maintaining university and community resources that are designed to serve student needs.

**Minimum Qualifications:** Bachelors Degree is required. Masters or JD is preferred. Minimum four years of successful experience in positions requiring work in student advising and counseling or five to eight years of more general administrative experience in an educational setting.

To apply: Send letter of application and resume to Prof. Diane Avery, Professor of Law, UB School of Law, 421 O'Brian Hall, Buffalo, New York 14260. Materials must be received by October 21, 1998 to ensure full consideration. Salary $50-58K commensurate with experience; generous benefit package.

*The University at Buffalo is an Equal Opportunity/Affirmative Action Employer.*

The University is interested in identifying prospective minority and women candidates and professionals with disabilities. No person in whatever relationship with the State University of New York at Buffalo shall be subject to discrimination on the basis of age, creed, color, disability, national origin, race, religion, ethnicity, sex, sexual orientation, marital or veteran status.

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**DEAN OF PROFESSIONAL STUDIES**

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns.

Position: The Dean of Professional Studies is the chief administrator for the approximately 70 faculty in professional studies. The departments represented in this unit include: Child Family Services; Communication Disorders and Sciences; Counselor Education & Educational Studies; Nursing; Food and Nutrition; Social Work; and Sport and Wellness. The program offers over 2,000 students in the undergraduate and graduate level, with the largest proportion of students in the undergraduate level. The Dean also chairs the Counseling Graduate Studies Council. The Department reports to the Provost and has significant campus and community responsibilities beyond academic areas.

Responsibilities include:

- Providing effective leadership and oversight for all academic programs;
- Providing leadership for the excellence and sustaining diversity in all aspects of University life, particularly in developing a diverse student body, faculty and staff; working closely with other academic and administrative areas; maintaining the University's commitment to excellence and innovation in teaching and learning, including active development of applications and utilization of new technologies; assisting in implementing and updating the University's Strategic Plan;
- Assuming significant responsibility for working with appropriate community and regional organizations; leading the faculty in increasing external funding for research and service; and in participating in formulating and implementing college-wide policies.

Qualifications include: An earned doctorate is required and a record of teaching and scholarship, that would justify appointment as a tenured professor. A record of achievement in academic administration; a demonstrated record of effective communication and cooperation with faculty, staff, students and university partners; experience in curriculum and program design and implementation; a demonstrated commitment to increasing the diversity of faculty, staff and students; and a record of significant administrative leadership including strategic planning, enrollment management concerns, faculty management and accreditation assessment.

Females and racial minorities encouraged to apply.

Nominations and applications should be addressed to: Chair, Search Committee (P11213-899), 101 Broad Street, Plattsburgh, NY 12901-2681. Fax 518-564-4600

Nominated individuals will be invited to apply. Applications consist of a letter addressing the qualifications noted, a current resume or curriculum vitae, and three letters of reference. Review of applications begins on October 15, 1998 and continues until appointment is made. Starting salary competitive; position is available as soon as search is completed.
Irvine Minority Scholar
1999-2000 Dissertation Year Fellowship Program

The College of Arts and Sciences at the University of San Francisco invites applications for two participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 1999-2000. Appointments will be in one of the following College programs: History, Politics, Systematic Theology, Sociology, Communication, and Psychology.

PROGRAM: USF Senior Faculty serve as mentors and consultants while the Scholar completes the dissertation and initiates an ongoing program of scholarship or creative work, develops a repertoire of potential course offerings, and familiarizes him or herself with the usual service responsibilities of a university faculty member.

Scholars teach one undergraduate course in the discipline each semester; serve as resources to students and faculty; and contribute to USF's multicultural living/learning environment through activities that celebrate ethnic diversity and cultural pluralism.

COMPENSATION: Sponsored by the James Irvine Foundation, the Program provides a stipend of $24,500 and limited support for relocation and housing costs, and research-related expenses.

QUALIFICATIONS: Irvine Minority Scholars are members of one of the following educational groups: African Americans, Asian Americans, Hispanic/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must complete all work leading to the Ph.D. by Summer 1999, and must be considering a career in college teaching. University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, transcripts, dissertation prospectus or proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Irvine Minority Scholar Search
c/o Gerardo Macias, Ph.D., Associate Dean
Co-Director, Irvine Minority Scholar Program
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by December 1, 1998, to ensure full consideration.

The University of San Francisco is a private, Catholic, and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

Princeton University

Princeton University, located 45 miles from New York and Philadelphia, is the perfect place to build an exciting career. The University is small enough to provide a stimulating work environment, yet large enough to provide opportunities for promotion and personal growth. We are accepting applications for a Project Manager to oversee the University's Data Integration Services.

Working with the Associate Director of the overall administrative systems initiative, the Project Manager will facilitate the planning, methodology, and implementation of a new integrated data model to promote standardization and reuse in support of the new Oracle relational database environment, new administrative systems and new data warehousing opportunities. This is a term appointment of 3-4 years.

Candidates should have demonstrated ability to coordinate business units, Data Administration and Application Support to ensure effective data integration across all administrative systems. A bachelor's degree and proven project management experience directing a cross-functional team in large database implementation are required. Experience in higher education is a plus.

Candidate should have experience with the following:

- Systems Planning, Analysis and Design
- Data Analysis, Modeling and Normalization Techniques
- Deployment of Data Standards and Procedures
- Oracle Relational Database System
- Data Warehousing
- Web Technology
- PeopleSoft Application (a plus)

Princeton provides an exceptional work environment and an excellent benefits package that includes health care plans, an excellent retirement plan, tuition reimbursement, a generous vacation schedule, use of various University facilities and more. Interested candidates should submit two copies of resume to: Human Resources, Clio Hall 4837-HO-PP, Princeton University, Princeton, NJ 08544-5204. Review of resumes will begin immediately.

For full consideration, please respond by October 2. We welcome you to visit our Website at http://webware.princeton.edu/hr/posting.htm or call our Employment Opportunities Hotline at (609) 258-6130, EEO/AA.

Fundraising Grant Writer

Bloomfield College, a 103 year old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multicultural, multiracial society.

We seek a highly motivated individual to assist the Office of College Relations in expanding its fundraising initiatives. The Grant Writer will develop proposals and other written materials to help meet a variety of fundraising goals, including ongoing, capital, and special project needs.

Requirements include Bachelor's degree, 3 years of related experience, preferably in a higher education setting, strong writing skills, the ability to establish rapport with members of the College community, the ability to perform multiple tasks under deadline pressure, computer fluency and knowledge of and commitment to an institution serving a diverse population.

Salary is competitive and commensurate with experience. Excellent benefits package. Qualified candidates should send cover letter summarizing interest in the position, resume, three writing samples and three references to:

Michele Hickey, Executive Director of Development
Bloomfield College
229 Liberty Street
Bloomfield, NJ 07003

www.bloomfield.edu

Review of applications will begin immediately and will continue until an appointment is made.

NO CALLS PLEASE.

Affirmative Action/EQUAL OPPORTUNITY EMPLOYER.

Women and minorities are encouraged to apply.

COMPARATIVE POLITICS

The Department of Political Science at the Graduate Faculty of Political and Social Science, a division of New School for Social Research, seeks to fill two positions in comparative politics. One position will be at the junior level, the other is open as to rank. We are interested in applicants from senior candidates with distinguished records. Qualifications for both positions include a capacity to engage broad theoretical issues beyond the candidate's areas of special expertise and serious interest in interdisciplinary modes of inquiry. We welcome whose work encompasses international political economy, international relations, and comparative politics. The Department of Political Science, GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE, 65 Fifth Avenue, New York, NY 10010. Junior applications are due by November 10th. Senior applications are due by November 20th. The Graduate Faculty encourages applications from individuals who belong to groups historically under-represented in the academy. Affirmative action equal opportunity employer.
BUFFALO STATE COLLEGE

DIRECTOR OF ADMISSIONS

Buffalo State College invites applications for the position of Director of Admissions. Under the supervision of the Associate Vice President for Enrollment Management, the Director of Admissions is responsible for providing leadership, strategic planning, and coordination of a multifaceted recruitment program. Specific responsibilities include administration of an established admissions program, recommending change to improve current practices including development of innovative recruitment strategies, staff and volunteer training, oversight of prospecting, admissions counseling, and credentials evaluation.

Qualifications include: a master’s degree, with a minimum five (5) years experience that demonstrates increased responsibilities in admissions. The successful candidate will have experience with computerized admissions information systems, excellent written and oral communication skills, ability to collaborate effectively with faculty, staff, alumni, and other college constituencies, work within budget constraints, demonstrated ability to forecast trends and evaluate effectiveness of recruitment activities, development of recruitment publications, knowledge of effective marketing strategies and communications programs, and outreach to prospective students in under-represented groups. Salary is commensurate with qualifications and experience.

The screening of applicants will begin October 7, 1998, and continue until the position is filled. The position is available November 1, 1998. Applications should include a cover letter addressing qualifications, a résumé, and the names and addresses of three to five references.

Send applications to:
Admissions Director Search Committee
Academic Affairs, Grover Cleveland 511
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222-1095

Women and minorities are strongly encouraged to apply.

AA/EOE

Study Law in San Francisco

- Optional program: Integrated Professional Apprenticeship Curriculum (IPAC) guarantees students two full-time semester-long apprenticeships in legal settings.
- Flexible full-time, part-time day and evening programs.
- Full-time students may begin their studies in January or August.
- Course offerings: corporate law, criminal law, employment law, environmental law, international law, litigation, public interest law, tax law, and more.
- Joint J.D./M.B.A. programs available.

For more information:
phone: (415) 442-6630
email: lawadmit@ggu.edu
web: www.ggu.edu/law

Development Officer/Membership Marketing Manager

The American Council on Education has an opening for an individual who will research and evaluate external funding sources and assist program offices in the selection of potential funding agencies. Will develop short- and long-term strategies for corporate and foundation support. Will assist departments with grant writing and editing process and in the preparation and administration of grant requests. Individual will serve as a direct contact for present and potential funding sources in coordination with the program offices. Will oversee marketing efforts for membership recruitment and retention. Will work with division staff in developing marketing strategies and funding sources. Experience in grantwriting or business writing preferred. Individual should have extensive grant writing and marketing experience. Strong oral and written communication skills required. Must demonstrate ability to manage multiple priorities, handle a heavy workload, and work well under pressure. Nominations and expressions of interest should be sent to:

Development Officer Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036
EOP-AARNA
**President**

**SANTA ANA COLLEGE**

The Rancho Santiago Community College District in California is seeking qualified candidates to be the next President of Santa Ana College. This position serves as the chief executive officer of the college with overall responsibility to the Chancellor for all aspects of program delivery in the Santa Ana service area.

Founded in 1915, Santa Ana College is the fourth oldest community college in California. In Fall 1997, more than 24,000 students enrolled in credit classes, reflecting a racial/ethnic mix of 37% Hispanic, 32% White, 21% Asian, and 3% African American. For 1995-96, Santa Ana College ranked first in Southern California and second in the state in associate degrees conferred.

The successful candidate must possess a minimum of an earned Master’s degree, substantial and current administrative experience in higher education. The annual salary is $100,882.00 plus mileage allowance and excellent fringe benefit package. Applications and nominations are solicited, nominations should include the full name and address of the proposed candidate and other pertinent information that may be known by the nominator. Candidates should submit a letter of interest stating how they would address the requirements of the position, a current resume and the names, business and home telephone numbers of eight references (two supervisors, two subordinates, including one support staff member, two faculty and two community members) to: Dr. Al Fernandez, Search Consultant, Rancho Santiago Community College District, P.O. Box 6036, Santa Ana, California, 92706. Applications will be accepted until the position is filled. It is anticipated that the screening committee will begin reviewing applications in December. For confidential telephone inquiries about the position Dr. Fernandez may be reached at (805) 650-2548 and to obtain job announcement brochure, please call Elouise Marasigan (714) 480-7574.

CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes-45 minutes).

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

GALVESTON COLLEGE

**POSITIONS RE-OPENED**

**Faculty Positions**

- Instructor Physics/Mathematics
- Criminal Justice Instructor
- Accounting/Business Instructor/Coordinator
- Emergency Medical Technician Instructor

**Administrative Position**

- Computer Instructor/Coordinator

Additional information concerning positions available at http://www.gc.edu. Reference of applications will begin immediately.

Please submit application (please print application at www.gc.edu) Resume and copies of your transcripts to:

Galveston College
Personnel Office
4015 Ave. Q
Galveston, TX 77550
Phone: (409) 763-6551 ext. 280
E-mail address: pmall@gc.edu

Galveston College is an Equal Opportunity/Affirmative Action College in Education and Employment. It is the policy of Galveston College to provide equal opportunities without regard to age, race, color, religion, national origin, sex, disability or veteran status.
Ohio Northern University College of Law
Ada, Ohio
"A Premier, Private Law School"

"As a native of San Antonio and a graduate of the University of Texas at Austin, making the decision to leave familiar settings was not easy. However, the cordiality of the faculty and the camaraderie of the students makes the transition a pleasant one. For example, playing a game of tennis with a professor while discussing a point of law is one of the advantages found at ONCL."

-Arturo Errazuriz, L-3, University of Texas-Austin

Ohio Northern is located in Ada, a picturesque college town of 5000 people, situated in Northwest Ohio. Ohio Northern's law students enjoy a quiet, safe, and inexpensive place to study and live. However, they are just a short drive from the cultural and entertainment centers of Columbus, Cleveland, Cincinnati and Toledo.

Some of the benefits of an Ohio Northern legal education include:
- Small classes with a low Student/Faculty ratio.
- World class faculty, committed to teaching and personalized attention.
- Generous Scholarship Assistance—particularly for students who will enhance the diversity of the legal profession.
- Newly remodeled and expanded facilities, including an expanded building, state-of-the-art computer and research facilities, and two beautifully appointed moot court rooms.
- Nationally recognized Law Reviews and championship Moot Court teams.
- Large and well maintained campus.
- Exceptional Career Services office dedicated to helping students locate employment.
- Numerous Clinical Opportunities—Ohio Northern offers seven different legal clinics, enabling our students to gain practical experience with real clients.

For more information, contact Ohio Northern University, Claude W. Pettigrew College of Law, Office of Law Admissions, Ada, Ohio 45810.

(419) 772-2211 E-mail: w-wright@onn.edu Visit our Web Site at www.law.ohio.edu
THE NEW SCHOOL
ASSOCIATE DEAN FOR
ACADEMIC AFFAIRS

The New School seeks an experienced academic administrator to serve as the new Associate Dean for Academic Affairs. The Associate Dean will work closely with the Provost to develop and implement academic policies and programs. The Associate Dean will also serve as the chief academic officer for the school's undergraduate programs.

Minimum qualifications include a doctorate in a relevant field, at least 10 years of experience in academic administration, and strong interpersonal skills.

Applications are due by November 30, 1998. Submit a letter of application, curriculum vitae, and three letters of recommendation to:

The New School
118 West 4th Street
New York, NY 10012

MILLIUS
1000 Massachusetts Avenue, Cambridge, MA 02139

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

WILLIAM T. MILLER, S.T.D.
President

WAYNE STATE COLLEGE

PRESIDENT

The Board of Trustees of the Wayne State College System invites nominations and applications for the position of President of Wayne State College, one of the three colleges governed by the Board.

Founded in 1910 to serve northeastern Nebraska, Wayne State College is located within easy driving distance of Omaha, Lincoln and Sioux City.

Wayne State College is a Master's Comprehensive I state college offering baccalaureate degree programs in a variety of disciplines as well as the Master of Science in Education, the Master of Business Administration, and the Specialist in Education degree.

Wayne State College is a member of the North Central Association and is accredited by the Nebraska Board for Community Colleges.

Applications will be accepted through December 31, 1998. Submit a letter of application, a curriculum vitae, and three letters of recommendation to:

The Search Committee
Wayne State College
1111 North Main Street
Wayne, NE 68787

The Nebraska State College System is committed to equal opportunity and affirmative action.
George Mason University

BIOLOGICAL SCIENCES
GOVERNMENT DOCUMENTS LIBRARIANS

George Mason University is the fastest growing university in the Commonwealth of Virginia. A public doctoral institution of more than 24,000 students, its academic units include the College of Arts and Sciences, the College of Nursing and Health Sciences, the School of Law, the School of Informatics and Decision Systems Engineering, the School of Management, the graduate School of Education, New Century College, and a number of acclaimed research institutes. George Mason has campuses in the counties of Fairfax, Arlington, and Prince William, Virginia.

BIOLOGICAL SCIENCES LIBRARIAN

Positions encompass reference, instruction, collection development, and liaison services in the fields of biological science, biotechnology, bio-informatics, computational science and informatics, and the American Indian Culture Collection. A master's degree or corporate partner is a must. The position is based at the Prince William Campus Library, participating in evening and weekend reference rotations, managing the Academic Librarians of Virginia, and assuming oversight role for the PRCLL in the absence of the head librarian.

QUALIFICATIONS: MLS-accredited MLS degree in academic, bibliographic experience working with biological or related disciplines, and excellent communication and interpersonal skills required. Preference will be given to candidates with demonstrated experience in provision of reference service, collection development and management of print and electronic resources, library instruction, and reference desk rotation.

INFORMATION: 1-year appointment subject to renewal. $40,000 + dependent upon qualifications. To learn more about George Mason University visit http://www.gmu.edu.

APPLICATION: Send letter of application, resume, and names, addresses, and phone numbers of three current references to:

Biological Sciences Librarian
Library Administration, MSN 2 FL
George Mason University
Fairfax, VA 22030-4444

Deadline for applications: November 15, 1999

CORRELL UNIVERSITY

Position Opening
MARKETING
Assistant, Associate or Full Professor of Marketing

RESPONSIBLE FOR TEACHING BASIC AND ADVANCED COURSES IN MARKETING AT THE GRADUATE LEVEL; RESEARCH IN ANALYTICAL/QUANTITATIVE AREA(S) OF EXPERTISE AND INTERESTS; SUPERVISION OF DOCTORAL STUDENTS. MINIMUM QUALIFICATION IS A DOCTORAL DEGREE OR NEAR COMPLETION IN MARKETING OR RELATED FIELD. SEND APPLICATIONS TO: Professor Bithala R. Rao
School of Management
351 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Cornell is an Affirmative Action/Equal Opportunity Employer

WASHINGTON UNIVERSITY IN ST. LOUIS

Washington University Creates New Scholarship for Hispanic Students

Cultivating the diversity of the University, this new program will provide a full-tuition scholarship for four years of undergraduate study provided the student maintains a satisfactory academic record. This scholarship is in addition to the $3.2 million in scholarships awarded annually to Washington University Undergraduate Students.

For information and application contact

Peter R. Guzman
Coordinator of Hispanic Recruitment
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-7463 or (800) 638-0700
Peter.Guzman@wumail.wustl.edu
http://www.wustl.edu/

Administrator Interdisciplinary Training Institute

A joint effort with NT Area Health Education Centers and UMDNJ has created an exciting opportunity for an experienced, self-starter Administrator to establish an innovative healthcare training institute in Stratford, NJ at the UMDNJ campus.

Your responsibilities will be to teach health professions students and practitioners to work collaboratively in teams to provide optimal care and to direct the administrative operations of the training institute. The successful candidate will be an enthusiastic administrator with excellent communication and organizational skills.

The ideal background for this position requires a graduate degree in healthcare administration or education. Experience should include a minimum of 5 years health professions education with work in inter-disciplinary healthcare teams.

Please send resume to:

Beth Lorenzo
Department of UMDNJ
South Jersey Hospital
1200 N. High St.
Millville, NJ 08332
Fax: 609-825-7732
The Florida Museum of Natural History, at the University of Florida, invites applications for a tenure-track position as Assistant Curator in marine malacology. The successful candidate is expected to develop an active collections-based research program using current systematic tools, and to assist in curating and further developing the museum’s malacology collection. The candidate must have a strong commitment to university education and is expected to interact with all academic departments and public programs. Minimum qualifications: Ph.D. and a strong research and collections interests in systematic malacology. Starting date: November 1, 1999. Salary competitive and commensurate with experience. Send a letter of application, curriculum vitae, a statement of research, collections and teaching experience, the names and addresses of three references, and reprints of three selected publications. By November 1, 1998.

Dr. Steven R. Manchester
Florida Museum of Natural History
University of Florida, P.O. Box 117800,
Gainesville, FL 32611-7800.

The Florida Museum of Natural History is an Equal Opportunity/Affirmative Action Employer. The selection process will be conducted under the provisions of Florida’s “Governments in the Sunshine” and Public Records laws.

CORNELL UNIVERSITY Position Opening FINANCE Assistant, Associate or Full Professor of Finance

The Johnson School is looking for qualified individuals for positions in our Finance Group. While applications from all areas of finance are encouraged, we are particularly interested in hiring in the areas of corporate finance, financial technology, and behavioral finance. Responsibilities of the position include teaching at the undergraduate and graduate level, research andéducation of students, and supervision of doctoral candidates. Applicants must have a doctorate or at least an M.S. in Finance from a PhD-granting university. Cornell University is an Affirmative Action/Equal Opportunity Employer.

Direct inquiries to:
Associate Dean John A. Elliott
S.C. Johnson Graduate School of Management
346 Sage Hall
Cornell University
Ithaca, NY 14853-6201

HARVARD UNIVERSITY Graduate School of Business Administration

Harvard University Graduate School of Business Administration announces faculty positions beginning July 1, 1999, for assistant professorships sponsored also at the associate professor level in the following areas:

Accounting and Control: financial accounting and analysis, management accounting, and management control.
Closing date: December 30, 1998.

Closing date: November 5, 1998.

Competitive Strategy: business unit and corporate strategy, global strategy, competitive dynamics, and the economic consequences of strategy.
Closing date: December 14, 1998.

Entrepreneurial Management: creativity and organization, entrepreneurial management, entrepreneurship, and business development.
Closing date: November 15, 1998.

Finance:
Corporate finance, capital market theory, and asset pricing.
Closing date: December 15, 1998.

General Management: international management, organization theory, and management processes.
Closing date: December 15, 1998.

Marketing: international marketing, business-to-business marketing, product management, new product development, marketing organization, and systems.
Closing date: September 30, 1998.

Negotiations & Decision Making: prescriptive approaches to negotiation and conflict resolution, especially from a strategic and psychological viewpoint.
Closing date: December 15, 1998.

Operations Management: management of processes for producing goods and services, management of technology, operations strategy, transportation and logistics, productivity, and quality.
Closing date: December 15, 1998.

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs and strong potential and interest to do research and to develop teaching materials at the forefront of their fields.

Salary for entry-level assistant professors last year was $50,000. Candidates should submit current CV, full transcripts of undergraduate and graduate work, a list of awards and honors received, copies of publications and current working papers; description of courses taught, and three letters of recommendation. Send full package of requested materials to Tara M. O’Shea, Secretary of the Faculty, Harvard Business School, Soldiers Field, Boston, MA 02163. See area specific closing dates above.

Harvard University is an affirmative action/equal opportunity employer.

NORTH SHORE COMMUNITY COLLEGIEMAJOR SERVICES SPECIALIST THE UNION INSTITUTE

The Union Institute, a national university dedicated principally to baccalaureate and doctoral degree programs for adults, has reopened the search for an Academic Services Specialist to serve its applied research unit, the Institute of Social Responsibility (ISR), Washington, DC. The Specialist, working in collaboration with the university’s national faculty, student body, and with the Office of Student Affairs, will help conceive, design, and develop initiatives that connect degree programs to projects in the Institute of Social Responsibility, including its Center for Women and Gender and Center for Public Policy.

Qualifications include a Ph.D. in a relevant discipline, strong organizational and project development skills, along with publication experience and excellent verbal, written, and interpersonal skills. A history of involvement in social change work is preferred. Candidates should send letter of interest, resume and salary history, and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary no later than October 20, 1998 to:

Academic Services Specialist Search
The Union Institute
1710 Rhode Island Ave. NW, #1100
Washington, DC 20006
NATIONAL UNIVERSITY

National University is a WASC-accredited, private, nonprofit institution creating higher education to adult learners using a unique, one-course-a-month format. The main campus is in San Diego, with centers in Sacramento, Los Angeles, Costa Mesa, San Jose, Fresno, Riverside, and throughout San Diego County. The University offers baccalaureate and master’s degrees, as well as teaching credentials to approximately 11,500 students.

The School of Education and Human Services—San Diego is seeking qualified applicants for the following positions:

**Full Professor** in the areas of Education with specialization in Technology, Administration, Organizational Leadership.

**Part-Time Associate Professor** in the areas of Educational Technology and Curriculum & Instruction.

Candidates must have a earned doctoral degree in a relevant specialty (will consider candidates currently enrolled in a doctorate program). Responsibilities include instruction, student advising, scholarship, and program promotion.

Please submit a letter of application, resume vitae, a sampling of relevant scholarly writing, and the names, addresses and telephone numbers of three references to:

Dr. Sidney Blake, Chair
Department of Advanced Studies
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(619) 642-8362 Phone
(619) 642-8724 Fax

National University is an Equal Opportunity Employer; women and minorities encouraged to apply.

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CHANCELLOR

- An exceptional opportunity for leadership at one of the nation’s foremost community college districts.

The Governing Board of The Maricopa Community Colleges is accepting applications for the position of Chancellor. The successful candidate will become the chief executive officer of this ten-college District with an average year-round student enrollment of close to 200,000. The position offers an exciting opportunity for leadership of one of the nation’s foremost educational institutions, in one of the Southwest’s most desirable and fastest-growing urban centers—Metropolitan Phoenix.

Retiring Chancellor Paul E. Eisen has led the Maricopa district with remarkable energy, intelligence and vision for almost 22 years. His retirement in June 1999 opens the door for new leadership in the 21st century—a time filled with many new challenges in the field of higher education.

The Chancellor Search Team will begin reviewing applications mid-September, 1998. The five-member Governing Board will make the final selection by mid-spring, 1999. The new chancellor should be ready to start July 1, 1999.

As to qualifications and preferred characteristics of the new chancellor, please phone William Waechter, 602/731-8103 for details. (E-mail: waechter@dist.maricopa.edu) All inquiries, applications and nominations for this position will be held in strictest confidence.

Applications should be sent to Dr. William F. Waechter, Vice Chancellor, Quality and Employee Development, The Maricopa Community Colleges, 2411 West 14th Street, Tempe, AZ 85281-6942. Fax 602/731-8120.

For additional information contact Elizabeth Rocklin, Association of Community College Trustees (ACCT); 1740 "N" Street N.W., Washington, DC 20036; TEL 202/775-4667; FAX 202/233-1297; e-mail: erocklin@acct.org

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ENTRY LEVEL OR EXPERIENCED
TEACHER POSITIONS

William Mitchell College of Law invites applications for two tenure track positions in its J.D. program, to begin the 1999-2000 academic year. Candidates with any special expertise or expertise will be considered. Experience in Criminal Law, Trusts and Estates, Property, Taxation, Skills, Civil Procedure, Administrative Law, and Health Law are of special interest. Candidates should have excellent academic credentials and significant professional experience. We are looking for persons who demonstrate scholarly interest, teaching aptitude, and the ability to represent the J.D. Program to the public. A J.D. or an equivalent degree is required.

The College is an equal opportunity employer. We urge applications from members of groups historically under-represented in the legal profession and those individuals who will increase our faculty diversity.

Applicants should send a cover letter, resume, list of references, and additional material that may be influential in the recruiting process to:

Professor Matt' w P. Downs
Chair, Faculty Appointments Committee
Attention: Human Resources
Room 123-13
William Mitchell College of Law
875 Summit Avenue
St. Paul, MN 55105
AA/EOE

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Long Beach City College, Long Beach, California has the following full-time openings

**ACADEMIC POSITION**
Counselor

**CLOSING DATE**
October 2, 1998

Long Beach City College
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement and application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant’s responsibility. Long Beach City College is an EEO/AA Employer.

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An ACCT Search
Governors State University
ANNOUNCES SEARCH FOR DIRECTOR OF THE UNIVERSITY LIBRARY

Governors State University seeks an innovative, flexible and creative individual to serve as Director of the University Library. Reporting to the Provost/Vice President of Academic Affairs, the successful candidate will manage a staff of over 30 and will be responsible for planning, coordinating and administering all library programs, operations, services and budget. The ideal candidate will possess the following characteristics: strong commitment to service, leadership, superior communication and interpersonal skills, the ability to develop productive and cooperative working relationships across the university and with external partners, current knowledge of developments and trends in library automation.

Governors State University is one of the fastest growing public universities in Illinois, serving approximately 9,000 students annually, and is a leader in serving non-traditional students in developing distance learning capabilities, and in tailoring curricula and instructional methods to meet the educational needs of a changing world of life-long learners.

Qualifications:

- A Doctorate in Library Science or a related field preferred. MLS from an ALA-accredited institution, plus an additional master’s degree or sixth-year certificate, or an earned doctorate is required.
- Significant management/administrative experience.
- Evidence of a management style which fosters good communication and motivates faculty and staff participation in planning and decision-making.
- Demonstrated knowledge of systems, trends, and practices in information technologies.
- Demonstrated ability to concisely plan, coordinate, and implement innovative library operations and services.
- Ability to work collaboratively and effectively in a multicultural campus and community setting.
- Superior written and oral communication skills.

Application and Nomination Procedure

This position is available January 1, 1999 and open until filled. Review of applicants will begin October 15, 1998. Salary is competitive. Applicants should send a letter of interest addressing qualifications, a current vita, and the names, addresses and telephone numbers of three references to Application and nominations should be forwarded to the Chairperson:

Chairperson
Search and Screening Committee for Director University Library
President’s Office
Governors State University
University Park, IL 60466
http://www.govst.edu/library/

Governors State University, an affirmative action/equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applications from women, persons with disabilities, and ethnic minorities.

CORNELL UNIVERSITY

Position Opening
ORGANIZATIONAL STUDIES
Assistant, Associate or Full Professor of Organizational Studies

Responsible for teaching basic and advanced courses in management and organizational behavior at the Master’s level; research in areas of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to Professor L. Joseph Thomas S.C. Johnson Graduate School of Management 348 Sage Hall Cornell University Ithaca, NY 14853-6201

Applications should include a vita, together with copies of research papers, course syllabi, and teaching evaluations.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

SOCIAL/CULTURAL ANTHROPOLOGIST

The department of Anthropology at the Graduate Faculty of Political and Social Science, a division of New School for Social Research, seeks to fill one or more positions in the following theoretical areas: culture, ethnicity and urban processes, political and cultural anthropologies, and social theory. An open position will be available at the Assistant level and one at the Associate level. We prefer candidates who have completed their Ph.D. and have a teaching and/or research record. They must be able to contribute to our graduate and undergraduate teaching programs. The department is particularly interested in candidates who can contribute to the diversity of the faculty.

Applications and supporting documents should be submitted to: The Chairperson Anthropology Search Committee Department of Anthropology Graduate Faculty of Political and Social Science (Graduate School of the New School for Social Research) 66 Fifth Avenue New York, NY 10011. The Graduate Faculty encourages applications from individuals who belong to groups traditionally under-represented in the academy. New school for social research
**UIC**

**DEPARTMENT HEAD**

DEPARTMENT OF SPANISH, FRENCH, ITALIAN, AND PORTUGUESE

UNIVERSITY OF ILLINOIS AT CHICAGO

The department of Spanish, French, Italian, and Portuguese at the University of Illinois at Chicago invites applications for the position of Head.

Located in the heart of Chicago, UIC is a research university serving one of the nation’s most diverse student populations with a total enrollment of 24,000. The department offers the teaching of introductory and advanced language and literature courses. It also offers the BA degree in Spanish, MA and PhD degrees in Hispanic Studies (with literature and linguistics tracks), BA and MA degrees in French, and the BA degree in Italian. The Spanish and French sections include a graduate student population of approximately 50 students.

The department head is the chief administrative officer with responsibilities for the instructional programs of the department, administrative budget, and personnel decisions and in leadership in research, teaching, and public service. Candidates should present a strong research record, and evidence of successful administrative experience as well as the ability to recruit effectively in a collegial environment. The successful candidate will have an earned doctorate and be eligible for appointment as the rank of full professor. The field of research and teaching specialization is open. The position is available as of August 1, 1999.

For fullest consideration, applications should be received by November 15, 1998. The search, however, will continue until the position is filled. Letters of application should include a full curriculum vitae and the names, addresses, and telephone numbers of five references. Applications and nominations should be addressed to:

Dr. Anne J. Cruz

Co-Chair, Search Committee for the Head of Spanish, French, Italian, and Portuguese

University of Illinois at Chicago

College of Liberal Arts and Sciences (m/c 228)

601 South Morgan Street

Chicago, Illinois 60607-7104

UIC is an Affirmative Action/Equal Opportunity Employer

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**Temple University**

**Associate Vice President for Distance and Continuing Education**

Temple University has an exciting opportunity for a creative and experienced academic leader to move the University to the next level in distance and continuing education. Temple has an enviable record of developing and offering distance and continuing programs from five campuses and dozens of remote sites. An extensive array of distance education courses is rapidly expanding into complete degrees, at both the undergraduate and graduate levels. Student support systems are being developed to support all of these initiatives. Temple plans to invest considerable resources in an overarching system of distance and continuing education initiatives, moving the University to the forefront of synchronous, asynchronous, credit and non-credit education nationally, and internationally. The successful candidate will assume responsibility for the leadership, management, development and expansion of all continuing and distance education at the University, with the exception of the Schools of Law, Dentistry, and Medicine.

The ideal candidate will demonstrate a proven record of innovative planning and delivery of distance and continuing programs in a sophisticated multi-campus setting. Excellent planning, writing, presentation, and financial management skills are essential as well as an advanced degree and at least ten years of executive-level academic experience.

Applications will be accepted until the position is filled. Applicants should send resume, with salary requirements to: Harry A. Young, Temple University, 252 USG, 1401 N. Broad St., Philadelphia, PA 19122. FAX: (215) 204-5921. - E-mail: jobs@vm.temple.edu. An equal opportunity affirmative action employer. MF/DV.

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**MINNESOTA STATE COLLEGES AND UNIVERSITIES**

Applications and nominations are invited for the presidency of the Minnesota State Colleges and Universities (MnSCC) system, which is the largest provider of higher education in the state of Minnesota. The system includes state university, comprehensive, technical colleges and comprehensive community and technical colleges in 35 communities around Minnesota. The system enrolls more than 94,000 students with approximately 1,100 employees, and an annual budget of over $300 million. Further information about the MnSCC system can be obtained from the website: http://www.mnscu.edu. Northwestern Technical College can be obtained at the website: http://www.ntc.org.

**RESPONSIBILITIES:** The successful candidate will serve as chief executive officer of the Minnesota State Colleges and Universities and will be responsible for leading the system's faculty, staff, and students in accomplishing the mission and vision of the university.

The president will be responsible for directing all activities and functions of the college in conjunction with board policies and federal and state regulations and for maintaining productive relationships with all segments of education and business and including our communities, legislators, and other state agencies.

**QUALIFICATIONS:**
- An earned doctorate or other appropriate degree
- A demonstrated commitment to the mission of technical college education
- Demonstrated skills in fiscal planning, management, and organizational change
- Commitment to the development and enhancement of a technology-driven learning centered, and performance-based working and learning environment
- Experience in employee contract administration
- Demonstrated commitment to student learning and student development
- Sensitivity to multicultural issues and an ability to develop and support affirmative action, equal opportunity programs
- Commitment to building partnerships

Nominations and applications should be received as soon as possible. resumes and cover letters of application, resume, and the names, addresses, and telephone numbers of at least five references which indicate extensive, student leadership and community relations, will be requested. Nominations and applications should be directed to:

Dr. Susan W. Crawford

Minnesota State Colleges and Universities

500 World Trade Center, 30 East Seventh Street

St. Paul, MN 55101

Telephone: (651) 296-3300 Fax: (651) 296-3145

MnSCC

Minnesota State Colleges & Universities

Strongly committed to equal opportunity and diversity in education and employment.
Franklin & Marshall invites applications for the following Fall 1999 tenure track positions. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on the date in parentheses.

**American Studies:** experience of women in American culture, Dr. David Schuyler, (11/1/98)

**Biology:** community ecologist, Dr. Kirk Miller, (10/15/98)

**Classics:** Greek language/literature, Dr. Robert Barnett, (11/10/98)

**History:** East Asian history, Dr. John Andrew, (11/10/98)

**Philosophy:** 19th and 20th century continental philosophy, Dr. Glenn Ross, (11/30/98)

**Philosophy:** moral philosophy, Dr. Glenn Ross, (11/30/98)

**Religious Studies:** historian of (South or East Asian religions), Dr. Joel Martin, (10/15/98)

**Theatre, Dance and Film:** theatre generalist, Dr. Lynn Brooks, (11/1/98)

*Franklin and Marshall College is an equal opportunity, affirmative action employer.*

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**ASSOCIATE DIRECTOR FOR PLANNED GIVING**

Full-time position available responsible for increasing philanthropic support for the College through planned deferred giving and leadership-level gifts. Principal responsibilities include developing and implementing programs designed to identify prospective planned gift prospects; marketing the planned gift program to the College constituencies and soliciting planned gifts; cultivating and soliciting leadership-level gifts in specific regions; and cultivating and soliciting annual gifts and support for special purposes such as scholarship and special endowed funds.

This position offers the opportunity to join a highly motivated development team and a challenging opportunity to work with all College constituencies. Extensive travel will be necessary. Required qualifications: Bachelor's degree with 3 years' planned giving or related fundraising experience; excellent communication and interpersonal skills; the ability to work as a team player within a 40 person office of development and alumni relations. Legal background is desirable. Skidmore offers a competitive salary augmented by an excellent benefits package. Review of credentials begins immediately and ends October 30, 1998.

Submit resume with cover letter to: Human Resources-C20PG, File #52, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

*Visit our website at http://www.skidmore.edu*

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**DEAN**

**COLLEGE OF EDUCATION**

**THE UNIVERSITY OF IOWA**

The University of Iowa invites applications and nominations for the position of Dean of the College of Education. With over one hundred faculty members and over thirty professional staff, the College enrolls approximately 1,000 undergraduate and 1,000 graduate students, most of whom are full-time residents. The academic offerings include Ph.D. programs in educational administration and higher education, counseling psychology and counselor education, educational measurement and statistics, educational psychology, instructional design and technology, school psychology, social foundations of education, elementary education, special education, and a number of subject areas in secondary education.

The College of Education also houses such widely recognized programs as the Iowa Testing Programs, the Science Education Center, and the Belin-Blank International Center for Gifted Education and Talent Development. With a long history of leadership and innovation in education, the College serves as a national center for education, research, and teacher preparation with a strong and still growing commitment to educational technology, interdisciplinary scholarship, and international perspectives.

The College seeks candidates with distinguished academic records. The successful candidate will bring an unwavering commitment to the recruitment of outstanding faculty, to the development of strong relationships within the University and the state, to the enhancement of teaching at both the undergraduate and graduate levels, and to the support of externally funded research. The College has consistently enjoyed a strong fiscal position for the development of its programs, and our dean will assume a leadership role in attracting new resources. We are especially interested in minority and women candidates. Our new dean will bring an unshakable commitment to cultural, racial, and gender diversity.

The University of Iowa is a major research institution with international recognition and many programs rated among the best in their field. The annual programs in the visual and performing arts attract visitors from throughout the region, and the Iowa Writer's Workshop continually brings widely acclaimed authors to campus for lectures and readings. The University has developed innovative programs in spousal and partner hiring. Both the University of Iowa and Iowa City itself have long-standing commitments to the rights of minorities and women and together provide a safe, clean, and enjoyable environment. Schools in the Iowa City area are among the best in the nation, and relationships between the schools and the College of Education are both healthy and long-standing.

Candidates for the position of dean must have an earned doctorate and a record of teaching and scholarship that will warrant appointment as a full professor.

Please send nominations or application materials (curriculum vitae, and the names of three references) to:

Professor James Marshall, Chair
College of Education Search Committee
Office of the Provost
111 Jessup Hall
The University of Iowa
Iowa City, IA 52242

We invite interested candidates to visit the University of Iowa web site at www.uiowa.edu or to e-mail the search committee chair at james-marshall@uiowa.edu.

Review of candidates will begin immediately.

*The University of Iowa is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.*
Georgia Perimeter College (formerly DeKalb College) is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 12-county area. The college invites applications and nominations for the following positions.

**ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS 99-71**

We are seeking an academic leader and manager who is excited by the challenge of helping realize the potential of a growing dynamic two-year institution. The Assistant VP provides administrative support for the Vice President for the overall operation of the Office of Academic Affairs. Must be effective in promoting internal collaboration, cohesiveness and community building and possess strong interpersonal, written and oral communication skills. The ability to solve problems, demonstrate use of information and instructional technology and knowledge of planning and budget development are also required.

PhD or an EdD, degree from an accredited regional institution required and a minimum of 5 years as a clear associate dean or department chair required. Experience with institutional programs and/or students, post-secondary teaching experience and knowledge of contemporary issues and trends in Higher Education desired.

Salary: $66,000 +/yr (commensurate with education and experience) with excellent benefits.

**DIRECTOR FOR TEACHING AND LEARNING 99-72**

Responsible for activities that enhance the learning process and assist in the development of faculty. Will consult with individual faculty members (both continuing and new) to determine instructional and faculty needs. This is a 12-month faculty position with rank.

Master's Degree from an accredited institution required. PhD preferred. Must possess a minimum of 7 years teaching experience at the college level. Extensive administrative faculty development experience, as well as 7+ years' experience in the area of faculty development, is desirable. Must possess the ability to coordinate faculty grants and awards programs, faculty exchanges, retreats and workshops. Must be an effective communicator, both oral and written, and be able to listen, organize and work on multiple projects simultaneously. Knowledge of institutional methods, knowledge of the State of GA's PSCHE processes, and the use of a team-teaching arrangement.

Salary: $53,000 +/yr (commensurate with education and experience) with excellent benefits.

Applicants should reference appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript, (4) list of five professional references (names, addresses, email addresses, telephone numbers) to:

Judy Chastony, Human Resources, Georgia Perimeter College, 1251 Panthersville Rd., Decatur GA 30033 or Fax (404) 244-5774.

Georgia Perimeter College

An Associate Degree Granting College of the University System of Georgia

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**Surf Over To See Us**

The Hispanic Outlook in Higher Education is proud to announce its presence on the Web.

Our Web Site address is:

http://www.HispanicOutlook.com

Watch for our employment listings along with upcoming issues, and calendar of events. We are ready to serve all your academic needs.

Inform yourself and surf over to The Hispanic Outlook.

You can always reach us at:

Outlook@aol.com

For advertising info call us at (201) 587-8800 Or fax us at (201) 587-9105

Or you can E-mail your ad to us at Outlook@sprintmail.com

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NELLIE MAI

FOUNDRATION

**PRESIDENT AND CHIEF OPERATING OFFICER**

The Board of Directors and its designated Personnel Search Committee have commenced the search for the President and Chief Operating Officer of the Nellie Mae Foundation.

The Nellie Mae Foundation is currently created as a result of the transition of Nellie Mae's well established student loan programs and services to the Nellie Mae Corporation, a wholly owned for-profit subsidiary of the Foundation. Upon the recapture of Nellie Mae Corporation, the foundation will oversee liquid assets of approximately $250 million, making it one of the largest independent foundations in the region. The Foundation expects to be fully operational in early 1990.

The Foundation's Board of Directors has adopted the following mission statement:

The foundation's mission is to promote the accessibility, quality, and effectiveness of education from pre-school through post-secondary levels, for all ages and especially for underserved populations. The Foundation will work with educational institutions and associations, cultural and community organizations, foundations, government, and others to encourage establish, maintain programs and services that promote education.

The leader is charged with the responsibility of building and leading an organization that is in a unique position to impact the quality, accessibility, and breadth of educational opportunities in New England.

The successful candidate will have demonstrated leadership experience, the ability to communicate and to work well with a Board, as well as with diverse external constituencies, and significant experience and success in managing a complex organization, and will show the vision of the Foundation's potential role in advancing education in the region.

The Search Committee invites nominations and expressions of interest for the position of President and Chief Operating Officer. Candidates should present qualifications and experience in a senior leadership position in an educational or philanthropic setting or in a position of comparable authority, responsibility, and stature. Correspondence should be directed in confidence to the consultants supporting this search.

Nellie Mae Foundation

98 Old South Road

Nantucket, MA 02554

For additional information, please contact Nancy A. Martin or Nancy C. Whicomb of Educational Management Network/Witt/Kieffer at 508-228-6000 or via email at nelliemae@emn.com.


Nellie Mae is committed to diversity and encourages applications from qualified women and minorities.
DIRECTOR

TECHNICAL SUPPORT SERVICES

Houston Community College System is seeking applications for the Director, Technical Support Services. The Director will continuously facilitate the acquisition, creation, enhancement, and delivery of quality products which support the Administrative Services Information Technology needs and provide leadership in the daily operations of the Technical Support Department for the Administrative Services Division.

REQUIREMENTS: Bachelor's degree in Information Technology, Information Services, Business, Accounting, or related area. Extensive and progressive experience in computer, business, and administrative technology may be substituted for degree requirement.

Seven (7) continuous years of recent experience in computer, business and administrative technology with five (5) years of management and/or supervisory experience

Experience developing, planning and implementing technical support strategies that produce operational efficiencies and effectiveness.

HR/Payroll Purchasing, or Finance implementation with PeopleSoft software package application preferred.

HCCS offers an excellent compensation and benefits package.

Please refer to Job Vacancy Notice #9088 when making an inquiry or applying for this position. A complete HCCS employment application packet is required for consideration. To request an application, call (713) 718-8566, or fax request to (713) 718-8599, or visit the HCCS website at (www.hccs.cc.tx.us). All completed application materials must be in the Human Resources Office by October 14, 1998.

Houston Community College System
320 Jackson Hill, H.R. Dept, Suite 220
Houston, TX 77007

HCCS is an Equal Opportunity Employer

Vice Chair, Center for Latin American Studies
University of California Berkeley
(Academic Coordinator II or III)

Duties and Responsibilities: In collaboration with Center Chair and Faculty, develop academic programs, initiate, write and supervise grant proposals for extramural funding; engage in strategic planning and fundraising activities on behalf of Center; design and implement research conferences and workshops, organize and write public information and outreach materials.

Required Qualifications: Ph.D or equivalent in a Latin American field. At least one of the major languages of the region. Evidence of success in fundraising, effective writing, and administrative practice. University teaching helpful.

Salary Range: $33,204-$55,628/year, depending on qualifications

Approximate Starting Date: January 4, 1999

Initial appointment for twelve months, or through January 4, 2000

Application Deadline: October 30, 1998 or 30 days from publication date, whichever is later.

Send curriculum vitae and name/address of three references to:

Professor Harley Shaiken, Chair
Center for Latin American Studies
University of California, Berkeley
2334 Bowditch Avenue, #212
Berkeley, CA 94720-231
Telephone: (510) 642-2089

THE UNIVERSITY OF CALIFORNIA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly created Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments and budgetary planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and continue until the position is filled. Please direct all applications and nominations, including a complete dossier and names of references to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

Position Announcement
University of Virginia

Position:

ASSISTANT DEAN OF STUDENTS

(work primarily with Hispanic/Latino students)

RESPONSIBILITIES: The Assistant Dean of Students position reports to the Dean of Students, with regular access to and support from the Vice President for Student Affairs as needed. The position will have responsibilities for assessing the needs of Hispanic/Latino students, to offices and service providers across campus, serving direct students to determine their needs, advising, referring and information referrals, data development, and implementing action plans and programs supporting cultural student program efforts, and facilitating interactions among Hispanic/Latino students and faculty, mentors, advisors and other student communities. The Assistant Dean will also have general responsibilities in the office of the Dean of Students and other areas as assigned by the Dean.

SKILLS AND QUALIFICATIONS/REQUIRED EXPERIENCE: The University seeks individuals who have a strong commitment to student development, community leadership, cross-cultural understanding, and have demonstrated the ability to work and communicate effectively with a wide range of constituents, including Hispanic/Latino and other University students, parents, faculty, administrative staff, and the surrounding community. The successful candidate will have experience and knowledge of student development theory and practice, including Hispanic/Latino student programming, as well as the ability to work and communicate effectively with a wide range of constituents. The successful candidate will have experience in providing leadership and direction to full-time professional staff members, either as a director or a manager. It is anticipated that the successful candidate will have two or more years of full-time professional experience working with low-income, multicultural, and first-generation college students.

UNIVERSITY OF VIRGINIA: For more information on the University of Virginia and the office of the Dean of Students, visit http://www.virgina.edu/

APPLICATION DEADLINE: Applications should include a letter of intent and current resume. Applications should be submitted to the Director of Student Affairs, 620 Minor Hall, University of Virginia, Charlottesville, VA 22904. The University of Virginia is an Equal Opportunity/Affirmative Action employer.
WESTERN CONNECTICUT STATE UNIVERSITY
www.wcsu.edu

DEAN
ANCELL SCHOOL OF BUSINESS

Western Connecticut State University invites applications and nominations for the position of Dean of the Ancell School of Business. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. The school is located on WCSU's modern 313-acre Westside campus.

The Ancell School, primarily a teaching institution, is pursuing AACSB candidacy and accreditation and serves 1200 undergraduate and graduate students. The Ancell School offers the BBA degree with majors in accounting, finance, management, MIS, and marketing and a BS degree with tracks in public law, corrections, probation, parole and offender rehabilitation, legal studies, paralegal preparation sequence and law enforcement from the Division of Justice and Law Administration. Three graduate degrees, MBA, MHA, and MSJA are offered.

RESPONSIBILITIES: The Faculty of the Ancell School of Business is seeking a Dean capable of promoting, developing, and sustaining the school's educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into five departments (Accounting, Finance, Management, Management Information Systems, and Marketing) and the Division of Justice and Law Administration. The Dean of the Ancell School reports to the Academic Vice President.

QUALIFICATIONS:
- A record of teaching and scholarship, including an earned doctorate in a field appropriate to the School's curricula.
- Academic administrative experience, preferably beyond the level of chairperson, and demonstrated team-building experiences.
- An appreciation for scholarship and research in an academic setting.
- Instructional experience with technology.
- Willingness and ability to expand the financial resources for the school.
- Demonstrated ability to communicate effectively and to maintain good working relationships with all internal and external constituencies of the University.
- Demonstrated ability to represent and promote the Ancell School of Business to external constituencies.
- Experience with current AACSB processes, accreditation standards, and experience with strategic planning and budgeting.
- Experience with campus governance and collective bargaining agreements and sensitivity to faculty selection and evaluation.
- An understanding of the needs of our diverse student body.
- Willingness to support and implement Ancell School of Business initiatives.

APPLICATION PROCESS: Send letter of application that includes an estimation of what he/she brings to the position and how his/her experience corresponds with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Charles P. Spindidon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810. Salary: Negotiable, excellent benefit package.

DEADLINE: Applications must be received by October 20, 1998. Anticipated starting date: Beginning of Fall 1999 Semester.

Western is an Affirmative Action/Equal Opportunity Educator/employer.

UNLV
UNIVERSITY OF NEVADA, LAS VEGAS

WILLIAM S. BOYD SCHOOL OF LAW

On August 17, 1998, the William S. Boyd School of Law at the University of Nevada, Las Vegas opened its doors to a charter class of 142 students. For more information on the country’s newest state-sponsored law school, please call (702) 895-3671. Better yet, please visit our website at

www.nsceee.edu/unlv/Law_School/
University of California, San Diego

The University of California, San Diego, one of nine campuses in the University of California system, is one of the major research universities in the country, widely recognized both for the eminence of its faculty and for the quality of its graduate and undergraduate students. It consistently ranks in the top five in the nation and first in the UC system in total federal research funding. However, despite strong government funding, private support is increasingly important to enhance excellence and to meet these needs. UCSD’s dynamic development office is expanding. Among the positions currently open:

**Director of Development, Corporate Relations**
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**Director of Development, Shiley Eye Center**
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These are renewable contract positions with full benefits. Salary commensurate with qualifications and experience. Review of applications will begin on 10/9/98 and continue until the positions are filled. Submit letter and resume with references, referencing the appropriate job number to: UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92037-0967 or E-mail to: resumes@human-resources.ucsd.edu. For information about UCSD, visit our Website at http://info@human-resources.ucsd.edu UCSD is an Equal Opportunity Employer and welcomes interest from qualified women and minorities.

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Qualifications include a law degree, environmental law experience, environmental law teaching and scholarship, management, and fund-raising experience. Applications and nominations should be submitted to Professor Richard O. Brooks, Vermont Law School, Environmental Law Center, South Royalton, VT 05068.

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(Assistant/Associate Professor)

Qualifications: An earned doctorate in Educational Administration: a strong record of scholarship (publications, research, and possibly outside funding); experience advising graduate students (master’s, specialist, doctoral), experience in directing doctoral dissertation research; preference will be given to candidates with public school (or related) administrative experience; experience in teaching graduate level students, preferably with problem based approaches

Responsibilities: Continue a strong research agenda in Educational Administration, procure grants, teach graduate level courses, advise graduate students (master’s, specialist, doctoral), chair doctoral committees and direct doctoral dissertation research; curriculum development in the Educational Administration unit is also expected; participate in program area/division/college and university academic and collaborative activities

EDUCATIONAL FOUNDATIONS
Search Committee Chair: Dr. JoAnne Holbert
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational History and Philosophy, Educational Sociology or Educational Foundations: successful college/university teaching experience, an ongoing research agenda

Responsibilities: Teach undergraduate through doctoral level courses; establish or maintain a research agenda and a publication record, serve as advisor to master’s level and doctoral level students, participate in program development; seek external funding for research and development, participate in program area/division/college and university academic and collaborative activities

EDUCATIONAL PSYCHOLOGY
Search Committee Chair: Dr. Stephen Hillman
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational Psychology, a developing/continuing research agenda: experience in urban settings preferred, successful college/university teaching experience

Responsibilities: Teach and advise in Educational Psychology area at the undergraduate and graduate levels; develop and maintain a program of research in the area, conduct ongoing line of research with national conference presentations; publications in refereed journals; seek outside funding, participate in program area/division/college and university academic and collaborative activities

ENGLISH EDUCATION (TEACHER EDUCATION)
Search Committee Co-Chairs: Dr. Sharon Elliott and Dr. Craig Roney
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in English Education or related field, experience in urban settings, teaching experience in English Education at the K-12 level, university teaching experience

Responsibilities: Pursue an active research agenda in English Education: teach undergraduate and graduate courses and advise graduate students in ELED; supervise and direct graduate essays, projects, theses and dissertations, procure grants, participate in program area/division/college and university academic and collaborative activities

INSTRUCTIONAL TECHNOLOGY
Search Committee Chair: Dr. Rita Richey
(Assistant/Associate/Full Professor)

(Coordinate Position with the College of Urban, Labor and Metropolitan Affairs)

Qualifications: An earned doctorate in Instructional Technology or related field, primary expertise in instructional design and applications in training and performance improvement applications; demonstrated success in university-level teaching and research

Responsibilities: Teach graduate level courses in Instructional Technology; advise graduate students and serve on doctoral committees, research and scholarly activities are expected; teach one course for six equivalents; participate in program area/division/college and university academic and collaborative activities; perform appropriate service and conduct scholarly work in conjunction with the College of Urban, Labor and Metropolitan Affairs

PHYSICAL EDUCATION: MOTOR CONTROL
AND MOTOR DEVELOPMENT
Search Committee Chair: Dr. Sarah Erbaugh
(Assistant/Associate Professor)

Qualifications: An earned doctorate required; previous university teaching experience required; strong computer/technical skills to support teaching and research required; previous grant writing experience preferred

Responsibilities: Teach undergraduate and graduate courses in Motor Behavior—Motor Learning, Motor Control and Motor Development, advise graduate students, conduct research in specialty area, participate in program area/division/college and university academic and collaborative activities

PHYSICAL EDUCATION: SPORTS ADMINISTRATION
Search Committee Chair: Mr. Roy Allen
(Assistant/Associate Professor)

Qualifications: An earned doctorate in Sports Administration or closely related field required, previous experience in several of the following: athletic administration, facility design and event management, sports marketing, development and fund raising, or legal issues, previous university teaching experience and/or professional administrative experience

Responsibilities: Pursue an active research agenda in Sports Administration; procure grants, teach graduate courses in Sports Administration, advise graduate students, supervise internships with appropriate schools sports-related businesses and governing organizations, participate in program area/division/college and university academic and collaborative activities

Salary and Rank for above: Commensurate with qualifications and experience

Application Procedures: Applicants are asked to send a letter of application, a current vita, and a one or two-page summary of their research agenda, make arrangements for three original recent letters of recommendation and official transcripts to be sent, and provide a list of additional references including addresses and phone numbers

Application Deadline: Review of applications will begin immediately and continue until the position is filled. Starting date: August, 1999

Institutional Background: Wayne State University is the major urban university in Michigan and is located in the heart of Detroit’s cultural and medical centers, which enable it to utilize the city’s vast social, cultural, educational, corporate and scientific resources to enrich the educational and institutional programs and to stimulate research. The university holds the prestigious rank of Carnegie Research University I, one of only 59 public universities to achieve this status. Wayne State University is a leader in the region and the nation, and is committed to research, teaching, and service to urban issues. The college theme is The Urban Educator as a Reflective, Innovative Professional, which guides and develops its programs. The college is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. The College of Education currently enrolls about 1,000 undergraduate and more than 2,500 graduate (master's, education specialties doctoral) students in approximately 44 different programs.

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441 Educational Bldg.
College of Education
Wayne State University
Detroit, MI 48202-3489
Phone: (313) 577-8283/577-8287
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FEATURES

The Heavy Hats of Ninfa Segarra

Actress Ninfa Segarra spent her youth criticizing government. Now she’s Deputy Mayor of NYC City and on its central Board of Ed.

Latino Students More Liberal Than Most

The 32nd annual UCLA study surveys attitudes of a quarter million first-year college students.

Commemorating Hispanics Nationwide

From September 15 to October 15 the country will be celebrating Hispanic culture traditions, education and more.

The Cuban Stories of Luis Martinez-Fernández

Historian Fernández traces his own roots as he researches a pivotal period of Cuba’s past.

Klor de Alva Changing the Rules

The brilliant Berkeley anthropologist turns futurist as president of the amazing adults-only, for-profit University of Phoenix.

Bilingual Education

Dr. Richard Cornejo, professor of Foundations of Bilingual Education, Language and Reading, and Educational Research at San Diego State University shares some reflections on Proposition 227.

HONOR ROLL

University of Texas at San Antonio

Combining rigor and vision, UTSA has graduated more Hispanic biology majors than has any other institution.

Righteous Anger and Spanish Harlem

Works of Puerto Rican graphic artists and an emerging Mexican expatriate were showcased in an exhibit at Rutgers this summer.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

The National Library on Education lists current research on recruitment and retention of the underrepresented.

SUCCESS STORIES

Adolfo Gámez: Lion and Lamb

HO interviews an award-winning, around-the-clock activist from Estrella Mountain Community College.

People, Places, Publications, Conferences
How to Achieve Diversity on Our Campuses

BY GUSTAVO A. MELLANDER

In spite of recent attacks, many of them successful, on affirmative action, most colleges and universities are still eager to create successful multicultural environments.

The National Library of Education in Washington, D.C., conducts research on many higher education issues, including those specifically focused on Hispanics. It recently compiled a list of current research dealing with retention and recruitment of underrepresented faculty and students.

Some observers think of this issue purely in terms of numbers of targeted students or faculty who are attracted to a campus. To them, the issue is merely recruitment. Others think that by concentrating on the curriculum and infusing a wider representation of perspectives, they can create a successful multicultural environment.

Most practitioners, however, know, many from painful experience, that those are but a few of the steps that must be addressed. Getting Hispanics on the faculty or in the student body is only a small part of a successful program. Failing to identify sources like the above and often at a “ticking bomb” for both students and faculty. Although administrators were not specifically identified in this compilation, the same reality holds.

Creating a multicultural environment, as the National Library has stated, “is a combination of recruitment, retention, climate issues, peer group, and the curriculum, organizational values, culture, and structure, faculty, and staff development.”

The following references identify successful programs that highlight these important components. They present “hands-on” examples of what works and what doesn’t. I have selected and commented on those examples that included Hispanics. The reports are divided into faculty and student cohorts.

STUDENTS


This paper discusses retention techniques that can be implemented with minority students at predominantly White colleges. Four phases that appear are critical to the retention and academic achievement of minority students: acceptance, acculturization, responsibility, and production.


This is a look at two longitudinal studies that focused on the college application behavior of different cultural groups. It studies the application pattern, number of schools applied to and the statistics for attendance at the applicant’s first-choice school.


This report shares the results of a survey given to first-year students at one university to see how minority and nonminority students differed in the way they perceived the university and how that changed their feelings toward continuing.


This study looked at data gathered on nearly 3,000 new undergraduate students at Barry University and examined the differences in retention rates among Anglo, Black, and Hispanic students.


Argues that the remedial reading and study skills approach to retention courses for minority students is seriously flawed and often consists of no more than offering good advice. They argue instead for the need to empower students. Further, they posit that to accurately assess student work in an atmosphere that validates pluralism will best support student efforts and affirm their worth.


This report describes the key elements of an alternative access program at Mount St. Mary’s College (Calif.). It outlines services rendered from the recruitment and orientation of culturally diverse students to those ongoing academic and support services necessary to support persistence to graduation.


This study examined differences in educational experiences and performance of White, Black, and Hispanic graduate students. While the study found some similarities among the students surveyed, racial group differences were more significant.


Studies causes of minority student attrition and delayed graduation. Examines the role of planned mentoring and affirms that it can increase retention and graduation rates of culturally diverse students. Studies the role of greater student/faculty contact in both academic and nonacademic problems. Finally, it discusses the steps necessary to develop and administer successful mentoring programs.


This monograph details issues regarding minority student retention in higher education and stresses the commitment of successful programs to campus-wide multicultural diversity as well as the importance of helping these students compete and succeed in the high-tech world of the 21st century.

Dr. Mellerud is a professor and dean emeritus at George Mason University.
The Heavy Hats of Ninfa Segarra
NYC Deputy Mayor Serves Too on Board of Ed

BY JEFF SIMMONS

There are a few things that the typical New Yorker might not know about Deputy Mayor Ninfa Segarra. In the often shark-infested political waters swirling around City Hall, Segarra has outlasted all of Mayor Rudolph Giuliani's deputy mayors during his two terms.

The 48-year-old grew up in lower Manhattan, a stone's throw from where she now helps run the city.

And in her second-floor office in the historic Tweed Hall—just north of City Hall—she has taped to a back door a poster of the "South Park" clan, the off-color cartoon characters decried as symbolic of the deterioration of good taste in America.

"My children turned me on to them," Segarra concedes. "I love 'em."

This is the private Segarra, a public figure, but the least public of all the deputy mayors, and a fixture in city politics more inclined to work behind the scenes to accomplish her goals. She is also the only deputy to don twin caps each day: besides her work at City Hall as the mayor's only Latina deputy, she also is the only Latina appointed to New York City's central Board of Education.

Darting back and forth between both roles each day, the Democrat has stoically weathered repeated attacks from critics. They charge she's merely the recipient of a political gift—the deputy mayor's job—because of her support for the Republican mayor during his campaigns.

But her supporters counter that she's widely misunderstood, and that her silence speaks more of her demeanor and resilience, not of an hidden agenda.

"She is very easy to get along with," says Herman Badillo, one of Mayor Giuliani's closest advisors actively involved in improving education in the city. "She doesn't raise too many controversial issues, which is one of the reasons why she gets along with Rudy."

Board of Education President William C. Thompson, Jr., who has hashed out many a policy with Segarra and their five colleagues over the last few years, cites her resolve and her sense of humor as qualities that have led Segarra to persevere.

"Until I got to know her, I probably misunderstood her a little also," Thompson says. "But after meeting after meeting after meeting, you start to see things people in public don't see, and that Nin really makes a valuable contribution to the educational system. I begin to appreciate her opinion and her advice."

Her role—as a parent, a deputy mayor, and a board member—has privately been instrumental in frequent tense talks to pilot a contr
unaltered system of granting New York City's police department more say in security operations at city schools. Segarra also has been vocal in her support for reforming bilingual and special education programs, and in improving public housing and homeless services in the city.

In a rare interview, Segarra recently sat down with HO to discuss her life in New York City and her career.

HO: How do you respond to the way you've been characterized in the press? Are you misunderstood?

Segarra: There is a misperception, and part of it has to do, unfortunately, with issues of ethnicity and sex. I think, because I have a quiet way—and because I expect...a public aggressive posture—they've interpreted me as being ineffective. I have no particular need to feel that publicly these things are acknowledged, although we all want what we do to be recognized as effective and [to be thought of] as a "player"—as someone who can turn the mayor around. Well, the mayor doesn't get turned around on a decision. You can advise him, consult with him, but in the end, he makes a decision.

I know quite clearly who I work for, but I also know that if he didn't have respect for me and he didn't think I was someone who could contribute, I wouldn't still be here. He's shown me the confidence to let me stay here.

HO: Which is easier for you, your role as a board member or as a deputy mayor?

Segarra: The board is an easy role because as a parent I'm really affecting the education of my two children. It's a role I've played from the heart, and fine-tuned for four years prior to being deputy mayor. I defers to a CEO who runs the place, but as a deputy mayor, it's much more of a hands-on experience.

The Board of Education is an extraordinary institution. You don't recognize it until you are there, how it affects the entire city. We recognize the effect the police department has, the health care industry has, but we don't often understand that there's one institution in the city that really can affect the future of the city all by itself, and it also becomes the barometer and the leader of education for all of the other educational institutions in the city. It really leads us or can bring us back, so it really is a critical player in the city.

I've enjoyed both, and I love both, and I am fascinated by both, and I still am in absolute awe that I am here after all of this time.

HO: Why are you in awe?

Segarra: Because I know that I have this particular position where in the city of New York I am a deputy mayor and that my roots started in the city with humble beginnings with my parents coming from Puerto Rico, and that I've gotten here on merit, grit, and stamina. I am able to have a position that very few people will ever have. My father was a Checker cab driver for 25 years, and my mother worked as a seamstress not far from here, in lower Broadway, and they had a third grade education from Puerto Rico.

They understood without having to be taught that education was the lifeline. It was what would make the difference. They didn't really have confidence in the public school system and put us through Catholic school. My sister and me. They understood that the education we got had to be the kind of education that was the highest quality they could provide.

They literally pulled me out of public school when I was in second grade and sent me to a Catholic school. At the time, Catholic schools were overcrowded, and we had to fight to get me a seat, and they actually went out and searched for a seat. They insisted we both go through high school in Catholic school, and we did. I had no idea how they did it financially. I am in awe of their management of their finances because they paid for it through high school. I was not on a scholarship, and they paid the tuition, no discounts, but they did it.

They understood clearly that this was the way to do it, and they had no hesitation with it. They insisted on it. As a matter of fact, I don't know how to cook because of my mother. She insisted that we did nothing but our schoolwork. My mother understood that our job was doing schoolwork, and she made every effort to make sure we attended to it, and there was never any question about it.

HO: You visit many schools and meet with students. What messages that you learned while growing up do you pass on to them?

Segarra: I tell them about who I am, because that's important. They need to understand that I lived 10, 15 blocks away from City Hall and never dreamed of coming inside other than when I demonstrated outside the building, that my parents still live where we grew up which is in public housing, and I got here because I worked hard. But I also got here because some people cared.

And they can too, because we care. But it takes a drive that they have to have and they can make it...
I'm not that unique. They really have all of the ingredients I had. And I try to make sure they understand it wasn't something special that happened with me. I was able to pull together some pieces, and some people were able to work with me to make sure that I took it, that when an opportunity presented itself I was ready.

What I talk to them about is that there are opportunities always there. The question is whether or not you are ready for the opportunity, and that you never know when it's going to happen. Fifty percent of life sometimes becomes an accident of time and place, and the trick is being ready to take advantage of that accident, that moment you meet someone or someone meets you and being ready for it. You have to always be ready for it, and if they work hard at it, they'll be able to take advantage of opportunities and make it, too.

**HO: You mention that you demonstrated in front of City Hall...**

**Segarra:** It was a life I am very proud of, but a very different relationship to government. I spent a good part of my young adult life really telling government that it wasn't working, and I had major complaints about it. About what it wasn't doing and why.

That history is still with me, so I understand what's wrong with government having experienced it from some of its most negative aspects, whether it was racial or sexual discrimination, a lack of services, being fearful for your life because you feel unsafe because of crime, drugs in my family, members of my family being incarcerated because of unsavory events.

The difference now is being responsible for changing it. During the '70s and '80s, many of us were simply letting the world know that there were all of these troubles, but we were not very good at finding solutions to it. Now, as baby boomers, we have a responsibility to find solutions, and luckily I've been given the opportunity and the wherewithal to work on the solutions to all of those things I complained about.

**HO: You've now got two roles in which you can work on the solutions. What are some of them?**

**Segarra:** At the board, it's just changing the environment where we now have a can-do attitude that we have not given up on the system. As a parent, I really feel the confidence in the kinds of changes that are occurring, that we have institutionalized changes, and that it's not just something that [Schools Chancellor] Rudy Crew is changing. It's something the system is changing, putting in place.

We are building accountability into the system and changing the attitudes of people. It's not that money solves everything; it's that you really have the solutions and you use the money for those solutions. It's changing the attitude of a million parents associated with those kids. We know the system has been in trouble and it's had its problems, but we can change it.... It is going to the detriment of those [other] individuals; they weren't ready.

We've been working on safety in public housing, on changing the economic mix, on rewarding working families. I also oversee the shelter system, and we're preparing people as they move into housing to be independent and self-sufficient, so they come in as stable individuals.

**HO: What about bilingual education?**

**Segarra:** Bilingual education plays a role and provides a transition for young people. In particular for young people who come to the United States at later ages, and helps them transition in our educational system to acquire English and be able to maintain their prior education and help them prepare to integrate into the system.

The problems I have with bilingual education are with some of the models we have in New York and in other parts of the country where it is in transition and, more importantly, where English becomes the afterthought and not the primary motivator, and it becomes like in special education—a secondary system that because we are all afraid...
to deal with the radical issues in it. we just let it simmer there and not require [much] of it. Because we're afraid that if we require high standards of it, we're going to have either political controversy or not know what to do.

We know there is a need for it, in particular to get youngsters in middle and high school, but we want to make sure it is transitional and that it has high standards.

For Latinos, this sometimes becomes a very delicate question because it gets sort of boxed in or added to a list of concerns that they have about who we are in this country and that we are in some way retrograding on the issues of Affirmative Action. We are not backing away, we are looking at it differently.

I am an Affirmative Action baby. I took advantage of a benefit of certain things that happened in the '60s and '70s, and that provided me with opportunities, but it didn't graduate me. I entered law school on an Affirmative Action effort, but I didn't graduate on Affirmative Action, and I didn't pass the bar on Affirmative Action.

I want to make sure the opportunities are still there for young people, but now they might be shaped differently. It doesn't have to be with quotas and numbers. I think we have to address all of this and start to face it because as Latinos, we have a responsibility to make sure the solutions we find are current, are effective, and not bandaid.

HO: Who are your role models?

Segarra: My mom and my dad. For what they were able to achieve, I hope I am as effective a role model for my own children as they were for me. Then there are people who have been helpful to me and encouraged me in the worst times.

Alice Cardona, one of the creators of ASPIRA, who is someone at my most difficult times would call me or send me a note saying 'Don't worry about it. Just keep at it.' And we've disagreed publicly on 100 things in the last six to eight years, but she's someone who has been extraordinarily supportive.

HO: Do you see yourself as a role model?

Segarra: Absolutely. When you don't understand it, what ends up happening is you don't end up giving to the next generation the benefits of your experience. It is important to let people know that there are role models they can look towards. It doesn't necessarily have to be me, but they should look for someone who has succeeded, and there are people out there.

The reason I became an attorney was [that] in high school and college, I kept meeting a man, [now-former New York State Appellate Court] Judge John Carro, who kept showing up at all these events we had. We really didn't know why he kept showing up, but he kept doing it. Some of us were not sure what a judge did, and the last thing many of us imagined was that we would become attorneys. He kept talking to us about becoming lawyers and going to law school, and kept saying to look what he did, and against all odds, we could do it. He knew that what you needed to do was keep repeating the message. It's something the mayor has taught me all these years. If you've got the right message, it eventually will sink in. Well, it sunk in. I entered New York University undergraduate to become a social worker and ended up not knowing what do and then decided to become an attorney.

Eight years later, after I passed the bar exam, I went to the swearing-in ceremony, and I look up and the person who is going to be swearing me in - Judge Carro I sat there and said, 'Ya know, God, you sure are crazy,' I went up to see him afterwards and told him. I said, 'You have no idea, but you are the one who convinced me I could do it.' It was like this weird signal from God—that he [Carro] told me I could do it, and he should know I did it because he was the guiding force behind it.

He understood what it was to be a role model. He took on the responsibility of being one, and I am just one of thousands of people who he's affected by simply being himself.

HO: You supervised relief efforts after Hurricane Pauline struck Mexico and after Hurricane Hortense ravaged Puerto Rico. Tell me about your involvement.

Segarra: Those were personal things you get to do and feel so great about a job that gives you the opportunity to do them. Relief efforts are so well known in our community whenever there's been an issue in Puerto Rico. What was wonderful was having the opportunity to spearhead and be able to pull resources together for Puerto Ricans. The things we learned were translatable, what we could then do for other islands. It was personally gratifying to be able to do it for my own family, and that's essentially what the island is, my family.

HO: You also suffer from asthma and have been a driving force behind the city's war on asthma.

Segarra: Whenever you have a personal consideration and when you are a policy-maker, it is value-added to that situation because it means you can bring a personal perspective to the table. I think that in our administration, the different and varied experiences that people have ended up creating a situation where you can really understand an issue.

Because I am an asthmatic, it helped some people understand, and it galvanized others and reinforced that while it can be life-threatening, it can be managed. Certainly, if I can have this position and not be at risk having such a stressful position, it's a role model of someone that can do it. I've been able to raise concerns to the mayor and respond in a positive way.

As a deputy mayor and a board member, it has meant that I can work with the Department of Health and the Board to network them and highlight the issues. I've seen a tremendous amount of solid attention paid to it, particularly in the last two years. This is a critical piece for Latinos because this is one of those situations where we have such high numbers that we need to make sure it is attended to.

This is the model I use: deal with an issue that is global, and find a solution to it because many of those issues have an effect on the Latino community. I like to deal with issues that are close to the heart, issues of what happens in my home community. I am proud to be Latina. I have tremendous concerns about our future, but I also know the things we are doing in this administration that will have tremendous rewards and benefits in our community.

HO: What do you want your lasting impression to be on city government and the school system?

Segarra: What I hope people will remember—particularly because of my history with controversy that occurred during my tenure at the Board and my arrival here—is that one, my appointments have been on merit and that there are extraordinary Latinos in this city who can do and will do extraordinary things—and that's important to me because I have a young daughter. And, two, that politics is important to me. It is in my blood and I love it, but the decisions I have made during the course of my professional life were not political decisions.
Latino first-year college students gave a higher priority to influencing the political structure and keeping up with political affairs than did other first-year students, according to the American Freshman Survey, conducted annually for the past 32 years.

Latino responses are all the more astounding in that others as a group demonstrated the lowest levels of political interest in the history of the survey.

The percentage of Latino students who desire to “influence the political structure” surpassed the survey’s historic high of 20.6 percent. More than 22 percent of Latino first-year students felt that this goal was “very important or essential,” compared to 16.7 percent of other college students.

Roger Campos, vice president for government relations at HACI, the Hispanic Association of Colleges and Universities in Washington, said he felt Latino students were increasingly politically aware because of the growing debate nationally over issues that impact the Latino community, such as bilingual education and affirmative action.

“People realize that to enact those provisions, you need legislative consensus and that to impede policy, you need to get to the policy-makers,” Campos said.

Some 250,000 first-year college students, nearly all of whom graduated from high school last year, took part in the survey last fall.
Nearly 500 two-year colleges, four-year colleges, and universities participated in the survey, which was conducted by researchers with the Higher Education Research Institute at the University of California at Los Angeles. Latino students comprised 4.7 percent or nearly 12,000 of the respondents.

"The survey is conducted to track trends and provide information on the types of students who go to college," said Linda Sax, a UCLA education professor who directed the survey.

The survey gauged the attitudes and aspirations of first-year college students nationwide since the 1960s. The results are based on responses that these students gave to hundreds of questions on their interests, issues in American society, and their plans for the future. Because of the size, scope, and consistency of the survey, its results are used widely in the education community to gauge how new college students view their lives and their futures. The results are statistically adjusted to represent the nation's total population of nearly 101 million first-time college students.

Latino students' interest in politics was documented in other questions. More than 31 percent of Latino first-year students said that they believe that "keeping up to date with political affairs" is a "very important or essential" life goal compared to a record low 25 percent of today's first-year students.

Researchers said that students overall seem to be less engaged in the political process. In 1968, nearly 58 percent of students surveyed had reported that it was important to keep abreast of political issues. Latino students, like other college first-year students, reported in low numbers that they participated in student elections. The percentage of all college first-year students who frequently vote in student elections declined dramatically from nearly 70 percent in 1968 to 21.3 percent in 1997.

"These trends are part of a larger pattern of disengagement of the American people from political and civic life in general," said UCLA education professor Alexander W. Astin, founding director of the survey.

Sax added that the responses to the political questions indicate that students' "image of politics is more defined by politicians than issues."

"When we began the survey in the 1960s, students were interested in the Vietnam War and the Civil Rights Movement," said Sax. "Issues seem more distant to the students of today. There is a feeling of apathy, that they can't change anything."

Disengagement from the political process might also be due to increased stress and responsibilities among college first-year students. An increasing number, especially among Latinos, reported that they came from single-parent households, which Sax said tends to put more pressure on students to pay for their own education through work and to help around the house with the care of siblings and with chores.

"There is a lot of multi-tasking, and they are only 17," said Sax. "There is increased stress over finances and increased stress overall. Students are concerned about paying for college. Money is an increasingly important issue for all students but even more so for Latinos."

The questions on politics were not the only ones over which Latino students diverged from the rest of the first-year student population.

Nearly 48 percent of Latino students reported that they felt strongly about their commitment to "help promote racial understanding" compared to 31 percent of other first-year students. Researchers said that the commitment by other college first-year students on this issue fell to its lowest point in a decade.

Campos said he felt Latino students were identifying more with their cultural background because of the growth in the Latino population and because of all of the debates arising that affect Latinos. "People are becoming more Hispanic and trying to understand their culture and how it impacts society," Campos said. "They are also trying to understand the racial makeup in society."

Latino first-year college stu-
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Washington, D.C.-based American Council on Education, which helped finance the project, "The results also indicate that they are more concerned with academic credentials and the money they are going to get. School is seen as a means to an end and not something to do to be a well-rounded person." Latino students, like other college first-year students, indicated that they were doing more volunteer work than ever. Nearly 75 percent of the Latino respondents said they performed volunteer work "occasionally or frequently." Latino respondents, however, seemed to spend more time at volunteer efforts than did other college first-year students.

"Given the students' disengagement from politics and activism, these trends might simply reflect the fact that more high schools are promoting student volunteerism or even requiring it as a condition for graduation," said Astin. "Such a conclusion is consistent with the finding that only 19 percent of freshmen respondents say there is a 'very good chance' they will perform volunteer work or community service during college."

Responses from Latino students also corresponded with responses from other college first-year students on questions about the legalization of abortion and marijuana. More first-year students overall supported legalizing marijuana about 35 percent wanted to legalize marijuana compared to nearly 1 percentage in 1989. First-year student also offered the lowest level of support for legal abortion since 1970 with 53 percent of respondents saying abortion should be legal, down from a high of 65 percent in 1990, the survey said.

Like other college first-year students, Latino respondents said they were drinking less wine, beer, and liquor. Fifty-three percent drank beer "occasionally or frequently" compared to a record high of 75 percent in 1981. Forty-four percent of Latino respondents reported they occasionally or frequently drank beer.

The survey showed that students were smoking at the highest level in 30 years, a disturbing finding. More than 15 percent of college first-year students reported that they smoke frequently compared to 11 percent of Latino first-year students. The survey also showed that more women smoked than men.

"Apparently, recent tobacco industry concessions and admissions of smoking-related health risk have had no immediate effect on deterring students from smoking cigarettes," said Sax, adding that the increase could be a reflection of the increased stress in student lives.
Commemorating Hispanics Nationwide

BY MARI CARMEN SARRACENT

"As the youngest and fastest-growing segment of our population, Hispanic Americans are an increasingly vital part of our economy. In the first three years of our Administration, more than 220,000 Hispanic-American-owned businesses were created, and in recent years, the number of companies owned by Hispanic women, in particular, has grown at three times the overall rate of business growth."

PRESIDENT CLINTON

...month out of the year is reserved to venerate and promote Hispanic culture—history, literature, the arts, education, pioneers and role models. What began as National Hispanic Heritage Week back in 1968, over the years developed into what is nationally recognized and celebrated as Hispanic Heritage Month. Business, organizations, government, colleges and universities around the country plan activities throughout the month including artistic events, art exhibits, films, and discussions.

Public Law 90-908 approved on September 17, 1968 by the 90th Congress resolved that the President "is hereby authorized and requested to issue annually a proclamation designating the week including September 15 and 16 as National Hispanic Heritage Week, and calling upon the people of the United States, especially the educational community, to observe such week with appropriate ceremonies and activities."

On August 17, 1988, the 100th Congress approved Public Law 100-402, authorizing the designation of the National Hispanic Heritage Month.

Since then, every year, the President of the United States issues a proclamation from the White House that kicks off Hispanic Heritage Month. An excerpt from President William J. Clinton's statement last year noted...

"As the youngest and fastest-growing segment of our population, Hispanic Americans are an increasingly vital part of our economy. In the first three years of our Administration, more than 220,000 Hispanic-American-owned businesses were created, and in recent years, the number of companies owned by Hispanic women, in particular, has grown at three times the overall rate of business growth. The contributions of Hispanic Americans to the life of our Nation are much more than economic. Their strong commitment to family, community, and country sets a shining example for all our people. To meet the challenges of the 21st century, we must..."
create a society that offers opportunity to all Americans. To honor them for their dedication to this endeavor and for their many contributions to our Nation and our culture, the Congress, by Public Law 100-402, has authorized and requested the President to issue annually a proclamation designating September 15 through October 15 as National Hispanic Heritage Month. I call upon all government officials, educators, and the people of the United States to honor this observance with appropriate programs, ceremonies, and activities, and I encourage all Americans to rededicate themselves to the pursuit of equality."

In Honor Of...

This year, for example, the National Council of Hispanic Employment Program Managers Council and the HEPM Foundation selected Esperanza Gama to design the 1998 Hispanic Heritage Month Poster, which has been distributed to organizations nationwide, in Europe, and in Asia to commemorate Hispanic Heritage Month. This year’s poster, entitled “Women in Leadership,” describes the diversity of the Hispanic community and the commitment of Hispanic women to lead its community to a better political and socioeconomic future. The artist, Esperanza Gama, was born in Guadalajara, Mexico. This poster is the fifth in the Hispanic American Artist Collection series. For more information: call 202-882-8934 or visit the website at <www.hepm.org>.

HEPM was established to focus specific attention on the needs of Hispanic Americans in all areas of federal employment. Its objectives include: to eliminate discrimination practices and disparate treatment in the workplace; to ensure Hispanic Americans are represented throughout the workforce at all grade levels and occupations; and to provide information on employment, training, and educational opportunities to all individuals seeking such opportunities.

MANA, a pan-Latina grassroots membership organization based in Washington, D.C., hosts its Annual Las Primeras Awards Luncheon during Hispanic Heritage Month that celebrates Latinas who are considered “firsts” in their respective fields. Last year’s honorees were groups in mathematics, engineering and science. Her presentation before the troops will include a talk about the work and achievements of young New Mexicans and the challenges faced by women in leadership roles.

Trujillo is one of more than a dozen MANA Chapter President around the country. MANA has representatives in Missouri, Colorado, and the American Association of University Women (AAUW).

The National Council of Hispanic Employment Program Managers Council and the HEPM Foundation selected Esperanza Gama to design the 1998 Hispanic Heritage Month Poster, “Women in Leadership,” which has been distributed to organizations nationwide, in Europe and in Asia to commemorate Hispanic Heritage Month.

women in education—Aida Barrera of Austin, Texas; Norma Cantu of San Antonio, Texas; Elizabeth Martinez of Santa Fe, New Mexico; and Laura Angelica Simon from Los Angeles, Calif. (At press time, information regarding this year’s honorees was not yet available.)

During this year’s Hispanic Heritage Month, Evangeline Sandoval Trujillo, president of MANA de Albuquerque, was invited to participate as a featured speaker before the United States Army First Armored Division in Central Germany and Task Force Eagle in Bosnia Herzegovina. In line with the federal government’s Hispanic Heritage theme for 1998, “Women in Leadership Roles,” Trujillo responded to a call for Hispanic women to speak in Germany and Bosnia.

Trujillo is executive director of New Mexico MESA, Inc., a pre-college program that provides academic support to underrepresented Washington, D.C., California, Arizona, Oregon, Michigan, and New Mexico.

MANA, which began as the Mexican American Women’s National Association, has developed into a volunteer organization representing more than 5,000 women nationwide. MANA has four programs: Hermanitas, a mentoring project focused on middle school girls and her parents; Las Primeras, a national level public recognition event that features Latinas considered first in their field; and Brindis, local public recognition events that highlight Latina role models and recognize the achievements of Latinas.

Scholarships are awarded on a national and local level to Latinas in college who demonstrate academic achievement, community service, and leadership.

The organization is also involved in advocacy and civil rights policy research. Some of the topics covered are Hispanics and Education, employment, pay equity, health, and politics. MANA’s Advocacy and Civil Rights Program works with various coalition partners including the Hispanic and Corporate Responsibility (HACR), National Committee of Pay Equity (NCPE), National Committee on Responsive Philanthropy (NCRP), National Hispanic Leadership Agenda (NHLA), and the American Association of University Women (AAUW).

In line with Hispanic Heritage Month activities is the President’s Initiative on Race, which encompasses the President Clinton’s vision of “One America in the 21st Century.” The initiative has been a year-long effort that combines indepth study, dialogue, and action to address the continuing challenges of how to live and work more productively as “One America.” On October 15th and 16th in Washington, D.C., the National Research Council Conference on Racial Trends will take place as part of this effort.

Leading scholars and researchers from Harvard University, Baruch College, Boston College, Johns Hopkins, Berkeley, Columbia, Princeton, Carnegie-Mellon, and others will convene to examine past and current trends for Blacks, Hispanics, Asians and American Indians in several key areas including educational advancement, job opportunities, health access and status, and political participation. Some of the papers presented will discuss “Racial Dynamics in Higher Education,” “Education Assessment and Learning,” and “Overview of Education Equity.”

This information will serve as research base for the President’s Initiative on Race and will contribute to the President’s Report to the American people, due in late 1998. For more information about the conference fax Margo Cullen 202-581-3829.
The Cuban Stories of Luis Martínez-Fernández
Rediscover Own History While Researching Another

BY MICHÉLLE ADAM

Luis Martínez-Fernández was conducting research at Duke University, looking for material on his birth-home of Cuba. It was then, eleven years ago, that Fernández came across the compelling diaries of George and Grace Backhouse, a British family living in Cuba in the mid-19th century.

"I began to read their diaries, and I fell in love with this family. They had children like me. They faced a lot of the same issues," said Fernández. "His diary came to an end, and I opened an envelope. There were newspaper notices of his death. He had been killed in Cuba. From that day on, I knew I had to tell that story."

The recently published *Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana* is that story finally told. Although Fernández, now historian and chair of Rutgers' Puerto Rican and Hispanic Caribbean Studies Department, prides himself on historical accuracy, he also hopes his book will read with the rapture and personal touch of a novel.

The story begins in England, as George Backhouse and his wife, Grace, prepare to move to Cuba in the mid-19th century to serve on the Anglo-Spanish Havana Mixed Commission for the Suppression of the Slave Trade. Arriving on the island with good intentions, the couple face pro-slavery pressures from all sides, as well as yellow fever and the challenge of surviving an unfamiliar culture. Their struggle is uphill, especially since Cuba relies heavily on the slave trade for exporting sugar, and many of Cuba's religious laws and social mores are in conflict with their own. Grace Backhouse specifically struggles as a woman on an island that commonly doesn't include women, and both she and her husband are subject to religious intolerance and homesickness.

Grace returns to England with the children after a miscarriage, only to discover three to four months later that her husband has been murdered by two men who broke into their house. Although suspicions have it that these men were linked to the slave trade, we are left without proof.

It seems peculiar that a man like Fernandez, born in Cuba and
raised in Peru and Puerto Rico, would become fascinated by this story of a British couple. But according to Fernández, their story is central to the telling of 19th-century Cuba, a time that is pivotal in shaping the Cuban people of today.

“I am convinced,” he said, “that in order to understand the current political situation of Cuba, you need to understand the 19th century, when the political climate crystallized.”

The militarism became a trait of Cuban culture. Between 1840 and 1880, there was great instability in Cuba, he explained. Cuba wanted to separate from Spain, but its independence relied on slavery. And during the wars of independence from 1868 to 1898, a third of Cubas population died, and one-tenth went into exile. “The dislocation and impoverishment of Cuba really left an imprint,” said Fernández. “Because of their struggles,” he said, “there is a spirit of competitiveness in Cuba today that you just don’t find in many places.” Writing about the lives of the Backhouses, from archives, secondary literature, and travelers’ accounts, Fernández gained insight into the strong effects of slavery on Cuban society.

“I learned that slavery had an impact on every aspect of society,” he said. “It had a corrupting effect. It had an impact on gender relations,” Fernández described how white women were protected from even sitting foot on the streets, due to fear of Black men. “Race is a very important key to understanding Cuba in the 19th century,” he said.

Fernández believes he knew at age ten he would one day become an historian, but it seems only recently, at age 38, after eleven years of researching and writing this book, that he has begun to understand his own personal history more completely.

“It was a very special book for me. It’s really a book that is profoundly autobiographical for me,” said Fernández. “It allowed me to visit my ancestral homes.”

Fernández’s Cuban family left the island when he was two years old. They settled in Lima, Peru, only to relocate to Puerto Rico due to Peru’s military coup in 1968.

“I remember being a small child and seeing footage on TV of the soldiers going to the political palace. I have a strong image of a collapse of democracy,” he said. “By age ten, I had lived through revolution, exile, military coup, and emigration.”

Fernández earned bachelor’s and master’s degrees in history in Puerto Rico and then continued with post-doctoral studies at Duke University. It was there he began his research on the Backhouse family. Initially, his work focused on the Hispanic Caribbean. Only later did he begin to target Cuba more specifically.

“Becoming an historian was not a choice, said Fernández.

“It is what I had to do to understand the historical processes that have affected me.” Like many Cubans, he too knew what it was to live the life of an emigrant. His family had moved from Spain to Cuba and then throughout Latin America in search of a home. Exile and emigration had passed through generations.

“The experience of emigration becomes internalized within families,” said Fernández. “It becomes a family pattern, which is painful in many ways.”

At age 34, Fernández returned to Cuba for the first time, to research the actual places in his book. He also returned to reacquaint himself with a Cuba he had barely gotten to know, other than through the culture of his parents.

“When I arrived at age 34, I felt uncannily at home. The smells, people’s accents, the skies, the architecture. It was almost as if I had never left,” he said. Fernández was familiar, too, with a Cuban dark sense of humor referred to as El Chopo, and with the meals that centered so much on rice, black beans, and croquetas.

After his initial visit, Fernández returned to the island twice again to visit the Backhouse family site, remaining for three weeks at a time. He also had an opportunity to see family, and the house in which he was born. “It was an incredible journey of self-discovery,” he said.

Through his grandfather, Fernández received stories of his family history, priceless gifts.

“He began to speak and tell me the entire family history. He went on and on. And I realized how lucky I was. He was giving me the keys to the family archives,” said Fernández. Returning to Cuba and writing the book also gave Fernández the chance to finally call himself a Cuban.

“It wasn’t until I went to Cuba that I was able to realize—that is what I am,” he said. “There were certain traits of Cuban society I recognized as my own, and then I developed a strong love for that country.”

“While some people view history as dry and textbook-like,” Fernández sees it as an opportunity to be creative.

“Reality is sometimes very dramatic and poetic,” he said. As an emigrant forced to retrace his Caribbean roots, Fernández recognizes the importance of including people’s personal stories in the telling of history.

“History has become very grotesque,” he said. “You need to remove from storytelling humanity.” He wrote it [Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth Century Havana] for people who like not just history, but stories.

Alas, Fernández’ family in Cuba will be unable to read his book—it is not easy, though his grandfather read his last book, Torment Between Empires: Economy, Society, and Patterns of Political Thought in the Hispanic Caribbean, 1800-1870, from cover to cover, with the aid of a Spanish-English dictionary.

Fernández expects that the same will happen with his recent book, published only in English. It considers himself blessed to finally receive tenure at Rutgers, a symbolic act of anchoring his ship for life. As a historian of Latin America and the Caribbean, however, he will never have to leave behind his multiple roots.

“I feel an enormous privilege be an historian and embark on these dual journeys of self-discovery and historical research,” said Fernández. “I went to Havana to finish two stories—one of them is mine. One I will pass on to my children.”
Klor de Alva: Changing the Rules

Anthropologist Turns Futurist at University of Phoenix

BY
ADALYN HIXSON

Jorge Klor de Alva is instantly endearing. He opens his HO interview with: "By the way, I like that magazine very much: for me it's a good way to keep up with a good number of friends and colleagues that I lose track of.

Having read that he is smooth as a glass of fine wine, HO asks if the University of Phoenix, the high-growth, adults-only, for-profit institution of which he is the new president, will be moving into France. "Well, not necessarily France," he says. "We are certainly thinking about opening up in the Netherlands and in Germany. Down the road we would like to open up elsewhere in Europe and Asia."

The university is already situated on six campuses in Arizona, nearly two dozen in California, four in Colorado, two in Nevada, four in New Mexico, three in Utah and Florida, and at least one each in Hawaii, Louisiana, Michigan, and Puerto Rico.

Born in Mexico, from which he moved at age 10 to California, Klor de Alva earned a bachelor's degree in philosophy in law degree at UC-Berkeley, which decades later granted him the endowed chair that he vacated to take on the post at the University of Phoenix. He had earlier left a tenured post at Princeton to join Berkeley.

HO asks why he didn't pursue law after getting a degree in it, "I guess more than anything else," said Klor de Alva. "I found it a bit too boring in comparison to the academy." Academia, he said, was much more exciting than the field of law. "I had hoped it would be more interesting as a practice, but my soul was more commited to the academic side."

It is that very commitment that is being challenged in some quarters, according to an interesting story about him this past summer in the Chronicle of Higher
Education. Certain traditionalists, it seems, are clutching their pearls or dropping their monocles over what they see as Klor de Alva's abandonment of the ivied ivory tower for the corporate board room and the implicit worship of the bottom line.

The University of Phoenix is, after all, part of a corporate entity, the Apollo Group, Inc., that is traded on the market, as APOL on NASDAQ.

Wondering what changes are encountered in a shift from elite professor to university president, HO asks Klor de Alva about his new post and his current perspectives on academic traditions, alternatives, and administration.

A Day in the Life

"My day is very busy," he says, "because it covers everything from lecturing—I lecture quite widely—to organizing new programs to, obviously, keeping an eye on the operations and business side of it, to reorganizing all of the academic side of the university.

"We are reorganizing into schools with deans. It's a wonderful group of people. A wonderful opportunity.

"One of the main reasons I left the traditional academy was to take an opportunity to—in a really meaningful way—transform the lives of a lot of people."

HO asks why so many colleges and universities seem slow to recognize the potential of the adult market, especially given that adult students might be more motivated and thus more inclined to succeed—easier pickings, as it were—and certainly in need, given the downsizing and decline of manufacturing in recent decades.

"To summarize the problem," says Klor de Alva, "I think that administrators in most of these schools really appreciate the dramatically changing nature of the student body and the transforming needs of the student body and generally the economic and social needs of the society. However, although they are willing to move forward in ways that would create appropriate responses, it is extremely difficult," he says, "to get the support of their tenured faculty members, all of whom essentially see themselves as self-employed people whose focus is their particular research and particular teaching rather than the broader agenda."

"It is very difficult," he says, "for enjoying each other's friendship— for 27 years or so. It started at San Jose State University. He was teaching there when we met, and essentially he had just begun to investigate the process of adult learning. And he was extremely interested—always very socially conscious—in making education very accessible to a larger body of people. And I worked with him on the Right to Read Program to bring Latinos onto the campus. And then he began to teach humanities pro-

I love the academy and I love education and I have enjoyed my life immensely teaching students, and many, many, many, at Princeton and Berkeley, have been minority students, and I absolutely love being able, in particular, to teach them."

Jorge Klor de Alva

Market Myths

"Let me begin by pointing it out something that is very important. The idea that we are competitors is a myth grown primarily out of ignorance about the demography of both the traditional institutions and the University of Phoenix. If you look at graphs of the student body we serve and the study body served by public and private institutions, it is clear that our students are generally students who would have never gone to school except for us. Or who are now going to schools—traditional schools—as a consequence of us. We have opened up the idea of a lot of people that they can go back to school—that it is possible.

"After our success, practical every institution is trying to imitate what we do in order to access the adult education market.

"The point I was making was that many of the adult students now in traditional schools who are there in areas where we operate, are there as a consequence of our own existence. If anything, we either increase the number of students in traditional institutions, or we access a totally different student body. Our interest is in making education accessible. We want to figure out the way to make quality education accessible to the wide number of people, directly opposed of elitist and exclusive institutions that are figuring out the way keep people out.

"The point I want to underlie once again, is that we really don't compete with these other institutions; we are creating a whole n
market. To put it in more precise form, the traditional institutions are taking market share from us, and vice versa, because we have been the ones creating that new market.”

The ABC and XYZ of It

“This university was founded primarily by people who were involved in the humanities. John Sperling was a professor of humanities—both of us with a liberal arts education—I studied Latin and law, history and theology. You couldn’t get a more liberal arts education than that. But we are completely committed to the idea that you can expand or nourish a mind in critical thinking skills and other kinds of skills while focusing on a content that an adult student needs and is looking for and wants in order to advance in life.

“And now that we have developed a school of general studies, we are in fact teaching many courses in the liberal arts that are focused on the adult learner. And we are in fact beginning to think very seriously of putting a whole B.A. program together in general studies. Right now we have it as a broader breadth requirement, before beginning to major in business or whatever that might be.

“We also have the largest degree-granting program online in the United States. Almost 5,000 students and growing at about a 65 percent rate, with a course completion rate of 95 percent. And a graduation rate of 65 percent. That is overwhelming.

“The way we do it is that we have spent a lot of time and money figuring out how to do it. We have come to the conclusion that the way it works is a cross between how the Jesuits and the Marines train. Highly disciplined and aimed at success.

“It is rigorous. Very straightforward. Almost zero tolerance for absences. Zero tolerance for lack of participation. You MUST participate. The thing about business education well taught online is, it forces everyone to be on the first row. That is a phenomenal thing.

“Not surprisingly, in the exams that we give to both our online and our classroom students, our online students score significantly higher in all areas, even though our on-the-ground students—classroom students—are all in seminars.

“The intensity of online business education well done, as we have done it, is just phenomenal. These folks are interacting on a daily basis with both faculty and with fellow students. They are working not only as a class together, but they are also working in small study groups. Three students, and the classes are nine students to a faculty member. Online classes are asynchronous—not in real time—meaning they can access each other 24 hours a day seven days a week.

“Students can do their work at anytime. In the middle of the night—whenever they can eke out the time. At a hotel. Almost all of our students online are in the middle to upper-management level.

“No small part of what we do is serve the employers of our students continually, and our faculty is a practitioner faculty. 4,000 practitioners faculty members, which means that they must be employed in the field in which they teach. We are able to capture people who are most up to date, and put them through pretty rigorous training. Unlike the traditional university that does not hire people on the basis of their capacity to teach nor on the fact that they are trained to do so.”

Remedial Education

“Remedial education is something I discuss extensively and that we obviously think a lot about here. I believe quite frankly that remedial education is a field unto itself. And that a lot of money and a lot of very important research has gone into developing very good ways to approach it. And a lot of it has been done on the for-profit sector side. And I believe that we may easily discover—and I think that this is the case—that the private sector can provide a lot of the remedial education more efficiently and more economically than can the public institutions, and that the public institutions should really be focusing on what they do best, which is all of

"But we are completely committed to the idea that you can expand or nourish a mind in critical thinking skills and other kinds of skills while focusing on a content that an adult student needs and is looking for and wants in order to advance in life.”

Jorge Klor de Alva
the various academic fields for those 18- to 20-some-year-old students.

"But I do think at the remedial level, from what I am seeing from some of the private companies, what they are managing to do is just phenomenal."

Students Changing

"I taught from '71 to '96, and in that time, I saw such a sea change—actually a number of sea changes—in how students think. In the '70s and into the '80s, you spent a lot of time teaching them how to see through things. Nowadays a lot of students have no difficulty with that. They have difficult seeing the thing rather than through it."

Faculty Role in Moral Leadership

"Moral leadership? What a fabulous question. I don’t have the time to answer this one. But for the most part, the liberal arts there has been a kind of loss of the belief on the part of many faculty members that they have moral responsibilities with regard to the education of their students. I really do believe that. I have seen it over and over again, in colleagues and acquaintances across the academy.

"I think that an erroneous idea exists on the part of many faculty members that they don’t have a responsibility for helping to shape the moral core of the students that come before them. And I think that is incorrect. I think that is a very fundamental part of education.

"I’m going to give you an example. It is very difficult today to find faculty members who are willing to criticize in a profound sense the positions that students take and thereby to kind of give guidance or to open up the possibility of seeing things from many, many perspectives. There is a tendency to see things from a much more narrow perspective, whether on the right or on the left, and much less the idea of the academy as a place where you debate these issues and try to assist students in figuring out what positions are best with regard to the things they must take a position on. A kind of cynicism arises. This fosters narrow thinking rather than formulating critiques and analyzing things. The academy has taken teenage cynicism and transformed it into the way things are rather than as a point in one’s life—to be considered and criticized.”

What Can Academia Learn from Business?

"In terms of practices, there are a million of them, the most important of which is that universities generally do not put much emphasis on customer service. Faculty essentially assume, once again, that they work for themselves or the university rather than working for the taxpayer; therefore they don’t ordinarily focus on the taxpayer.

"At the University of Phoenix, we consider ourselves to be student-centered. Almost all issues begin with students. Consider the faculty.

In Brief: Jorge Klor de Alva

Born in Mexico, came to U.S. at age 10.

1971 B.A. Philosophy, UC-Berkeley
1971-82 Chairman, Department of Mexican American Graduate Studies, Asst. and Assoc. Professor of Philosophy/Humanities, San Jose State
1974 J.D. UC-Berkeley
1982-89 Associate Professor of Anthropology and Latin American Studies, SUNY-Albany and Director of the Institute for Mesoamerican Studies.
1980 Ph.D. Anthropology/History, UC-Santa Cruz
1989-94 Professor of Anthropology, Princeton University
1991 to present Board member, University of Phoenix and Apollo Group, Inc.
1994 The Class of 1940 Professor of Comparative Ethnic Studies and Anthropology UC-Berkeley
1996 VP of Business Development, Apollo Group, Inc.
1998 President, University of Phoenix, Senior VP.
Apollo Group, Inc.

University of Phoenix

Founded 1976 by John Sperling
50,000 students currently (largest private university in the U.S.)
65 campuses and learning centers
13 states, Puerto Rico, and British Columbia
Accredited by the North Central Association of Colleges and Schools

research and teaching in the best way possible, and in order for us to advance as a civilization, in research in human social behavior—for example, homosexuality within the church—that requires freedom and that requires protection. But the overwhelming number of faculty in the U.S. don’t do research, and because of that, because they are primarily focused on teaching others and not on research, they are not the ones who need that kind of protection.

"In the meantime, that is not to say they don’t need important contractual protection. I do believe they need contractual protection, and they need to be treated with all of the rights and privileges and responsibilities that come with the serious contractual relationship that you would have whether working with IBM or the University of Akron. But it doesn’t necessarily mean that just because one happens to be a teacher, one needs the kind of tenure that forces one to be uninnovative as opposed to the kind of tenure that would make one innovative. At its heart, tenure exists because you want a professor to be innovative—to be challenging—but what tenure has done for the most part is make faculty very conservative. Toing the line you begin to focus on the protection of tenure rather than the protection of what it is that tenure supposed to be protecting—freedom in your inquiry.

"At most research institution where you have the majority of the intellectual production taken place, tenure is just not a very big issue, because people who are there assume that they wouldn’t fired anyway, that they are productive people that nobody in any business would want to fire.

"Preoccupation with tenure comes as you move down the rank and people feel that they would be at a greater risk of being fired. That point a meaningful contra
would be all that would be necessary, without leaving administrators with the burden of being unable to address student needs rather than faculty needs—to move resources around.

"Right now, what happens when students decide en masse that they are going to be economists? What are you going to do when you don't have the money to bring in more professors, and the ones you do have are all in fields that students are not much interested in any more? In that sense, tenure makes the faculty members quite conservative."

**The K-12 Pipeline**

"I co-chaired with Nathan Glazer the commission responsible for redoing the social studies curriculum of the State of New York. I published textbooks from kindergarten to 12th grade, including two history textbooks that now are becoming dominant. I have actually spent a lot of time in the K-12 area, both as a textbook writer and heading up the commission to modernize education.

"I wrestled with K-12 issues quite extensively. For instance, the school-to-work transition and what alternatives should be made available to students who are disenfranchised as opposed to dropping out. It is a complicated one. I am a very firm believer that schools should be community-centered—what schools should be able to address, as is happening now in some charter schools, particularly charter schools where the private sector is assisting--the school to transform itself into a full-service institution, everything from education to welfare, to medical needs, through employment training needs, so that education is really taking into consideration the whole family."

"What I'm saying might be totally irrelevant in another sector, but not in some urban schools and semi-urban schools. I have done a lot of consulting on gang activity. In the past, it's part of what has driven my idea in linking up welfare systems and medical systems and employment systems within a community matrix that includes the school, so you are using the facility 24 hours a day, making the facility available when people can actually get there rather than have them miss work. I guess salary—usually hourly wages, and where you can have counselors who are addressing the whole family situation rather than just the fact that the kid is being truant or what have you, which is obviously symptomatic of much more."

**On Mentors**

"The long and the short of it is that I have been very fortunate in my life to have wonderful mentors who really took me under their wing—beginning with a mentor from Stanford who was a mathematics professor at my high school. I went to a special math program. I worked with him 5 or 6 years. Following that, I had a wonderful mentor in the School of Law, and ultimately in my graduate work."

**POST SCRIPT**

"I love the academy and I love education and I have enjoyed my life immensely teaching students, and many, many, many of Princeton and Berkeley, have been minority students, and I absolutely love being able, in particular, to teach them."
University of Texas at San Antonio  Youthful Vigor and Noble Vision

BY ROGER DEITZ

In the heart of Texas, there is a youthful university with Texas-sized plans for serving its urban constituency. Established in 1969 as the city of San Antonio's comprehensive four-year public university, the University of Texas at San Antonio (UTSA), a component of the University of Texas System, has adapted quickly to become one of the nation's most innovative metropolitan universities. In terms of Hispanic enrollment, UTSA is among the nation's top five universities. Hispanic students account for more than 40 percent of the total enrollment, and better than half of UTSA students come from underrepresented groups. But it wasn't enough to merely welcome underrepresented students to come to the university. Its administrators brought higher education closer and closer. The university made a commitment to a higher-profile presence in the downtown area where many of the targeted students and their families reside.

Since 1994, UTSA has constructed four major buildings, including the first phase of a new Downtown Campus. The second phase of construction should be completed this fall. And a health, wellness, and recreation center will be built by the year 2000. These aggressive initiatives bring the American dream to the doorstep of each and every potential learner on its turf, for which we award the University of Texas at San Antonio a spot on the Hispanic Outlook Honor Roll.

President Samuel A. Kirkpatrick says that comprehensive metropolitan universities like the University of Texas at San Antonio need to work hard to meet a new set of public needs and expectations. Kirkpatrick reports, "Many students are the first in their families to seek
higher education, and many are economically disadvantaged."

"They do not lack ability," he stresses; "they lack experience and advantage." The UTSA president says. "To help ensure that these students are given every opportunity to succeed, we are implementing initiatives to improve retention and move students through their academic programs in a more timely manner. The school is also working with donors to provide scholarships to increase access and ease employment demands, enabling students to focus on their studies."

The president observes that the effort to build the Downtown Campus on eleven acres at West Durango Boulevard and South Frio Street is of "particular importance" and that the Downtown Initiative is part of UTSA's historic sharing of common goals with civic leaders, private and public sectors, and educational institutions at all levels.

The University of Texas at San Antonio celebrated its 35th anniversary in 1994. The institution was created by a mandate from the 61st Texas Legislature in June 1969 to be a university of the first class, offering bachelor's, master's, and doctoral degrees as are customarily offered at leading American universities. When UTSA was established, San Antonio was the only major city in the region not served by a public university. The first class of 671 graduate students was admitted in June 1973; upper division undergraduates were admitted in September 1975; and lower-division undergraduates were admitted in June 1976.

The first commencement ceremony was in August 1974. UTSA now offers 50 undergraduate degree programs, 31 master's degree programs, and two doctoral degree programs. There are 387 tenured and tenure-track faculty and a total full-time and part-time staff of 2,721.

Nearly two-thirds of the new faculty hired in the last four years have been women and minorities. Ninety-nine percent of tenured and tenure-track faculty hold a doctorate or terminal degree in their
fields. Forty-one UTSA faculty have won Fulbright Fellowships to teach and conduct research in foreign countries. UTSA is in the top 50 percent of public universities in the state in research expenditures.

UTSA is one of the fastest-growing universities in the state. Last fall, enrollment was 17,694, and it is projected to reach over 20,000 by the year 2000. The university's growth in Hispanic students places it in the top nine of all Hispanic-serving public universities in the continental United States. Space on both campuses now totals more than 1.8 million square feet. Several new facilities, including a second building at the UTSA Downtown Campus, are being constructed.

Students from South Texas and the Rio Grande Valley have come to UTSA in increasing numbers in recent years. More than 30 percent of UTSA students come from outside Bexar County. The University of Texas at San Antonio has more minority students majoring in the sciences than does any other institution in the UT system. By 2010, it is estimated that 33 percent of all UTSA students from underrepresented groups will be enrolled in the critical fields of science, engineering, business, and teacher education. Overall, UT-San Antonio ranks seventh nationally in the number of bachelor's degrees granted to Hispanic students and 22nd in the number of master's degrees. UTSA was ranked fifth of 35 senior Texas public universities in African American enrollment gains and first statewide in the number of Hispanics enrolled for 1999-1994. Minorities studying at the institution are likely to be the first in their families to pursue a college degree.

Hispanic Outlook's own survey data show that for the second consecutive year, the University of Texas at San Antonio leads the nation in the number of undergraduate degrees in the biological sciences awarded to Hispanics. The new $18 million biosciences building should serve these learners well. With its colorful combination of ancient Mexican folk symbols set against the more precise images of science, the art and architecture of the Biosciences Building are as unique as the learning and research that will take place within its walls.

The Biosciences Building was designed by the San Antonio firm of Kell Muñoz Wigodsky to express the concept of mestizo regionalism, defined as a mix of culture and architecture found in the U.S.-Mexican borderlands. John Kell and Henry Muñoz chose the votive candle as their primary icon for the project. The votive, evoked in the tower of creamy Texas limestone, faces south and serves as the public entrance to the building. Muñoz explains, "The votive candle is a symbol of hope, and we hope that students from South Texas, especially minority students, will see that there is hope for them—a place for them—in the sciences." Approximately 1,900 students pursue life science degrees at UTSA. Rey Elizondo, dean of the College of Life Sciences and Engineering, predicts that number should soon grow to 2,500.

Part of UTSA's success in enrolling students in the sciences is due to the university's involvement in numerous community outreach programs aimed at the population of San Antonio and South Texas. The UTSA Alliance for Education, for example, provides leadership in education reform of the public schools in San Antonio and supports university faculty involvement in public education. The Pre-freshman Engineering program identifies high-achieving middle and high school students with the potential for and interest in becoming engineers and scientists and reinforces their pursuit in these fields.

The UTSA Downtown Campus has been in operation since January 1994 at its temporary Cypress Tower location and since 1999 at its permanent site on Durango Boulevard. Its mission is to offer bachelor's and master's degree programs in historically underserved areas; provide professional development and career advancement for adult learners; identify solutions for rapidly changing public sector needs; provide management and technical assistance for business entrepreneurs; foster expansion of the region's economic infrastructure; support technological and international growth; provide research and service to support teachers and transform schools; conduct public policy research; foster urban creativity; and enhance cultural enrichment opportunities. The Downtown Campus offers the Core Curriculum and programs or components of programs leading to bachelor's and master's degrees in a variety of fields. A broad range of undergraduate and graduate courses are provided in the humanities, social and behavioral sciences, education, and business.

President Kirkpatrick observes, "Helping students find ways to learn in an age when information is vital and vast will be a noble calling. The exclusionary, gatekeeping university is one of the past."
Adolfo Gamez: Lion and Lamb Untiring Activist on All Fronts

BY ADALYN HIXSON

"Homero López and Reyes Medrano and Ricardo Provenzano—they taught me directly and indirectly the importance of learning the political system, the education system, and how a person could do a lot of good once that person was within those systems—never forgetting that there are people who need help in terms of opening those doors of opportunity, whether education opportunity or work opportunity."

ADOLFO GAMEZ, SPECIAL EDUCATION SERVICES COORDINATOR, ESTRELLA MOUNTAIN COMMUNITY COLLEGE

"I think he is the most honorable and unselfish person that I know, and I consider him a perfect husband."

That's what Tina Gamez tells HO about her husband, Adolfo, special education services coordinator for Estrella Mountain Community College. And the mayor of Tolleson, Ariz. Mrs. Gamez also enumerates dozens of committees, organizations, and task forces he has served on or led, and awards that include Citizen of the Year, Volunteer of the Year, Educator of the Year, and Lion of the Year. The one he is most proud of, she says, is a tribute from students in the M.E.Ch.A. Club that concludes with: "We hold you very dear in our hearts for allowing us to grow..."

Last spring, Gamez was an Outstanding Employee by Maricopa Community Colleges Foundation, an honor that came with it the right to name and criteria for a $1,000 scholar Gamez named it for his late father, Guillermo F. Gamez.

"My father only went to third grade," says Gamez, "but I always knew that education was the key to success—always emphasized in our family.

"The scholarship is open to M.E.Ch.A. students. M.E.Ch.A student movement of the South dealing with social education and economic issues: these students learn the political system, the education system to get involved, how to give back to the community. It helped me when I was in college."

Gamez attended Glendale Community College and has three people on the Glenda as having had a profound effect on his life.

"Homero López, president of the college (Estrella Mountain Community College), was dean of admissions at G Community College. He and Medrano and Ricardo Provenzano taught me directly and indirectly the importance of the political system, the education system, and how a person can do a lot of good once that per..."
within those systems—never forgetting that there are people who need help in terms of opening those doors of opportunity, whether education opportunity or work opportunity.

"Knowing these systems makes it easier to get people in. With hard work, sacrifice, dedication—once they enter those doors...But they have to live to those standards. Otherwise, it's not going to happen."

Reyes at the time was financial aid director and Ricardo was a counselor. They took me under their wing, and I was their gofer. They'd be talking politics and strategies—what would we get? What classes do we need? I never forgot.”

After earning an A.A. at Glendale, Gamez attended Northern Arizona University and received a bachelor of science in history, with a dual minor in psychology and sociology.

“I took the history of the Southwest. Actually some Chicano history. I used to go to that class and come out very angry. I would come out angry because of what they didn't teach us in high school. It was always one-sided. You learned the other side.

"History is history. Study it all. In its entirety. Not just what you want us to learn and forget about what happened. Let us form our own opinion. College gives us that opportunity to open up our minds and learn facts and have a dialogue with people and get to understand that there is a lot more to life than the one thing that you were taught. A lot of that should have happened in high school." He mentions high school counselors who steer students into vocational tracks.

Adolfo Gamez has been with Estrella Mountain Community College for seven years. Homero López, president, calls him "a community catalyst" who "contributes to the Maricopa Community College District mission on a daily basis by living the mission in all of his professional relationships." Earlier Gamez was a social worker for the Tolleson Elementary School, working, his wife said, with a good number of migrant families. His commitment to the helping professions, both within his career and on his private time, has been lifelong. Asked at what point in life he said to himself, "This is what I want," he answers HO in an instant.

"When I was 16 years old, I knew that I'd come back and get involved in local politics. A lot of things weren't happening in our community. For a young person in Tolleson, there was nothing to do. There was no place to go. No YMCA, no Boys and Girls Club. We didn't have any type of extracurricular activity other than baseball in the summer. We just hung out in front of Pete's Fish and Chips, a local restaurant, or in front of Dave's Liquor Store.

"We needed things to happen. We needed things to change."

Gamez and his friend James Cardona made an agreement that they would someday work toward that change. Cardona has since moved from Tolleson, but he did serve on its council.

Tolleson is about eight miles from downtown Phoenix. Its population is 60 percent Hispanic. Gamez, a member of the city council for 17 years, was elected mayor three years ago. That turf include: working on homelessness, anti drug campaigns, pensions for fire fighters and police officers; attracting business; supporting the arts and championing education always education.

HO asks Gamez for his thought on college recruitment. "Recruitment is ongoing. I think that by where I live and how I live and again how I treat people. How I relate with people. It is recruitment—role modeling, live that recruitment. It is a way of life."

"My recruitment motto is: If can make it, anybody can make it."

"A lot of these kids need some body to look up to, a guide, and think I serve that purpose."

"I took the history of the Southwest. Actually some Chicano history. I used to go to that class and come out very angry. I would come out angry because of what they didn't teach us in high school. It was always one-sided. You learned the other side."

ADOLFO GAMEZ

BEST COPY AVAILABLE
There are a lot of success stories I can tell you about kids in Tolleston who didn’t think they had the tools to become a success. We spoke with them on a one-to-one basis. You might not have the skills right now. Maybe Spanish is your first language, and that gets in the way. Maybe your study habits are not what they should be. You have no place to study. Ten kids. I went through that. I used to hand in my homework with chorio stains on it.

“Come to Estrella. It doesn’t matter that you might be 200th in the class of 200. We are going to help you get those skills. We are going to help you get that confidence. And once you have these, you will be able to compete at any university.”

HO asks him what he thinks of the reported attacks on remedial education within New York City’s colleges.

“I can’t speak for New York, but if I were to go back and look at some of these leaders of today in Arizona, very prominent political leaders, I can be you money that they started in those types of classes, and for a political system to say, we don’t need this, that’s not where it’s at!” Gamez says they should instead be asking, “Where are we failing? Why isn’t this elementary school, this high school, producing the caliber of student that we want?”

“If we get them and they are not ready, are we supposed to close the doors on them? We need to make it part of recruitment—it doesn’t matter if your skills are down here. We can help you.”

Gamez tells HO that students from eight or nine feeder schools are tested in the spring, and “sad to say, 50 to 60 percent of them are in remedial classes. And we deal with this.

“Not only are we producing students not ready for college. When they graduate from high school, they are not ready for the job market. They cannot fill out an application. They cannot communicate. How can they compete?”

“For the jobs we have locally, it is a serious problem. If it is happening in New York, it is a national crisis. And we are trying to address it.”

Gamez was a key member of the Public/Private Partnership, which supported the sitting of the SouthWest Skill Center on the EMCC campus, and identified $600,000 in support of the effort.

Asker to describe the center, he says it will be a nontraditional college where a student can get a GED and get training in office equipment to become a secretary, or an LPN, or a meatcutter, a welder, an auto body repairperson. Each of the trades areas has a set number of clock hours to be earned in order to become certified.

“So we will have two institutions—the skill center and the college itself. It was community mandated and is intended to serve, he says, people from age 16 to 103.”

“People that industries are downsizing—those people have to get re-trained.” And about 50 percent of students who go to a skills center, he says, will cross over and go to college.

Asked about the upside and downside of being a mayor, Gamez says the upside is that “one person can make a difference in the life of a family or a community, and I think I have had something to do with our community being a better place,” which was his goal at age 16.

“The downside is that your private life is interfered with. You have even a little bit of love for people, especially people that you know have had a hard time and have been treated unjustly, it is hard to turn away and not help them. I have lived here all my life. I know them. I know they aren’t lying to me when they say they need help.

“I remember needing help. I remember when my father was an irrigator—we had weeks of rain, we had social agencies visiting—people giving us food. And I remember my first bike. I got it through the Community Action Program.”

Because Adolfo Gamez, both at the college and in his work in volunteer capacities, must conduct a lot of his work in groups, HO asks him for his thoughts on committees.

“I say, if we are going to have a committee, we are going to do something, so roll up your sleeves.

“Wasting time? I say, I like you guys, but I don’t like you that much. Get your act together or I’m not coming.”

Gamez, who co-chaired last year’s United Way Campaign, netting more than $79,000 in contributions from EMCC faculty, staff, and students—high in the Maricopa District, does not seem to tire of good works.

He speaks with enthusiasm about Vision 2025, a committee of 80 highly diverse members asked to imagine how Maricopa County is going to look in 2025 and to project the issues that will arise around transportation, air quality, water quality, recreation, housing, and more. He finds it more interesting than daunting that the diverse members have diverse ideas, too, about everything related to the project, including how to run the meetings.

HO asks Tina Gamez, a composer for Sun City’s Daily News, and described by her husband as very understanding and his best friend, if she ever joins him in his work. The answer is yes, once a year. They both work on Tolleston’s Thanksgiving Day dinner, held for more than 20 years, open to all, and lately serving about 1,500 people.

It wouldn’t be surprising if one of the things they give thanks for is Adolfo Gamez.
Bilingual Education
Some Reflections on Proposition 227

BY RICARDO J. CORNEJO

It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that is in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium. (UNESCO. The Use of Vernacular Languages in Education. Paris: UNESCO, 1953.)

BOARD OF EDUCATION LETS DISTRICTS CHOOSE METHOD

Background: The Golden Age of Bilingual Education

The Bilingual American Education Act. Not just an act, but an American bilingual act. I remember having attended a hearing in Texas, while a Ph.D. candidate at the University of Texas in Austin. Sometime in the fall of 1968. There was a feeling of euphoria all over the place: the Civil Rights Movement had been mostly a Black/White issue, so when Congress passed the Bilingual Act in January 1968, it was considered a major milestone in the fight for equal education for Hispanic children in America.

The passage of the Act was a major milestone in America’s journey toward equity and equality in educational opportunity for all children.

The Act stated: In recognition of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs.

Very strong words, considering the usually circumspect and guarded tone of legislative documents: Spanish-speaking children to whom English was a foreign language."I think that this phrase personifies the whole bilingual education movement: Spanish-speaking children in America were being taught in a foreign tongue.

Also, contrary to repeated statements, the Act provided for programs in both elementary and secondary schools.

A bold idea for the time!

Eventually, several states, such as Massachusetts, Illinois, New York, Texas, and California, among others, passed their own bilingual education acts.
implementing regulations of the Department of Health, Education, and Welfare...."

The Supreme Court discussed the various details of the case and finally revised the decision of the Court of Appeals, which had rejected the request of the Chinese parents:

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination.

"We accordingly reverse the judgment of the Court of Appeals and remand the case for the fashioning of appropriate relief." (Supreme Court of the United States. Lau et al. v. Nicholas et al. Argued December 10, 1973 - Decided January 21, 1974.)

Also in 1974, the U.S. Office for Civil Rights developed guidelines known as the Lau Remedies. They provided specific recommendations for the implementation of the bilingual education mandate. At that time I had come to do research on bilingual education at the Center for the Study of Evaluation at UCLA, and participated in this massive training of teachers to prepare them for teaching linguistically.

In the late 1970s, I participated in the drafting of the Research Agenda for Bilingual Education, which led to the creation of research, assessment and development centers, university Ph.D. programs in Bilingual Education, and systematic development of bilingual curricula. The time from 1967 to 1980 I consider to be the Golden Age of Bilingual Education.

The Dark Ages Emerge

But Bilingual Education had very strong detractors. There has always been a significant number of "patriotic Americans" who feel that all children should be taught in English only. It is also very well known that, particularly in California, there has been a pervasive anti-immigrant feeling, which was exacerbated in the early 1990s by an economic crisis. Immigrants, not just illegal immigrants, were blamed by politicians ranging from the governor to obscure "wannabes" for all kinds of ills that were undermining the California economy.

Thus, the land was fertile for the appearance of demagogues posturing and campaigning toward the elimination of Bilingual Education. And hrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrr
A LOOK AHEAD • Amid debate over bilingual education comes supportive research from L.A. Unified and Tomas Rivera Policy Institute. But with critics calling research seriously flawed...

Opinions Vary on Studies That Back Bilingual Classes

By Amy Pyly, Times Education Writer

As the debate over bilingual education rumbles toward a spring ballot initiative, two studies scheduled to be released today land on the side of teaching children in their native language first, then gradually switching to English.

However, critics of bilingual education and even some supporters raised questions about the studies:

One by the Los Angeles Unified School District, focuses on students who remained at the same elementary school from first through fifth grade—a stability that is unusual in the state's largest school system.

When the 4,200 students were given standardized English tests in fifth grade, those who had come through the native language bilingual program fared better than those who had been enrolled only in tailored English classes known as English Language Development.

The other study, by the Claremont Colleges-based Tomas Rivera Policy Institute, registered a similar gap based on a survey of 11 previous studies of bilingual programs across the country.

A Parental Exception

"The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311."

This means that thousands of parents all over the state would have to be informed and come to schools to sign waivers, every year!

But where are the choices?

"Such informed consent shall require that said parents or legal guardians personally visit the school to apply for the waiver and that they be provided there with a full description of the educational materials to be used in the different educational program choices..."

I wish this were that simple! First of all, most immigrant/refugee parents are not fluent in English. Second, "informed consent" both in educational research and in medical treatment of mental patients, has been found to be abused by the institutions using them. Thirdly, there are no "educational materials" in "different educational program choices." This is simply false advertising.

Adults Teaching Children

"...the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community."

Everybody who has been, or encountered, immigrant/refugee families knows that it is the children who first pick up the new language. Also, some adults never learn the new language. Thus, to expect adult immigrants to tutor their children in the new language is a little bit unrealistic, to say the least.

THE LONG ROAD TO JUNE 2ND

In October 1997, the California Teachers Association announced its opposition to the initiative. Its president, Lois Tilton, was quoted by the media as saying, "Students do not come in 'one size fits all containers.' They are individuals and they need instruction built around their individuality."

The media release also stated that the union could make a major impact because it could "call on 270,000 members to help raise money and volunteer for campaigns."

In 1997, there were about 1.4 million limited-English speakers in California's public school. Of these, approximately 70 percent were taught mostly in English. The other 30 percent were receiving bilingual instruction.

A simple way to determine the impact of Bilingual Education
would have been to randomly select a group of students who received bilingual instruction for a pre-determined number of years. Let’s say three years, from 1993 to 1996, and compare them to a comparison group from classes being taught in English only. The two groups could have been compared for graduation rates, GPA, in math and reading, absenteeism, and citizenship. This type of research would have provided baseline data for further refining of the assessment process.

**Political Maneuvering**

In April, 1998, the California Assembly approved a bill, sponsored by Senator Dede Alpert, to revise Bilingual Education instruction in the State. The main emphasis of the bill was to give local school districts greater flexibility in implementing their bilingual programs.

In 1997 the bill had passed the California Assembly, but it had been derailed by the Latino caucus. Now, with the sinister shadow of Proposition 227 looming over everybody’s head, the Alpert bill looked quite appealing.

**The President and the Proposition**

On Monday, April 27, 1998, the White House and the U.S. Department of Education informed the nation that President Clinton would make a statement, through Education Secretary Richard W. Riley, opposing the Proposition.

All breeds of political opportunists started to hitch their wagons to the bilingual train, to push it harder into the abyss. House Majority Whip Tom Delay (R-Texas) stated that he would introduce a bill to eliminate the Education Department’s Office of Bilingual Education, and distribute its entire $200 million budget to other more worthwhile programs in the department.

Great! Since we are in the mood to eliminate everything that we feel is not doing its job, let’s eliminate Congress, since quite a few of its members have been involved in corruption!

**The SAT Achievement Test**

Last year Governor Pete Wilson mandated that all students in California be tested in math and reading. The testing would be done only in English.

Many people in California have considered this mandate as another example of the drive against immigrant children: by testing them only in English, the Governor made sure that they would score very low.

Schools with high numbers of non-English speakers would be exposed publicly. Americans whose children attend those schools would turn against those children who make the schools look bad in the eyes of public opinion.

**President Clinton in California**

On Friday, May 1, 1998, President Clinton spoke publicly against the Proposition at a fund-raising event in Palo Alto:

“What we are going to try to do at the national level is to develop a program with a presumption that no one should be in these programs for more than three years—but that we have to do more to make them mean something.”

**Governor Wilson and the Proposition**

On May 4, 1998, California legislators sent Senator Alpert’s Bill to Governor Wilson. The California Senate had just given its second and final approval to the bill by a vote of 21 to 13.

As said earlier, this bill would have given school districts the option of designing their own instructional programs; they could have chosen the immersion approach, they could have stayed with the traditional transitional approach, or they could have tried other innovative programs... But it was not meant to be!

**Viva Immersion!**

On May 6, 1998, the California media reported on efforts by the Citizens for an Educated America to show that immersion bilingual education, as proposed by Proposition 227, was not the answer. The attack concentrated on Orange County first grade teacher Gloria Matta Tuchman.

Matta Tuchman had signed as co-sponsor of the Proposition. She had been touting her success in using immersion techniques with her students in the Santa Ana Unified School District.

Data gathered by the California State Department of Education had shown that “none of Matta Tuchman’s students had become sufficiently proficient in English during the past academic year [96-97] to enable them to be moved into regular classes.”

So much for immersion education!

**The TV Blitzkrieg**

The first anti-Proposition 227 ad was broadcast on May 8, 1998, on the Spanish-language television network Univision. The ad said, in Spanish, that the initiative ‘imposes a government mandate on every school district in the State... We have to defeat Proposition 227 and let parents and teachers decide what is best for us.” It is my humble opinion that that ad was intellectually lame: many Californians feel that Bilingual Education is a “government mandate.” Thus, that expression was a poor choice of words to address a mostly antagonistic voting audience.

Another TV ad showed a little girl saying that the immense advocate taking millions of dollars from children and gave them to adults. Another disinterested effort starting with Proposition 13 in the late seventies, the California citizenry have been reluctant to pay increased taxes to build schools and improve education in the state. Thus, a whining child was definitely the wrong message.

Ron Unz informed people that he had already spent more than $600,000 of his own money on the campaign, and that he had received contributions from other people, including a businessman from Florida.

**Why a businessman from Florida? Nobody seems to know.**

**Unidos Venceremos?**

The morning of Saturday, May 9, 1998, my grant sponsored a “Public Forum on Proposition 227: The Unz Initiative and Its Impact on Immigrant and Refugee Children.” I sent out 341 letters to bilingual teachers, bilingual resource teachers, professors, and students who are getting a bilingual credential at SDSU.

The keynote speakers at the forum were Dr. Jill Mora, Mr. Gus Chávez, and myself. Dr. Mora, a professor at SDSU, had been most active speaking at public forums all over the state, writing articles for the media, and sending e-mails informing people about new developments in the fight against the proposition. Mr. Chávez, Director of the Educational Opportunity Program at SDSU, is a well-known advocate and supporter of bilingual education.

I expected a full house. Well, 27 people showed up. Not one of them associated with bilingual education activities. The 27 attendees were there because they were attending a conference that this forum was part of.

On May 27, 1998, the Associated Students at the University of California-San Diego (ASUCSD) organized a public forum which was widely announced by the local media. The keynote speaker was Ms. Rosalia Salinas, a well-known bilingual education administrator and a strong champion of the cam
paigned against 227. The only people in the audience were the student members of the Association, my wife, myself, and a lady who attended the forum out of curiosity. Not one professor, not one bilingual teacher, not one member of the San Diego Community.

You cannot win a war if you don’t show up to fight at the key battles!

Sometime in January 1998, I submitted my membership to one of the groups against 227. I also sent an extra donation of $5000. The checks never cleared the bank. I never received a mailing or announcement, or petition for donations. Considering that I am a fairly well-known advocate of bilingual education, what happened to my check? ¿Quién sabe?

**The Day of Reckoning**

Proposition 227 was approved by California voters on June 2, 1998. It got 61 percent of the vote.

The state media emphasized the fact that a large segment of the Hispanic citizens had voted for it.

**AFTershocks**

**Federal Judge’s Decision**

On July 15, 1998, a federal judge turned down a petition by some civil rights groups that had sued to block the initiative through a court order. The plaintiffs did not give up and appealed to a federal appeals court.

**Bilingual Waivers**

On July 17, 1998, the Mexican American Legal Defense and Educational Fund informed the public that the organization would start a massive campaign urging parents of school-age children to seek waivers in order to force schools to provide bilingual instruction.

Theresa Bustillos, MALDEF Vice President, was quoted as saying at a news conference, “I hope to see waiver mania in California. You can bring Proposition 227 to a standstill if enough parents apply for waivers and districts grant them.”

**The Equal Opportunity Issue**

In July, 1998, Civil Rights attorneys filed a Temporary Injunction to block the Implementation of the Proposition. The suit was filed in behalf of parents and civil rights organizations:

They are basing arguments upon the Equal Opportunity Act of 1974, the Equal Protection Clause of the 14th Amendment to the Constitution, and Title VI of the Civil Rights Act of 1964. They argue that Proposition 227 denies educational access to national origin/language minority students, and fails to provide educational opportunity to the approximately 1.4 million limited-English-proficient (LEP) students in the State.

The application for Temporary Injunction presented the following arguments:

The program does not seek to provide any more than a “good working knowledge of English,” denying LEP students access to the curriculum offered to native English speakers.

Students finishing their one year of “sheltered English immersion” will be placed in mainstream English-only classes even if they do not yet speak enough academic English to be able to participate equally with their English-fluent speakers, and at the same time will have missed a year of the core-curriculum (such as math, history, and science).

Because it is an initiative-statute, educational practices implemented by Proposition 227 will be almost impossible to change even if they prove ineffective educational practices are developed.

**On the Razor’s Edge**

On July 21, 1998, the California media informed the state communities about plans by four of the largest school districts in the State, Los Angeles, San Francisco, Oakland, and Fresno, to develop implementation guidelines.

“From pledges of open defiance to scattered examples of quiet enthusiasm.”

The Los Angeles Unified School District announced a plan whereby ESL students would be placed in “English intensive” classrooms but the teachers would be allowed to provide help in the children’s native language. The district also stated that during the 1998-99 academic year it would spend about $1 million, mostly for retraining teachers in English-immersion methodology. Eventually, in August 1998, Los Angeles designed an elaborate plan for implementation.

Bill Rojas, San Francisco’s Superintendent, was quoted as saying that his schools “remain bound by a federal consent decree to offer bilingual education.” This consent decree was the result of the *Lauro v. Sanchez Nicholas* [Federal] Supreme Court Decision of 1974, that mandated the implementation of bilingual instruction for Chinese-speaking children attending schools in San Francisco. That mandate was eventually implemented all over the country.

Oakland Unified School District stated that an agreement between the district and the U.S. Department of Education’s Office for Civil Rights mandates that the district offer bilingual instruction.

Sue Piper, spokeswoman for Oakland Unified also stated that the district was trying to get the State Board of Education to consider giving [the districts] “a blanket waiver from Proposition 227’s provisions.” She went ahead to say that, should everything fail, the district would work with parents to help them to obtain exemptions from the English-immersion mandate. She was quoted as saying, “Philosophically, we do not believe the approach mandated is the best program.”

Carlos García, Superintendent of Fresno Unified School District, and a strong opponent of the initiative, reported that he had designed an education plan by which ESL students would be taught in their mother tongue “for up to one-third of the typical school day.”

**Federal Appeals Court Enters Battle**

On Thursday, July 23rd, 1998, several organizations representing bilingual students and their parents filed an appeal with the 9th U.S. Circuit Court of Appeals. The purpose of the appeal was to challenge the federal judge’s decision the week before, which would allow the mandate of Proposition 227 to take effect the first week of August, 1998.

Los Angeles Unified School District also reported that the implementation of the new plan “will cost approximately $40 million over the next four years.”

Did I hear that correctly? How much does the district spend annually on its bilingual program? Do you remember something called “cost effectiveness” in the seventies?... And there is no assurance whatsoever that this immersion stuff will work.

**Charter Schools Exempted**

On Monday, July 27th, 1998, the California State Department of Education stated that charter schools are not subject to Proposition 227.

This is a most significant development, since the charter school movement in California is growing by leaps and bounds. Charter schools are autonomous institutions that can choose their own curriculum and select their own educational plans.

In 1998 there are 154 experimental charter schools in California. “California charter schools are exempt from virtually all state education codes as part of a legislative effort to foster innovation.”

Allen Keown, Deputy General Counsel for the State Department of
Education, stated. "A charter school needs only to comply with all the provisions set forth in its charter petition, but is otherwise exempt from the laws governing school districts."

Let's make all public schools in California charter schools!

MALDEF and ACLU al Ataque!

On Thursday July 30, 1998, the American Civil Liberties Union and the Mexican American Legal Defense and Educational Fund sued the Los Angeles Unified School District, seeking a temporary restraining order to bar the district from implementing the new mandate.

The suit was filed in U.S. District Court; it contends that the LAUSD is not prepared to meet the needs of the 312,000 ESL students in the district.

It also ascertained that the plan being developed by the district violated the Federal Equal Opportunities Act of 1974.

ACLU attorney Rocío Córdoba stated, "We're just very concerned about ensuring that immigrant children are not subjected to educational harm with any program that is not adequately developed."

The school district immediately filed court documents opposing the restraining order.


End of an Era?

On Friday, July 31st, 1998, a federal appeals court refused to put the initiative on hold statewide. The U.S. 9th Circuit Court of Appeals rejected the request to block the initiative. "The two-judge appellate panel declined to issue an emergency restraining order after two federal judges had ruled that the will of the voters should take precedence over the claims of potential harm to minority students."

Also on Friday July 31st. L. S. District Judge Lourdes Gillespie Baird found that the Los Angeles school district's plan to implement the initiative was based on well-established teaching methods. It was not "a dramatic, wholesale change" as alleged by the MALDEF/ACLU lawsuit.

Enters Machiavelli!

Officially, Proposition 227 was to take effect on Sunday August 2, 1998. Consequently, year-round schools starting the school year on Monday, August 3, were mandated to start implementation of the initiative that same day.

But, as we all know, laws, by definition, have been created to be broken, right?

The Santa Ana and Anaheim school districts in Orange County, California, found a Machiavellian solution to postpone implementation: To officially start the "school year" on Friday July 31st, 1998. That way, the first term of the academic year would start two days before the legal mandate. The school districts then would have several more weeks to get ready.

Clever, no?

A Promising Little Light at the End of the Tunnel

On Thursday, August 28, 1998, Alameda County Superior Court Judge Henry Needham ruled that the California State Board of Education should consider school districts' requests to waive enforcement of Proposition 227. This is the first major victory for opponents of the Proposition. It will affect more than 38 school districts in the State, and will have a major impact in the way teachers will develop and implement classroom methodologies for English language learners.

The Big Question

What kind of a system do we have where a wealthy businessman, using more than half a million dollars of his own money, can successfully write a proposition that will hurt so many thousands of low-income children?

How many wealthy individuals, with political obsessions, are now hunting for programs to destroy, in order to advance their political agendas?

A Final Thought

In 1978, Proposition 13 destroyed the quality of public education in California. It eventually spread across the land like the plague of the Middle Ages, critically injuring the foundations of American public education.

Proposition 227 might also be the harbinger of a long winter for Bilingual Education all over the country.

So, if you are a professor of Bilingual Education, a student in bilingual credential programs, or a bilingual teacher in the public schools, start preparing for a long siege! The next proposition might be advocated by the unscrupulous politician in your state who will use anything and anybody to become governor!

About the Author:

Dr. Ricardo Cornejo is professor of Foundations of Bilingual Education, Language and Reading, and Educational Research at San Diego State University. He has been deeply involved in the bilingual education movement since the mid-1960s. Several of his writing are available in the ERIC System.

At present he is working on two books: The Common Heritage of English and Spanish, and The Bilingual Education Socio-Political Movement. He will be happy to hear from you.

The Editors of Hispanic Outlook also welcome your comments on Dr. Cornejo's perspective.
Righteous Anger and Spanish Harlem

Two Latino Art Exhibitions at Rutgers

The politically inspired work of Mexican painter Noé Hernández and the creative graphics of Puerto Rican printmakers and poster artists were exhibited at Rutgers University's Mason Gross School of the Arts Gallery, New Brunswick, N.J., throughout the summer, co-sponsored by Rutgers Center for Latino Arts and Culture, The Newark Public Library, and Rutgers Center for Innovative Print and Paper. "Mexico Exports/Mexico Exports" featured large figurative paintings that articulate Hernández' concerns about Mexican immigration. Through their juxtaposition of Mexican religious and ancient cultural images with American commercial advertisements, Hernández questions U.S. immigration policies and looks critically at Mexico's role in pushing out its population.

"One of Mexico's primary exports is the export of human beings," says the artist, who is self-taught. "We see ourselves forced to leave our country in search of solutions to our economic problems."

According to a story titled "Righteous Anger" in N.J.'s Home News Tribune, which describes his work as "passionate, angry and often wryly ironic," Hernández is estranged from his family in Mexico. When he worked in construction in Beverly Hills, he was able to send money home—$500 a week. Later, working three low-level jobs, it was $700 a week. Now that he is an artist, he cannot send any money at all, and is thus an enigma to his family and to the Mexicans he knows in New Brunswick. His wife, he says, supports him "a lot."

Isabel Nazario, director of the Center for Latino Arts and Culture, saw works that Hernández had painted onto the walls of his apartment and was quite impressed. She was able to hire him as artist-in-residence of the Center for Latino Arts and Culture through a one-year grant from the Geraldine R. Dodge Foundation, a leading supporter of the arts in the area.

"Puerto Rican Graphic Arts From the Island to El Barrio/Spanish Harlem: 1950-1985," an exhibition in memory of Jack Delano and Jorge Soto, featured 65 prints and posters by artists who played a significant role in the development of printmaking and the plastic arts in Puerto Rico and in New York City.

Included from Puerto Rico were Lorenzo Homar, Rafael Tuñiao, Antonio Martorell, and Carlos Raquel Rivera. From the studio Taller Boricua in New York City were artists Jorge Soto, Marcus Dumas, Gilbert Hernández, and others.

Also featured were black-and-white photographs by Hiram Maristany, who documented the artists working in El Barrio.

Most of the prints were from the permanent collection in the Newark Public Library and from the Museo del Barrio in New York City.

Funding of these exhibits came from the N.J. State Council on the Arts, the Governor's Annual Tennis Tournament Fund, the Office of the VP for Undergraduate Education, and Johnson & Johnson, which is headquartered in N.J. The related education programs were funded by the Geraldine R. Dodge Foundation.

Both exhibitions were curated by Isabel Nazario and Arlene Alvarez.
Notre Dame Honors Juliet García

Dr. Juliet V. García, President of the University of Texas at Brownsville and Southmost College, received an honorary degree in May from the University of Notre Dame, conferred on her by its president, Rev. Edward A. Malloy, C.S.C., for being "the first Mexican American woman to head a U.S. college or university," for overseeing "an historic reconfiguration and merger of a community college and a state university campus," and for continuing "to give substance to her belief that commitment to the community is the cornerstone of a successful educational system."

García said that it was one of her greatest academic honors and a compliment to her community.

Currently, García is a member of the Carnegie Foundation for the Advancement of Teaching, Public Welfare Foundation, San Antonio Branch of the Federal Reserve Board, President's White House Advisory Commission on Excellence for Hispanic Education, Advisory Committee on Financial Aid to the U.S. Congress, and the Board of Directors of Chase Texas.

She won the VIDA award for education in recognition of outstanding individual achievement in the Hispanic Community, and was recognized twice by Hispanic Business magazine as one of the 100 most influential Hispanics in the nation.

She has two degrees from the University of Houston and a doctorate from the UT-Austin.

Fouster Director of Special Gifts at CSU-Hayward

Ricardo Fouster has been named director of special gifts for the office of University Advancement at California State University-Hayward, responsible for developing and implementing fundraising strategies and working with major gift prospects. He will work with university employees, students, and alumni.

Previously a senior development officer at San Francisco State University for the College of Science and Engineering, from 1987 to 1995 he was program development officer and director of public relations for the National Hispanic Scholarship Fund in Novato. He earned his bachelor's degree from the College of Natural Resources at the UC-Berkeley, and is working on a master's degree in international business from CSU-Hayward.

Daniel Ortiz Director of Godine Library

The Massachusetts College of Art has named Daniel Ortiz Director of the Morton R. Godine Library.

He comes to the college from the University of Massachusetts at Boston, where he was associate director of libraries, and prior to that, science librarian. From 1984 to 1991, Ortiz worked as assistant head of the science library and as collection development officer at the Rio Piedras Campus of the University of Puerto Rico Library System.

Ortiz has authored and co-authored numerous papers on information technology and library management and lectures on these topics abroad and in his homeland.

His professional memberships include the American Library Association, Sociedad de Bibliotecarios de Puerto Rico, and Asociacion de Egresados de la Escuela Graduada de Biblioteconomia. He was a founder of the Reforma chapter of Puerto Rico, an ALA affiliate, and was also vice president of the Asociacion de Egresados de la Escuela de Biblioteconomia.

Ortiz is treasurer of the board of directors of the Oficina Hispana, a community-based job training agency in Boston, and has also served as board secretary.

He has a bachelor's degree and master's from the University of Puerto Rico and a doctorate from Simmons College in Boston.

Robert DeVillar Chairs UTEP Teacher Education

Robert DeVillar has been named the new chair of the University of Texas at El Paso's (UTEP's) Department of Teacher Education, which instructs about 1,500 teachers and future teachers.

He comes to UTEP from UC-Davis, where he was associate dean of the College of Letters and Science. He held prior position the Fulbright Scholars Program in Colima, Mexico, and as coordinator of graduate bilingual programs at CSU-Bakersfield.

Jorge Descamps, assistant chair of the education and chair of the search committee, said that having spent a tremendous amount of time in Mexico, studying the educative system there, DeVillar collaborates with Mexican instructors on international exchanges in order to solve educational problems that are of mutual concern at both university and public school level.

He has a bachelor's degree from Universidad de las Americas in Mexico City, master's from San Jose State University, and a master's and doctorate from Stanford University.

Flores Lectures at International Symposium

Benjamin Flores, associate professor of electrical and computer engineering at the University of Texas at El Paso (UTEP), participated in the 1998 SPIE (The International Society for Optical Engineering) International Symposium on Optical Science, Engineering and Instrumentation this past July. He discussed two advanced topics on modern radar processing.

SPIE is a nonprofit professional society dedicated to advancing research, engineering applications in optics, photonics, imaging, and electronics.
Flores holds a bachelor's degree and masters from UTEP and a doctorate from Arizona State University.

**Jesús Prado New Student Trustee at Mt. SAC**

Jesús Prado, a 33-year-old psychology major at Mt. San Antonio College (Mt. SAC) in California, has been sworn in as the new student trustee for the 1998-99 academic year.

This trustee has an advisory vote that indicates the student position but does not count toward the passage or failure of a motion. The advisor's vote helps the board know how the student trustee stands on issues and strengthens the student role in the college's shared governance process.

Prado carries a 3.38 grade point average and has been active in many organizations on and off campus. He is a board president of the Phi Theta Kappa honor society and a bookstore senator for Associated Students. He has been named to the Mt. SAC Dean's List, the Presidents List, and the National Deans List off campus. He also has volunteered with the Orange County Probation Department and the County USC Medical Center, and is currently serving an internship with County USC Medical Center.

**F. Chris García Picked as UNM Interim Provost**

University of New Mexico (UNM) interim President William C. Gordon announced during the summer that UNM Political Science Professor F. Chris García will be interim provost, a position formerly held by Gordon, through Aug. 31, 1999.

**Dr. José A. Vicente on AACC Commission**

The American Association of Community Colleges (AACC) has appointed Dr. José A. Vicente, Miami-Dade (Fla.) Community College InterAmerican Campus president, to the Commission on Minority Resources, which works with and advises AACC on public policy issues, professional development, and program initiatives, and provides direction on important community college issues and priorities.

Vicente is president of InterAmerican Campus, Miami-Dade's newest campus, enrolling more than 6,000 students a year.

He is on the board of the National Community College Hispanic Council, advising AACC in the development of services, curriculum, and programs to assist Hispanic students. Vicente is also a member of the American Council on Education's Commission on Leadership and Institutional Effectiveness, and the board of the STARS/HEOPE Project, the Hispanic Business Group Committee of the Greater Miami Chamber of Commerce, and the Miami Film Society.

**UNM's Martínez-Lucero: a Model to Students**

According to the University of New Mexico (UNM) Campus News, Leonor Martínez-Lucero, senior advisor in the UNM College of Arts, has been the ideal person to offer guidance to students who might be at a difficult juncture in their college careers.

No stranger to adversity, Martínez-Lucero survived an economically challenging childhood and overcame polio as a two-year-old as her parents moved their seven children from Mexico to New Mexico looking for a better opportunity.

Recognizing the importance of education—a value she credits her father with instilling in her, Martínez-Lucero graduated with a bachelor's degree in psychology from UNM, served as a program specialist with the Health Careers Opportunity program, and then moved on to the College of Arts and Sciences.

Today, on the job as an advisor, she stresses to students that they can obtain any degree they want, encouraging them to exhibit confidence in themselves and to have relentless determination to achieve those goals. She plans to pursue a master's in public administration.

**Maria Martinez Wins Top Journalism Honors**

Maria Martinez, executive producer of the weekly radio show *Latino USA*, has won five national honors for achievement in journalism. *Latino USA* is a production partnership of KUT-FM and the Center for Mexican American Studies at The University of Texas at Austin.

*Latino USA* is a weekly English-language program produced from a Latino perspective covering a variety of issues affecting Latino communities in the U.S. It is distributed by National Public Radio (NPR) and broadcast...
on its stations nationwide.

Martin won two top awards from the National Association of Hispanic Journalists in Miami for a series of reports on the Guatemalan peace process. The association has awarded top honors to the UT-based radio show three times in the last four years. Martin, a former editor at NPR, has been the show’s executive producer for the past five years.

Born in Mexico City, she has won the Ruben Salazar Communications Award from the National Council of La Raza, and was one of eight journalists nationwide to be awarded the Kiplinger Fellowship in Public Affairs at Ohio State University. She was field producer with a team of journalists winning the 1998 Gabriel Award for the radio short feature "Make It Better, Grandmother."

Peter M. Rosa Appointed VP at CCSU

Dr. Peter M. Rosa, who received the Outstanding Educator Award from the Connecticut Hispanic Association of State Employees, has been appointed vice president for student affairs at Central Connecticut State University (CCSU). Previously an executive officer of the Connecticut State University (CSU) System, Rosa is active in national, state, and local education activities.

Rosa is CCSU’s senior officer responsible for student development and services functions, including: residence life, counseling and prevention, educational support services, advising, health services, recreation, and athletics. Most recently, he was executive officer for academic affairs and research at the CSU System.

He earned his bachelor’s and master’s degrees at CCSU and a doctorate from the University of Connecticut.

NECC Trustees Promote Santiago

Dr. Jorge Santiago has been promoted from director of urban program development at Northern Essex Community College (Mass.) to assistant dean for pre-college programs.

The promotion was announced by President David Hartleb, who said that Santiago will continue his important work to develop training and educational programs for students who aren’t ready for college-level work, particularly those for whom English is not their first language.

Hardeh cited the tremendous gap between the skills of groups who are unemployed and looking for work and the needs of business and industry, and stated that Santiago’s mission is to bridge that gap.

Since joining the college staff in January, Santiago has worked most closely with New Beginnings, a program designed to train Spanish-speaking welfare recipients who will lose their benefits as part of welfare reform for entry-level jobs in health care and human service.

Michelle Rodríguez Gets Rutgers-Camden Scholarship

Michelle Rodríguez, second-year student in the graduate physical therapy program at Rutgers University’s Camden (NJ) campus, received a Roy and Roxie Campanella Physical Therapy Professional Education Scholarship.

Sponsored by the California Physical Therapy Fund, the $2,000 award honors the accomplishments of former Brooklyn (now Los Angeles) Dodgers catcher Roy Campanella, who became a quadriplegic after an automobile accident, and his wife, Roxie.

The national scholarship is presented to physical therapy students who display scholarly excellence and sensitivity to cultural differences in health care delivery. The students also must attend a program accredited by the Commission on Accreditation of Physical Therapy Education.

Rodriguez, 22, received her bachelor’s degree from Amherst College in 1997.

Tito Puente in Concert at St. Francis College

Fleet Bank and St. Francis College (NY) are sponsoring a month-long series of Hispanic events that will start with a live concert by Tito Puente on October 15th.

Puente is by far the most cherished American celebrity of Latin American descent alive today. In his fifty-year reign over Latin music has been decorated with four Grammys, honorary doctorates, featured roles in television and major pictures, countless worldwide appearances, performances, and an abundance of accolades and honors bestowed on him by his peers and admirers.

Tickets, priced at $40, will be sold before the performance, and funds raised from this event will benefit the St. Francis College Scholarship Fund.

Other events taking place throughout the month include lectures, a high school writing contest for Hispanic students, an Hispanic food festival, business seminars, and a photographic exhibit.

Spanish for Health Care Providers” at Purdue-Calumet

A new course designed to help medical professionals communicate with Spanish-speaking patients is offered this fall semester at Purdue University-Calumet (Ind.).

“Spanish for Health Care Providers” is intended for nurses, medical workers, mental health professionals, family therapists, dental professionals, dietitians, and emergency medical technicians, as well as insurance professionals. It covers basic terminology and focuses on practice in Spanish communication in assessment and intervention settings with patients and their families. General medical history, symptoms, and special individual topics are covered.

Purdue-Calumet Professor of Spanish
Geoffrey Barrow [picted] says that the school's department of foreign languages and literatures has developed this course to better serve the community, which includes approximately 50,000 Hispanics in the immediate area.

Barrow teaches the course with Kathy Porras, an RN and Purdue-Calumet graduate student.

For course information, contact the Department of Foreign Languages and Literatures at (219) 989-2632.

Nine Try Research Careers at UMass Summer Program

Nine undergraduates at the University of Massachusetts were learning to become researchers during 10-week summer internships sponsored by the Minority Engineering Program and the Women in Engineering Program, both in the University's College of Engineering.

Each student was teamed with a graduate student and a faculty member in his/her discipline. Students were paid for their work, which was guided and overseen by faculty mentors. Students were working on topics ranging from how well people drive, as tested in the campus' driving simulator, to determining impact damage on specific kinds of glass.

Vanessa M. Rivera, [picted] director of the Minority Engineering Program, said the short-term goal for the program was to provide undergraduate women and minority students with an opportunity to work on a research project with a faculty member, and the longer-term goal was to have some influence in guiding those students toward graduate school and possible careers in college teaching and research.

Another important aspect of the program was teaching students to present their ideas clearly and comfortably, Rivera said.

UTEP's Proposed History Ph.D. Clears 1st Reading

UTEP In July, the Texas Higher Education Coordinating Board gave initial approval to the UTEP's proposed doctoral degree in history.

It won its final approval, which is expected to be granted at the board's October meeting. UTEP will begin recruiting students to enter the program for the Fall 1999 semester. It will be the university's eighth doctoral degree program--seventh to be implemented since 1990.

The proposed Ph.D. program focuses on the history and culture of the U.S.-Mexico border area and requires students to master a language appropriate to their research. While there are many doctoral programs in history that offer specializations in U.S. history or Latin American history, UTEP's program would be the first to specifically address the unique issues related to the varied cultures of the U.S.-Mexico border region.

This addition also would help raise the number of Hispanic Ph.D.s nationwide. Between 1946 and 1990, only 351-15 percent of the 22,701 history Ph.D.s awarded in the United States went to Hispanics. UTEP's student population is 66 percent Hispanic.

SU Helps Kids Navigate the Globe

Whether it was making grass skirts to learn about Hawaii, or learning the Japanese art of origami, a number of Selingsgrove, Pa.-area children experienced the uniqueness of 11 countries in "12 Days Around the World" this past summer.

The elementary and middle school students, residents of Pine Meadows, a low-income housing development in Selingsgrove, learned about the cultures of Hawaii, Pennsylvania, Native America, Great Britain, Spain, Mexico, Germany, China, Japan, South Africa, and Martinique.

The program allowed participants to explore countries and cultures through hands-on learning experiences and interactions with community members of universal backgrounds, according to organizer Angela Kieron [picted], a rising sophomore at Susquehanna University and the University's Spanish Service Scholar. Service Scholars work in local community partnerships to address unmet needs.

The program was sponsored by Susquehanna University's Center for Service Learning.

UNM Hosts Traditional Medicine Conference

The "XII International Congress of Traditional & Indigenous Medicine" was held recently on the main campus of the University of New Mexico. The annual conference brings modern healthcare physicians together with practitioners and researchers of indigenous traditional medicines to collaborate, report on the latest research, and examine what works, where, and why.

Special guests of the conference were New Mexican curanderos and Native medicine people including Chenchito, an 80-plus Mexican curandero whose mother was a student of Nino Fidelino, one of Mexico's most famous healers. Abuela, a famous Mexican healer who uses sacred plants in her healings, and four Mayan spiritual healers also attended.

Eliseo Torres, UNM vice president of student affairs, is an expert in curanderismo or folk healing.

According to the World Health Organization, 80 percent of the world's population use indigenous traditional remedies and alternative cures as their primary form of health care due to economic necessity or cultural customs.

Among those who received the Martin de la Cruz Award, given to individuals worldwide who have made significant contributions to the study of natural and indigenous medicine, were Dr. Pedro Angelo Herrera, a Peruvian pharmacologist who studies medicinal properties of Peruvian native plants; Dr. Demetrio Sodi Pallares, one of Mexico's most famous cardiologists, who has developed a therapeutic magnetic treatment to balance the immune system; and Dr. Abel Cruz, a Mexican physician who integrates natural and modern medicines.

NationsBank Creates Scholarship with Grant

NationsBank is reaching out to Hispanic students at the University of Dallas with a five-year, $50,000 grant that will help at least two students continue their education at the university.

Rowland K. Robinson, executive VP for NationsBank, presented Msgr. Milam J. Joseph, university president, with a check for
$10,000 to be established the NationsBank scholarship, which will be presented to two students in the 1999-2000 school year. Students will be chosen according to both academic and need-based criteria. First preference will go to Hispanic students.

Master’s in Education Emphasizing ESL at Penn State

The Penn State Lehigh Valley campus is the site of a University of Turabo (Puerto Rico) master’s degree program in education that emphasizes ESL.

Offered this fall through a partnership with the University of Turabo, it is the first master’s degree in the Lehigh Valley specializing in ESL. Created to support educators’ efforts in meeting the needs of students whose first language is not English, it focuses on second-language acquisition, methods of teaching, communication skills, and reading processes.

The degree program targets teachers certified in elementary or secondary education and who have teaching experience.

The first two courses in the degree program are Intercultural Community-Building for Classroom Teachers and Socio-Cultural Aspects of Bilingual Education.

Latino Art at Colby College Museum

An exhibition on the impact of graphic arts on the Latino community has been on display at the Colby College Museum of Art.

“Walk Through the Paper Forest: The Latino Prints and Drawings from El Museo del Barrio” features works on paper from art workshops in Mexico, Puerto Rico, and New York City and explores the body of Latino art. Artists represented include natives of eight Central and South American countries and of the U.S. Among them are Alfredo Zalce and Leopoldo Mendez, whose painting is entitled “Mexico en la Guerra.”

The works, mainly prints and posters, often were posted in neighborhoods and were more commonly visible, accessible, and affordable than other traditional forms of fine art. “In many respects,” says the show’s literature, “the exhibit explores the phenomena of identity, social conscience, and Latino artistic traditions that enrich the cultural life of this country.”

The exhibit ends October 16.

The Battle of Chile Shown at NYU

Chilean filmmaker Patricio Guzman made an appearance recently at the King Juan Carlos 1 of Spain Center at New York University to introduce a screening of the prize-winning documentary, The Battle of Chile, Part 1. Afterwards, the filmmaker responded to audience questions.

It was the first U.S. screening of the fully restored video version of the film, distributed by First Run/Icarus Films with new commentary and English-language narration subtitles.

Winner of the Grand Prize at the 1975 Grolle Noble and Benalmadena Film Festivals, the film documents in day-to-day detail the slow and seemingly inexorable escalation of right-wing opposition to the democratically elected government of Salvador Allende in 1973. Filmed under the direction of Guzman and four associates, it has been described as an “accusatory elegy” by Pauline Kael in the New Yorker and “the most political film of our times” in the Village Voice. The screening was a lead-in to a premier showing of Guzman’s new film, Chile: Obstructive Memory: The Battle of Chile. Part II was also shown.

CSU Offers Diversity M.A.

CSU Cleveland State University, in partnership with The Diversity Institute of Greater Cleveland, is offering a unique pro...
gram that just began its second year: a Diversity Professional Specialization M.A. degree. The only program of its type in the nation, it is available through the College of Arts and Sciences.

The offering is an intensive, graduate-level program that provides education and training in diversity theory, research, and practice that is rooted in the science of psychology.

Geared to human resource professionals, consultants and trainers, organization change agents, school administrators, community leaders, and law enforcement officials, the program offers adult learners the training needed to manage culturally diverse populations in organizations, schools, and community agencies. Through the program, students will become skilled in assessment and diagnosis of diversity issues, development of interventions, facilitation of diverse work teams, and management of diversity change efforts.

Visiting Artists at Art Institute of Chicago

For the second year, the Visiting Artists Program is continuing, this month, at the School of the Art Institute of Chicago, a series on art and activism with six contemporary artists who discuss the cultural, social, and political reverberations of 19th-century European imperialistic policies on world expansion.

Scheduled speakers included Ernesto Pujol, an installation artist whose work draws on psychoanalytic and feminist theories as they relate to memory, gender, and colonialism. His work is charged with his personal history of exile and displacement from both his Cuban heritage and sexual identity.

Also on hand was María Magdalena Campos-Pons, a multimedia artist from Cuba who currently lives in Boston. Her work revolves around her personal history as an Afro-Cuban woman and employs symbolism taken from Afro-Cuban culture, syncretic religious practices, and Black history.

On October 14, the guest speaker will be Enrique Chagoya, a painter whose work explores the colonization and erasure of indigenous people in Latin America. His work is humorous as well as socially conscious.

Other scheduled speakers are Arjun Appadurai, Skander Boghossian, and Yinka Shonibare.

Retratos y Acuarelas (Figuras del Siglo XX) (Ensayos)

by Carlos A. Johnson

Portraits and Watercolors: a book of essays in Spanish about twentieth-century personalities, includes essays on: Martin Luther King, Laurence Olivier, Plácido Domingo, Raúl Wallenberg, José Ortega y Gasset, Paul Robeson, Pelé, Juan Pablo II, Robert Oppenheimer, William Stephenson, Oríel Fuentes, Bill Clinton, Alberto Fujimori, Martín Adán, and others.

July 1998
96 pgs.
$12.00 Paper
Spanish. Right Away!

("TB") 956-3240

Learning Unlimited: Using Homework to Engage Your Child's Natural Style of Intelligence

by Dawna Markova and Anne R. Powell

This book describes ways to become your children's "learning partner" and to help them get organized and manage their time and energy for optimum homework results. It also discusses techniques for understanding and coping with distraction, and for creating the best "study space" in which to foster concentration and expand a young scholar's mental resources.

August 1998
176 pgs.
ISBN 1-57324-116-4
$13.95 Paper
Conari Press
(800) 685-9995

Salsa: A Taste of Hispanic Culture

by Rafael Falcón

The daily routines, habits, beliefs, and values of the Hispanic culture that create unique human interactions in this society are revealed in this book. Reflected is the reality that the Hispanic world covers a vast geographical area and, as such, is a mosaic of ethnic, religious, and historical backgrounds.

June 1998
192 pgs.
ISBN 0-275-96121-4
$55.00 Cloth
Praeger Publishers
(800) 225-5500
Just Because I'm Latin Doesn't Mean I Mambo: A Success Guide for Hispanic Americans
by Juan Roberto Job

Do you know the real secrets of success? A nationally acclaimed expert on cultural diversity in the workplace, Juan Roberto Job, the son of Mexican immigrants, has spent years working with employees and managers alike. Here he shares inside information that is not taught in business school or found in current business literature. He weaves practical, inspiring advice and proven strategies with a wealth of personal success stories.

March 1998
241 pp.
ISBN 0-385-41673-8
$22.95 Cloth
One World/Ballantine
(303) 360-5820

A Parent's Guide to Standardized Tests in School
by Peter Cookson, Ph.D., and Joshua Halberstam, Ph.D.

This is the first resource to fully answer the questions that surround standardized testing. It prepares and brings parents closer to the classroom by involving them in the learning process. While it addresses the controversies and issues, the focus is on preparing for the tests and interpreting the scores.

September 1998
244 pp.
ISBN 1-57686-137-0
$14.95 Paper
Learning Express
(212) 405-2500

Little Red Riding Hood in the Red Light District (Caperucita en la zona roja)
by Manlio Argüeta

This is Argüeta's most popular novel in Salvador. The story revolves around the relationship between two young lovers, Alfonso and Hormiga, in a time of political upheaval. Evoking characters and themes from the classic fairy tale within the wartime environment of El Salvador and its capital, San Salvador.

October 1998
232 pp.
$19.95 Cloth
Curbside Press
(860) 423-5110

Wild Animals on the Moon
by Naomi Avaña

In lyrical, original language expressing anger, hope, optimism, and a fierce independence, Avaña explores being Puerto Rican on the mainland—displaying pride in her culture coupled with the pain of exclusion, vividly describing her encounters with racism and poverty, and the power of love in these difficult circumstances.

Spring 1998
70 pp.
ISBN 1-880684-44-6
$8.95 Paper
Curbside Press
(860) 423-5110

VIDEOS

The following video recordings are available from:
FLM S FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08547-2053
(800) 377-5120 or (609) 275-1400

Spain in the New World
A six-program series including:
The Discovery of America

Based on the journals of Columbus, this program describes in the great explorer's own words the magnificent landscape, the mild climate, the simple and carefree life of the inhabitants, and the role of women in their society. (13 min., color)
Item # FFH 947

The Civilizations of Mexico

Maya, Toltec, Zapotec, Aztec—the archaeological sites at Monte Albán, Palenque, Lxamal, and Chichen Itzá speak of the great civilizations before the Spanish discovery. (13 min., color)
Item # FFH 948

The Incas

This program describes daily life in the realm of the Incas. It shows the months and seasons, and recalls the legend of how the Inca Empire was born to explain the landscape, the customs and the sun worship of the civilization centered around Cuzco. (13 min., color)
Item # FFH 949

Conquest of Mexico and Peru

Year One of the Reed—by the Western calendar. 1519—was marked by evil omens in Mexico: a comet seen in broad daylight, and the sighting of mountains floating on the Eastern Ocean, and the arrival of men with weapons that burst like thunder and spit out fire. Although they vastly outnumbered the Spaniards, the Indians were no match for the invaders. (13 min., color)
Item # FFH 950
End of a Culture

The search for gold and silver brought European adventurers, explorers, and missionaries to Mexico. European diseases to which the native population had no resistance, and forced labor in the mines, decimated the Indian populations: the treasure houses were looted and their contents—art, history, and religion—melted down for bullion. The pre-Colombian Indian cultures came to an end. (13 min., color)

Item # FFH 951

A New World Is Born

Out of the clash between the Old and New Worlds, the universe of the Christian European and the pagan Indian, came a new civilization. The architecture and the organization of life around the central plaza are Spanish; so is the hierarchical social order, which descends according to skin color. At the bottom are the Indians, still unassimilated after 500 years, most still speaking Indian languages, still impoverished. (13 min., color)

Item # FFH 952

Also from FILMS FOR THE HUMANITIES:

From the Bay of Pigs to the Brink

This program covers the events that began with the Bay of Pigs invasion and ended with a blinking contest between John Kennedy and Nikita Khrushchev, the Soviets agreeing to remove their missiles and the U.S. to lift its blockade. (27 min., color)

Item # FFH 2098

Cuba: The Broken Image

This program gathers together the most representative of exiled Cuban filmmakers, who recount their personal experiences of having to abandon their work and start a new life away from their country, culture, and natural environment. (40 min., color)

Item # FFH 5866

Improper Conduct: Castro's Cuba

Written and directed by Academy Award-winning cinematographer Nestor Almendros, this program tells the stories of 28 Cuban exiles, from all walks of life—writers, dancers, painters, doctors, laborers, and students—all victims of their homeland's oppression. Its powerful stories provide a rare personal glimpse into life in Castro's Cuba and the effects of Castro's policies on the Cuban people. (112 min., color)

Item # FFH 6290

Mobilizing the Latino Community: Ernesto J. Cortes, Jr.

In this program with Bill Moyers, Cortes, who has been called “the most effective Latino grassroots organizer in the country today,” discusses individual participation in American politics and highlights the importance of agitation, confrontation, and compromise in the discourse of democracy. (60 min., color)

Item # FFH 4084

100 Years of Transformation: The Caribbean and the United States Since 1898

October 13-15

Conference convened by and to be held at (Department of Latin American and Puerto Rican Studies) Lehman College of City University of New York, in New York City.

Contact: Laird W. Bergad, (718) 960-8280; e-mail, <lwbergad@worldnet.att.net>.

Madness, Illness, and Bodies: The Hispanic Woman Writer and Her Fragmented World

October 15-16

Conference convened by Fundacion Cultural Iberoamericana, in Washington, D.C.

Contact: Gladys Ilaresgui, (703) 922-4459; e-mail, <gladys@iberoamericana.org>.

Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education

October 18-20

Symposium convened by University of Minnesota, Radisson Hotel-Metrodome, in Minneapolis.

Contact: (612) 626-5500; e-mail, <fep@tc.umn.edu>; Web site, <http://www.aamd.umn.edu/symposium/sympos.htm>.

National Preservation Conference

October 20-25

National Trust for Historic Preservation's 32nd national conference, with the theme “The Art of Preservation,” convening in Savannah, Georgia. Between 2000 and 3000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts and how they shape communities.

Contact: (803) 722-8552. Web site at <www.nhp.org>; e-mail to <sorp@nhp.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23

Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions—leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversi-
ty at the involved schools. Co-hosted by the
US Trade Center's Department of Commercial
Service and Kiva Exposition. In Mexico City.
Contact: Charlotte Adams, (919) 881-7888.
or <kivaexpo@ mindspring.com>.

1998 New Jersey Project Fall
Conference

October 23
This conference will showcase the work of
educators from a variety of disciplines who
use literature—novels, short stories, poetry,
and other forms—to integrate gender and
multicultural content and perspectives into
their courses. At The College of Saint
Elizabeth, Morristown.

Contact: The NJ Project at (973) 720-2900,
or <nj_project@wpc.wil.paterno.edu>
Information also available at the NJ Project
Web site: <www.wil.paterno.edu/wpc/pa-
scip/nj/index.htm>.

Second Annual Hispanic Law
Conference

November 7
Hosted by the American University
Washington College of Law, co-sponsoring
with the Hispanic Bar Associations of the
District of Columbia, Maryland, and Virginia.
this 8:30 a.m. to 4:30 p.m. conference fea-
tures speakers, panels, and roundtables cov-
ering the presence and impact of Hispanics in
the legal profession, including their roles in
the judiciary, academia, politics, and busi-
ness.

In Washington, D.C.
Contact: Aurora Carmichael, (202) 375-
0004 or <deans-office@ wcl.american.edu>.

Círculo de Cultura Panamericano

November 15-16
The annual convention, Special sessions
on Federico García Lorca in the centenary of
his birth, the 100th anniversary of the ending
of the Spanish Civil War in the United States, the
centennial of the 1938 Spanish Generation Co-
sponsored by William Paterson University,
(NJ) at the Holiday Inn in Totowa, NJ. and
WPI.

Contact Círculo de Cultura Panamericano, 16 Malverne Place, Verona, NJ
    (07044-2351)
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Applications are accepted on a continuing basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:
MAIL: Associateship Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418

FAX: (202) 334-2759
EMAIL: rap@nas.edu

INTERNET: http://rap.nas.edu/

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

The Hispanic Outlook in Higher Education ranks NJIT 9th in the nation for the number of bachelor's degrees conferred on Hispanics in engineering and engineering technologies.

Congratulations to NJIT's four-student Academic Olympiad team: Rene Yandun, Priya Singh, Omar Rodriguez and Edward Komenda on placing second in the National Science Olympiad conducted during the Hispanic Organization of Students in Technology and the Society of Hispanic Professional Engineers (HOST/SHPES) National Technical and Career Conference in Orlando, Fla.

A Public Research University
321 Dr. Martin Luther King, Jr. Blvd
University Heights
Newark, NJ 07102-1482

NJIT does not discriminate on the basis of sex, race, handicap, veteran status, national or ethnic origin or age in the administration of its programs. Campus facilities are accessible to the disabled.

CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes / 45 minutes).

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:
Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

ROCKHURST
Kansas City's Jesuit College

Rockhurst College Celebrates Hispanic Heritage Month.

We are committed to fostering a diverse community and to promoting a greater awareness and sensitivity to issues of diversity.
NOVA SOUTHEASTERN UNIVERSITY
Fischler Graduate School of Education and Human Services
Programs for Higher Education announces
Graduate Administrative Fellowships

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 1999-2000 academic year. PHE offers a field-based EdD degree with specializations in adult education, computing and information technology, health care education, higher education, and vocational technical education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:
• annual stipend of $20,000 and appropriate employee benefits
• tuition waiver
• textbooks and computer support
• all expenses paid for the 1999 Summer Institute
• office space, for the academic year, in the Fischler Graduate School of Education and Human Services Building, Nova Southeastern University, North Miami Beach, Florida

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:
• to provide the recipient the opportunity for full-time doctoral study in education in Nova Southeastern University's innovative field-based program.
• to provide the PHE office with staff and research support through studies and projects of benefit to the program, and to earn academic credit through graduate education.

Applicants for the 1999-2000 positions should send a letter of intent and a resume no later than November 1, 1999. 
Send materials to:
Dr. Deborah M. Smiley
Associate Dean for Cluster Development and Marketing
Fischler Graduate School of Education and Human Services
Programs for Higher Education
1765 NE 167th Street
North Miami Beach, Florida 33162-2917

Visit our Web Site: www.fseae.nova.edu/phe

Nova Southeastern University admits students of any race, color, and national or ethnic origin.

TRINITY COLLEGE
Hartford, CT

The Ann Plato Fellowship
The Ann Plato fellowship, named for a 19th-century African-American poet essayist and teacher, supports a minority doctoral student engaged in writing his or her dissertation. The Fellow enrolls as a full-time student at Trinity College. The fellowship provides a $5,000 stipend, a computer and library privileges at consortial colleges, and at Hartford’s archives. Applications are due no later than December 15, 1999. The search committee is reviewing applications. The decision will be announced in early February. Mailing address: Trinity College, Hartford, CT 06106.

Pre-Doctoral Minority Fellow

GRADUATE EDUCATION AT YOUR FINGERTIPS

Walden University offers graduate programs that enable busy adults to pursue an advanced degree without interrupting career and family. Unlike traditional campus-based programs, our classrooms are as close as your computer. Through distance delivery, Walden students set their own schedules and work from their own location when it’s convenient to them.

Walden University offers graduate programs in health science, education, business, psychology, technology and social sciences. Walden University is accredited by the Northwest Commission on Colleges andUniversities.

Walden University offers graduate programs in health science, education, business, psychology, technology and social sciences. Walden University is accredited by the Northwest Commission on Colleges and Universities.

Pre-Doctoral Minority Fellow

Pre-Doctoral Minority Fellow

Pre-Doctoral Minority Fellow

MANKATO STATE UNIVERSITY
FOOD AND NUTRITION/DIETETICS FACULTY POSITION

The Department of Food & Nutrition Science, in the College of Education, seeks a full-time faculty position in food & nutrition science, food science, and food education at the assistant professor level. Candidates must hold a Ph.D. in food science or related field. Salary and appointment range is $35,000 to $45,000, commensurate with qualifications. The position is available immediately. Review of applications will begin no later than 1 June 1999 and will continue until a qualified candidate is selected. Send application letter, curriculum vitae, names and addresses of three references in support of application to Dr. Parag Shethri, Chair, Human Nutrition Science Department, Mankato State University, One South Campus Drive, Mankato, Minnesota 56001.

155 Fifth Avenue South
Minneapolis, MN 55401
VICE PRESIDENT
FOR FACILITIES

Princeton University, known for its architectural history and scenic beauty, seeks a Vice President for Facilities to oversee all aspects of the University’s physical plant, comprising 400 maintained acres and 8 million square feet of building space. Individual will direct planning, design, construction, maintenance and local real estate efforts, as well as housing, dining services, building services and conference/visitor support. Candidate will interact with municipal and state boards and regulatory agencies and oversee expenditures of approximately $100 million per annum in operating and capital funds.

Successful candidate will have:

- Leadership skills and the ability to help create a vision and motivate others to work together to achieve that vision
- Management skills and demonstrated experience optimizing the use of diverse human, financial, physical and technological resources of a large organization
- Strong communication skills and the ability to create a cohesive senior management team
- The ability to work collaboratively with other VP’s and Deans
- Technical knowledge and skills to manage a program of expansion and renovation
- Experience in the management of change and continuous improvement

The ability to lead and effectively manage a complex and challenging organization is absolutely essential. Building on our existing strengths, individual must also respond to a changing external environment and a demanding internal community.

Position requires an undergraduate degree and a minimum of ten years management experience in a complex organization. Additional degrees in engineering or management or professional registration are preferred. Experience in a higher education institution and a management background with both union and non-union employees are desirable.

Salary is commensurate with qualifications and experience. To ensure full consideration, please submit resume by 10/14/98. Interested candidates should forward two copies of a letter of interest and resume to: Princeton University, Human Resources, Clio Hall-6857-HHE, Princeton University, Princeton, NJ 08544-5264. We welcome you to visit our Web site at: www.princeton.edu. EOE/AA.
**HUMANITIES FACULTY POSITIONS**

Agnes Scott College is an independent liberal arts college for women located in metropolitan Atlanta. With a current enrollment of 800 students from 38 states and 14 foreign countries and a student-teacher ratio of 9:1, Agnes Scott is in the enviable position of expanding its faculty and facilities to meet an expected student enrollment of 1,000 early in the 21st century. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay.

**RELIGIOUS STUDIES**

The Department of Religious Studies seeks to make a senior appointment to the Wallace M. Alston Chair of Bible and Religion. The successful candidate will have a PhD in the history and thought of Christianity, with strong scholarly credentials in one of its major areas and will have demonstrated excellence in teaching. Desirable areas include some of the following: contemporary religious thought, religious ethics, sociology of religion, and Biblical studies. The appointment is tenure track and will be at the level of full professor. We will interview semi-finalists at the AAR/SLB meeting in November. Application deadline November 2, 1998. Search chair: Dr. Richard D. Parry, Chair, Search Committee for the Wallace M. Alston Professorship.

**WOMEN’S STUDIES**

The Women’s Studies Department invites applications for a tenure-track position in women’s studies. Candidates will be able to teach the introductory course in women’s studies, a course in feminist theory, and other women’s studies courses in the candidate’s area of expertise in addition to being prepared to direct the Program in Women’s Studies. The successful candidate will also teach in one of the other liberal arts disciplines taught at the College. Possible disciplines for this affiliation include, but are not limited to: English, anthropology, history, and art history. The appointment will be at the rank of assistant or associate professor. Candidates should have teaching and research experience in women’s studies. Application deadline December 1, 1998. A dossier or three letters of reference should accompany application materials. Search chair: Dr. Katharine Kennedy, Director, Program in Women’s Studies, Campus Box 732.

**APPLICATION PROCESS**

Unless otherwise noted in a specific listing:

- All positions begin August 1999.
- Candidates are expected to have completed the appropriate PhD by July 1, 1999.
- To ensure full consideration, applications should be received by the stated deadline.
- Send letter of application, curriculum vitae, and three letters of recommendation to search chair listed.

Agnes Scott College
141 East College Avenue
Atlanta/Decatur, GA 30030-3797

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

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**Associate Professor or Professor & Chief of Dermatology**

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School is seeking an Associate Professor or Professor and Chief of Dermatology with Board Certification and academic experience in teaching, administration, patient care and research. Send c/o: Alice Gottlieb, M.D., Ph.D., UMDNJ-Robert Wood Johnson Medical School, Clinical Research Center, One Robert Wood Johnson Place, P.O. Box 19, New Brunswick, NJ 08903-0019. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey.

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**Plattsburgh State Celebrates Hispanic Heritage Month**

For more information contact:
Admissions
Plattsburgh State University
101 Broad Street
Plattsburgh, NY 12901-2681
800-388-6473 • 518-564-2040
Internet: www.plattsburgh.edu
Email: admissions@plattsburgh.edu
Experimental Medical Physics/Biophysics

The Physics Department of the University of Utah is seeking highly qualified candidates for a tenure track faculty position at the assistant, associate, or full professor levels in experimental medical physics or biophysics. Research specialties of interest include but are not limited to magnetic resonance imaging (MRI), functional imaging, diagnostic angiography, microcirculatory perfusion imaging, NMR microscopy, optical imaging, membranes, neurobiophysics, cell biophysics, motor molecules, protein structure/function. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in physics as well as medical physics or biophysics, depending on the candidate’s specialty.

Candidates should submit their curriculum vitae, list of publications, and at least three letters of recommendation by February 15, 1999 to:

Medical Physics/Biophysics Search Committee
Department of Physics
115 South 1400 East, Room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action/Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

Associate Director for Administration and Finance
Center for the Study of Sports in Society

Under the direction of the Senior Associate Director, oversee and manage the operational and restricted budgets for the Center; plan, measure and evaluate fund disbursements; monitor reporting compliance with regulatory agencies; review and evaluate sub-contractors financial performance reports; direct preparation of financial status reports; provide guidance and development for all Center grant applications. Oversees all aspects of office operations and human resources. Master’s degree in business with minimum of 5 years of fiscal management to include accounting, fund accounting, University grants, state, federal reporting (general ledger, payroll, accounts payable, financial statements). Demonstrated ability to manage and supervise employees.

Please send or fax resume to: Jose Masoo, 161 Columbus Place, 360 Huntington Avenue, Boston, MA 02115. Fax: (617) 373-4566. Women and Minorities Encouraged to Apply. Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

Peralta Community College District
Dean of Instruction
Merritt College

Reports to the President. Responsible for leadership, direction general supervision & evaluation of total instructional program. Review of applications begin 11/5/98

Director of International Education Development
District Office

Reports to Vice Chancellor—Educational Services. Provides leadership for District's International Education Programs/services & liaison for international students, foreign schools/universities, foreign embassies and exchange. Review of applications begin 11/5/98

Director of Workforce & Economic Development
District Office

Reports to the Vice Chancellor—Educational Services. Provides leadership for District Vocational Education Programs, develops initiatives & partnerships with business, supervises Contract Education Program. Review of applications begin 11/5/98

For information, contact
Peralta Community College District Personnel in Oakland, CA
(510) 466-7237 • www.peralta.cc.ca.us AA/EQE

Citizens’ Scholarship Foundation of America

Dollars for Scholars® — Scholarship Management Services™ — Scholashop®

Vice President of Development

Citizens’ Scholarship Foundation of America (CSFA), America’s largest private sector scholarship and educational support organization, announces the search for a qualified candidate to provide leadership in the development efforts of the organization.

CSFA’s mission is to expand educational opportunities by involving and assisting the private sector in support of students and in the encouragement of educational opportunities. This mission is carried out through three major programs: Dollars for Scholars®, Scholarship Management Services and Scholashop.

The successful candidate for the Vice President position will become a member of the Executive Management Team of CSFA and provide strategic and operational leadership in this critically important department. Prior experience in managing strategic fund-raising programs including annual and planned giving, major gifts, grant development, cause related marketing and fund-raising for programmatic support will be critical to the selection of the successful candidate. Attributes of the candidate CSFA seeks are:

- Ten to ten years successful experience in fund-raising, including supervisory roles
- Strong interpersonal skills and ability to work effectively with wide range of constituencies in a diverse community
- Fund-raising experience in the education field
- Ability to travel nationally

Compelling salary and fringe benefit package will be available to the successful candidate. Preferred start date is January 1, 1999. Final application date is October 31, 1998. All letters of introduction and candidate resumes should be addressed to:

William C. Nelsen, President
Citizens’ Scholarship Foundation of America
P.O. Box 297, St. Peter, MN 56082
Affirmative Action/Equal Opportunity Employer
DIRECTOR OF AFFIRMATIVE ACTION & COMPLIANCE
(Higher Education Officer)

The director is the college's affirmative action & equal opportunity compliance officer, reporting to the president of Boroughs of Manhattan Community College/CUNY. The director will implement the City University of New York's affirmative action & equal opportunity policies at BMCC/CUNY & will work with appropriate campus offices to ensure compliance with the relevant city, state & federal statutes, including Executive Order 11246, Title VII, Title IX, Section 504 & the Americans With Disability Act. The director will work with senior management in developing & implementing the EEOA program including monitoring policies, practices & procedures, developing effective search strategies, networks & recruitment sources & providing the strength & leadership necessary to develop a campus environment that reflects BMCC's commitment to multi-cultural diversity. The director will be responsible for responding to & conducting investigations of complaints of non-compliance, including harassment claims; will also serve as the college's 504/ABA & Title IX coordinator; will manage the appropriate database necessary for report generation & revise the college's Affirmative Action Handbook. The director will act as the educational resource support to the entire college community on matters relating to University; federal, state & city policies & legislation affecting affirmative action & compliance. The director will also serve as the principal campus contact with compliance agencies & the University with respect to these areas. The candidate must have a Baccalaureate degree (Master's preferred) & a minimum of eight (8) yrs of progressively responsible exp in a position of leadership in higher education administration or other relevant areas. A record of success in the EO& Diversity arena, including facilitating the resolution of complaints; demonstrable familiarity with regulatory requirements, laws & guidelines, including OFCCP reviews. PC computer literacy with various desktop applications; excellent oral & written communication skills essential. Salary $48,414/A - $74,980/A

Refer to BMCC Vacancy #741 & send resume with cover letter by 10/29 to:

Mr. C. Scott Anderson, Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

Western Connecticut State University
www.wcsu.edu

Executive Officer For Information Technology

Responsible for developing and implementing a University-wide information technology strategy based on the academic and administrative needs of Western Connecticut State University. This position is the principal officer for all aspects of information technology including information services, network services, instructional services, computer operators, user support, training services, and telecommunications. This position directs a University staff of 13 or more professional support positions.

Qualifications: Advanced Degree (Ph.D. or Master's) in Computer Science or Information Systems with at least 5 years' experience in Information Technology or Bachelor's degree with 10 years' experience in Information Technology. Considerable knowledge of information systems methods, techniques and equipment, knowledge of the needs of academic and administrative computing; considerable ability in business planning, management reporting, integrating systems and adapting existing and emerging technologies to fulfill academic and administrative needs; ability in providing customer-driven services; ability to use contemporary project planning, project management and project monitoring disciplines; considerable ability in the application of management principles and techniques; ability to lead and motivate, skill in the areas of conflict resolution and consensus building, and vendor management

Send letter of application, resume, copy of transcript(s), names, addresses and telephone numbers of three work references to: E.O.I.C. Search Committee, Human Resources Department, Western Connecticut State University, 181 White Street, Danbury, CT 06810.

Closing date for applications: October 23, 1998. Anticipated starting date July 1, 1999. Minimum salary $61,400 to $65,700, negotiable. Benefits package includes health and dental insurance, choice of defined contribution or defined benefit plan, tuition waiver for employees and dependents, 22 vacation days, 3 personal days, and 12 holidays.

Send cover letter, resume, and names of three references to Office of Human Resources at Emerson College, 10 Beacon Street, Boston, MA 02116. Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. Visit our website: www.emerson.edu
ASSISTANT DIRECTOR OF ADMISSIONS - INTERNATIONAL RECRUITMENT

The position of Assistant Director of Admissions requires an applicant to have a minimum of three years of experience in college admissions, preferably in an international recruitment role. The candidate should possess excellent written and oral communication skills, and be adept at working with a diverse range of individuals from different cultural backgrounds. Responsibilities include but are not limited to creating and implementing recruitment strategies, managing relationships with international schools and universities, and coordinating visit programs. The candidate should be highly organized, detail-oriented, and have a strong background in multicultural affairs.

ASSOCIATE DIRECTOR OF ADMISSIONS - INTERNATIONAL RECRUITMENT

The position of Associate Director of Admissions requires an applicant to have a minimum of five years of experience in college admissions, preferably in an international recruitment role. The candidate should possess excellent written and oral communication skills, and be adept at working with a diverse range of individuals from different cultural backgrounds. Responsibilities include but are not limited to creating and implementing recruitment strategies, managing relationships with international schools and universities, and coordinating visit programs. The candidate should be highly organized, detail-oriented, and have a strong background in multicultural affairs.

CARLETON COLLEGE
NORTHFIELD, MN

DIRECTOR OF CAMPUS ACTIVITIES

Carleton College seeks an experienced student life professional to lead and manage its comprehensive student activities program. The successful candidate will possess excellent interpersonal and communication skills, a commitment to diversity and inclusion, and a passion for working with students. Responsibilities include developing and managing the university's extracurricular activities program, including events, clubs, and organizations. The candidate will also work closely with the admission office to develop and implement programming that enhances the student experience.

ASSOCIATE DIRECTOR OF RESIDENTIAL LIFES

The position of Associate Director of Residential Life requires an applicant to have a minimum of five years of experience in college student affairs, preferably in a residential life role. The candidate should possess excellent written and oral communication skills, and be adept at working with a diverse range of individuals from different cultural backgrounds. Responsibilities include but are not limited to creating and implementing program strategies, managing relationships with student groups, and coordinating events. The candidate should be highly organized, detail-oriented, and have a strong background in multicultural affairs.

BENTLEY UNIVERSITY

TWO TENURE TRACK POSITIONS BEGINNING FALL 1999

ASSISTANT PROFESSOR OF MANAGEMENT

At Bentley College, the focus is on business, people, and technology. Nearly 4,000 undergraduate, 1,800 graduate and 3,300 continuing education students learn in an environment that integrates information technology with a broad-based liberal arts curriculum. The position requires a strong commitment to teaching and scholarship. Candidates should be interested in working with students from a diverse range of backgrounds.

BENTLEY COLLEGE
175 Forest Street, Waltham, MA 02452-4705
Bentley College is an equal opportunity employer building strength through diversity.
Experimental Condensed Matter Physics

The Physics Department at the University of Utah is seeking highly qualified candidates for an assistant professor tenure-track position in experimental condensed matter physics. Research specialties of particular interest include the physics of nanostructures, quantum electronics, optics and acoustics. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in Physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by February 15, 1998 to:

Condensed Matter search Committee
Department of Physics
115 South 1400 East, room 201
University of Utah
Salt Lake City, UT 84112-0850

The University of Utah is an Affirmative Action/Equal Opportunity Employer.

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Positions

ORGANIC CHEMISTRY
CLASSICAL STUDIES
ECONOMICS
PHYSICS
POLITICAL SCIENCE
SOCIOLOGY/ANTHROPOLOGY

These positions are being listed jointly with the Five Colleges of Ohio. For complete job description, please see www.wooster.edu, click on Inside Wooster, click on Employment Opportunities, or call or e-mail Linda Farmer 330-263-2133--Harmer@w.cs.wooster.edu

THE COLLEGE OF WOOSTER

RAMAPO COLLEGE OF NEW JERSEY

RAMAPO COLLEGE OF NEW JERSEY

Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION.

Proudly serving a diverse South Texas

1-800-687-6000 • www.tamuk.edu
The Center for HIV/AIDS Educational Studies and Training (CHEST) at New Jersey City University announces openings for the following positions:

**Project Director** (1, possibly 2 positions available)

The Project Director will be responsible for government funded research studies of HIV seropositive (HIV+) persons. Specific duties will include: overseeing community-based recruitment and data collection; training and supervision of staff; cDA data analysis and intervention evaluation; and participating in writing scientific articles and reports related to CHEST projects. Opportunities exist for the Project Director to develop individual projects and s/he will be expected to assist in writing grant proposals to continue funding HIV prevention activities.

Applicants must possess an MA or PhD in psychology, social sciences, or public health, as well as excellent written and verbal communication skills. Previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is essential. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS, gay/bisexual men, injecting drug users, HIV prevention activities, and ethical issues related to the protection of human subjects. Previous undergraduate teaching, program development, and community-based training experience is desirable. This position is full-time and will begin as soon as an appropriate candidate is identified. This position is an excellent opportunity for a Post-Doctoral research experience.

**Recruitment Coordinator** (1, possibly 2 positions available)

The Recruitment Coordinator will be responsible for CHEST recruitment and outreach activities. Community-based recruitment of MSM will take place at mainstream gay/gay-bisexual and non-gay/gay-bisexual service organizations, and alcohol treatment facilities. Applicants should be comfortable with these environments. Specific duties will include: identifying and securing access to recruitment locations and maintaining communication with owners/managers; training and supervision of recruitment staff; monitoring recruitment success through on-site observation; data collection, and analysis; and participation in writing scientific articles and reports related to CHEST projects; and providing assistance to other CHEST research staff. Opportunities exist for the Recruitment Coordinator to develop individual projects and s/he will be expected to assist in writing grant proposals to continue funding HIV prevention activities.

Applicants should possess a BA or MA in one of the social or behavioral sciences or a relevant public health field. Previous experience can compensate for less education. Applicants should be highly organized and capable of independent self-management. Previous experience with the New York City gay/bisexual community is essential, and previous outreach work with the community is desirable. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS. The position requires flexible scheduling, as the Recruitment Coordinator will spend a considerable amount of time in the field. This position is full-time and will begin as soon as an appropriate candidate is identified.

**Administrative Assistant** (1, possibly 2 positions available)

The Administrative Assistant will coordinate CHEST administrative and clerical activities, including the financial management of budgets for individual projects. Specific duties include: approving grant budgets and monitoring expenditures; b) working closely with Financial, Purchasing, Human Resources, Payroll, and Facilities departments at New Jersey City University, c) supervising work study students; d) preparing reports and manuscripts for CHEST staff and grant Project Officers; and e) providing office management assistance.

Applicants must possess a BA, preferably in one of the social or behavioral sciences. We are seeking a detailed-oriented person with excellent organizational, communication, and computer skills. Knowledge of Microsoft Word and Excel applications, WordPerfect and spreadsheet programs is essential. A degree of familiarity with and insight into issues involving persons with HIV/AIDS is desirable. This position is full-time and will begin as soon as an appropriate candidate is identified.

**Research Associates** (several full-time and part-time positions available)

The Research Associates will assist CHEST staff on a variety of research projects. Specific duties include: a) field recruitment of potential research participants in gay/bisexual community environments; b) conducting interviews with research participants; c) assisting with the implementation of behavioral interventions; d) data entry, management, and analysis; and e) assisting in the preparation of scientific articles and reports related to CHEST projects.

Applicants must possess a BA in one of the social or behavioral sciences or a relevant public health field. For the part-time positions, the position pays $10 an hour. Previous research or outreach experience with the New York City gay/bisexual community is desirable. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS. Previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is essential. Applicants must send a letter of application, resume, and the names, addresses, telephone numbers, and e-mail addresses of at least three references who are knowledgeable about your qualifications to:

Albert Walker
Associate Director
The Libraries of The Claremont Colleges
Honold/Mudd Library
600 Dartmouth Avenue
Claremont, CA 91711-3991
Email: awalker@roxy.claremont.edu

For all positions, submit a letter of application (clearly stating which position you are applying for), curriculum vitae or resume, salary requirements, and the names of three references to:

Dr. Jeffrey T. Parsons
CHEST
New Jersey City University
2039 Kennedy Boulevard, Jersey City, NJ 07305

NJCU is an Affirmative Action, Equal Opportunity Employer. We especially welcome and encourage applications from women and minority candidates.

No appointments are made until availability of grant funds.

Cut-off date: November 3, 1998
The College of Arts and Humanities at the University of Maryland, College Park invites applications for the following faculty positions to begin in the fall term 1999.

**Art:** Tenure-track Assistant Professor; Digital Media Arts
- Application Deadline: December 1, 1998, for best consideration

**Art History and Archaeology:** Tenured senior Professor in Italian Renaissance
- Application Deadline: December 1, 1998, for best consideration

**Asian and East European Languages and Literatures:** Tenure-track Assistant Professor in modern Japanese literature
- Application Deadline: Nov. 15, 1998, for best consideration

**Communication:**
1. Tenure-track Assistant Professor in Communication of Social Influence
2. Tenure-track Assistant Professor in Political Discourse
- Application Deadline: both positions October 15, 1998, for best consideration

**Dance:** Associate Professor to teach movement and theory
- Application Deadline: December 4, 1998, for best consideration

**English:**
1. Tenure-track Assistant Professor in Rhetoric and Composition
2. Tenure-track Assistant Professor or tenured Associate Professor in African-American Literature
- Application Deadline: both positions November 15, 1998, for best consideration

**French and Italian:**
1. Tenure-track Assistant or tenured Associate Professor of French specializing in Enlightenment Studies
2. Application Deadline: November 30, 1998, for best consideration

**Germanic Studies:** Tenure-track Assistant Professor in Second Language Acquisition and Cultural Studies
- Application Deadline: November 7, 1998, for best consideration

**History:**
1. Tenure-track Assistant Professor of junior Associate Professor in African History
2. Tenured Full or Associate Professor in the history of pre-Revolutionary Mexico
- Application Deadline: both positions November 13, 1998, for best consideration

**Philosophy:**
1. Senior position in Value Theory/Political Philosophy
2. Application Deadline: December 1, 1998, for best consideration

**Spanish and Portuguese:**
1. Tenure-track Assistant Professor in Second Language Acquisition

**School of Music:**
1. Tenure-track Asst Prof in Musicology
- Application Deadline: Nov. 15, 1998
2. Tenured Assoc Prof to serve as Associate Director for Academic Affairs
- Application Deadline: January 15, 1999
3. Tenure-track Assistant/tenure-track or tenured Associate Professor of Music Education (String specialties)
4. Tenure-track Assistant/tenure-track or tenured Associate Professor of Collaborative Piano
- Application Deadline: December 1, 1998
- All deadlines for best consideration

**Theatre:**
1. Tenure-track Assistant Professor responsible for core instruction for undergraduates
- Application Deadline: January 1, 1999

**Women's Studies:**
1. Tenure-track Assistant Professor in Latina Studies
- Term becomes available as a senior appointment in Latina Studies might be made instead
- Application Deadline: December 1, 1998, for best consideration

A terminal degree is required for all positions listed above. For more information, or to submit an application, please contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland 20742.

The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.
University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instated Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director’s responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight.

The director will receive strong support from the University’s administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of references to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
238 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

The Roy H. Park School of Communications seeks candidates for a full-time, tenure-track position beginning August 15, 1999, in Advertising and one in Public Relations. The successful candidates will teach courses in Advertising and/or Public Relations at all levels of the curriculum. Additional teaching responsibilities may include core courses such as Research Methods, Media Writing, New Telecommunications, Audience Research, as well as other courses depending on the expertise of the candidate. The candidate will also advise students and may serve on department, school and college committees. Maintenance of a scholarly/professional profile is also required. In addition, there is the opportunity to work with our award-winning AAF NSAC team and PRSA chapter.

Ph.D. in Advertising or Public Relations, or a related field preferred; Master’s Degree required. Significant professional and teaching experience preferred. Commitment to a liberal arts education within a professional program required.

Applications must send a current vita, statement of interest, including areas of teaching and professional specialization, and three reference letters to: Karen Armstrong, Attention, Chair, Ad/PR Search Committee, Television - Radio Department, 328 Roy H. Park Hall, Ithaca College, Ithaca, New York 14850-7255. Fax: 607-274-1664. Screening of applications begins October 5, 1998 and will continue until the positions are filled.

Ithaca College is an equal opportunity/affirmative action employer.

SYSTEMS LIBRARIAN

The University of Massachusetts Boston seeks qualified candidates in the position of Systems Librarian. This position reports to the Head of Systems and works closely with the library department to implement and maintain a newly selected client-server integrated library system. The selected candidate will manage the daily operations of the ERL database servers and CD-ROM databases, works with the library community of systems-related projects, investigates and implements new technologies that integrate information from different systems into a single user interface, collaborates on digitization projects for electronic reserves and course pages. The Systems Librarian is responsible for installing and maintaining computer hardware and software in public areas, as well as providing technical support for the library staff.

Qualifications:
- MLS from an ALA-approved program
- Equivalent Demonstrated knowledge and experience with client-server integrated library system, experience providing technical support in-depth knowledge of Windows NT, client protocols and utilities such as TCP/IP, FTP, Telnet, Z39.50, and major administrative software packages
- Interpersonal, written, and oral communication skills
- Preferred Previous experience in an academic library or library experience with LAN and network operating systems (NT, Unix, SQL-based report writers, digitization systems, HTML, and web programming)

Additional information may be obtained by contacting Apsara Mehta at apsara.meheta@umb.edu or by visiting our website: http://www.lib.umb.edu Minimum salary is $34,000. Application deadline is October 31, 1999. Please send cover letter, curriculum vitae, names, addresses, and telephone numbers of three references to: Office of Human Resources, Search 160-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. An Affirmative Action Equal Opportunity Title IX employer.
SCIENCES FACULTY POSITIONS

Agnes Scott College is an independent, liberal arts college for women located in metropolitan Atlanta. With a current enrollment of 800 students from 38 states and 14 foreign countries and a student-teacher ratio of 9:1, Agnes Scott is in the enviable position of expanding its faculty and facilities to meet an expected student enrollment of 1,000 early in the 21st century. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay.

The college is expanding its scientific facilities and adding personnel to support new program initiatives in the sciences and mathematics and the development of the Atlanta Science Center for Women—a coordinated academic and career-development program for women in science. Plans include a $40 million renovation and expansion of science spaces including new faculty/student research laboratories, teaching/project laboratories, computer facilities, class and seminar rooms, a planetarium, student learning facilities, and additional support facilities. The successful candidate for each position listed below will participate in this planning process and in equipment acquisition for these facilities.

EUKARYOTIC MOLECULAR BIOLOGIST/GENETICIST

The Department of Biology invites applications for a new tenure-track assistant professor position in molecular biology/genetics with primary focus on eukaryotes. Teaching responsibilities will include courses in molecular genetics, introductory cellular biology and genetics and a course in the area of specialization. Contributions to advanced courses in relevant portions of cellular physiology/biochemistry and developmental biology are expected. Knowledge of radiotopography in molecular biology is desired. The appointee is expected to establish an ongoing research program and to provide research opportunities appropriate for graduate students. A Ph.D. is required and previous teaching experience is highly desirable. Letter of application should describe teaching interests, teaching philosophy, and scholarly plans. Application deadline: November 2, 1998. Search chair: Dr. Harry Wustrand, Chair, Department of Biology.

ANALYTICAL CHEMISTRY

The Department of Chemistry invites applications for a tenure-track assistant professor position in analytical chemistry. Teaching responsibilities in addition to analytical chemistry will include a physical-analytical lab course. Some responsibilities in the introductory chemistry lab or lecture, and possible contributions to the physical chemistry sequence. The successful candidate is expected to contribute to collaborative research with undergraduates and to be aware of new pedagogical trends within the discipline. Agnes Scott's Chemistry department offers ACS-approved programs in both chemistry and chemistry with biochemistry emphasis and participates in an interdisciplinary major, Biochemistry and Molecular Biology, with the Biology Department. The department maintains a wide variety of instruments and equipment for both teaching and research including FT-IR, HPLC, GC, AA, UV-vis, ultracentrifuge, and luminescence spectrophotometer. Equipment for advanced synthesis techniques and a full range of biochemical equipment are also available. Application materials should include a statement of teaching philosophy and a concise description of research plans. Applicants should arrange for 3 letters of recommendation to be sent under separate cover. Application deadline: November 9, 1998. Search chair: Dr. T. Leon Venable, Department of Chemistry.

PSYCHOLOGY

The Department of Psychology invites applications for a tenure-track assistant professor position. A Ph.D. in cognitive psychology is required. Preference will be given to candidates with experimental/developmental psychology background or experience. The successful candidate will be asked to offer a research course in his/her area of specialization. Other teaching responsibilities may include cognitive developmental and introductory psychology. Collaborative research experience involving students will be welcome. Application deadline: February 1, 1999. Search chair: Dr. Barbara Blacher, Department of Psychology.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin August 1999
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 1999
- To ensure full consideration, applications should be received by the stated deadline
- Send letter of application, curriculum vitae, and names, addresses and telephone numbers of three professional references to search chair listed

Agnes Scott College
141 East College Avenue
Atlanta/Decatur, GA 30030-3797

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer

WWW.AGNESSCOTT.EDU
Faculty Positions

Bloomfield College, a 130-year-old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multicultural, multiaction and technology environment. Additional expertise in computer graphics, music technology, multimedia, game development, and/or curriculum planning is additional plus. Search committee begins meeting Oct. 15; position open till filled. "Apply to Dr. John Towne; e-mail applications accepted at john_towne@bloomfield.edu"

Child Health Nursing/Pediatrics: Master's degree in nursing required; doctorate or doctoral study in progress preferred; NJ RN license required. "Apply to Dr. Phyllis More"

Part-Time

Medical-Surgical Nursing: Clinical adjuncts. Master’s degree in nursing and NJ RN license required. "Apply to Dr. Carolyn Tuello"

Available Fall 1999

Apply by November 20, 1998

Full-Time Tenure-Track Faculty Positions

Economics: Ph.D. in Economics required. ABD with completion within three years considered. Teach introductory through upper-level courses for business degree students. TA or full-time teaching experience highly desirable. "Apply to Dr. Ellen Powley"

Public Administration: Ph.D. or ABD in Public Administration with a specialty in Public Policy. Skills/Experience in initiating and maintaining relationships with government agencies. Position may entail administering in service training programs for government employees. The program has a strong multicultural/multinational component. "Apply to Dr. Paul Bernstein"

Mathematics: Assistant Professor. Doctorate in Mathematics or Mathematics Education. Experience with the use of technology in teaching mathematics and the ability to teach a wide selection of courses including statistics and geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus. "Apply to Dr. Mike Schiro"

Medical-Surgical/Adult Health Nursing: Master's degree in nursing required; doctorate or doctoral study in progress preferred; NJ RN license required. "Apply to Dr. Phyllis More"

All applications should include CV, three references, and transcript. Send letter and resume to person indicated at Bloomfield College, Bloomfield, NJ 07003 www.bloomfield.edu

Bloomfield College
Affirmative Action/Equal Opportunity Employer
Montclair State University • Openings • Fall 1999

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey — with approximately 13,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Humanities and Social Sciences, College of Science and Mathematics, College of Education and Human Services, School of Business, School of the Arts and the Graduate School. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education, and anticipated applied Doctoral degrees.

All positions Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. *Selected appointments negotiable to higher rank depending on qualifications.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Counseling, Human Development and Educational Leadership. (V-29) Teach courses in graduate programs in counseling. Applicant should be qualified to teach courses in counseling theories/techniques, group dynamics, multicultural counseling, and addiction studies. Focus will be on school counseling, agency counseling, higher education counseling, and business and industry. Earned doctorate in Counseling, Psychology, Education or related Human Service field. Five (5) years of experience in teaching/counseling.

Educational Foundations—Two positions. (V-4) Teach graduate courses in a specialization in Philosophy for Children. Areas of specialization include logic, philosophy of mind, philosophy of language, philosophy of science, American philosophy (especially pragmatism), social and political philosophy, and ethics. Earned doctorate with a professional focus in Philosophy for Children.

Methods of Research. Teach graduate courses at Masters and Doctoral level. Emphasis on quantitative research. Knowledge of areas in which the department offers graduate degrees. Teaching experience necessary. Evidence of research and publications. Experience working with doctoral students desirable.

Human Ecology—Two positions. (V-6) Teach undergraduate/graduate courses in consumer studies, personal and family management, and family/consumer law. Advise students and supervise students in internships and Cooperative Education placements. Doctorate in Consumer Studies or near completion. At least one degree in Home Economics, Human Ecology, or Family and Consumer Studies. (V-6A) Teach curriculum/methodology courses in early childhood/elementary education and child development. Teaching experience in an elementary school, teaching certificate and experience with an integrated curriculum and developmentally appropriate practices required.

Health Professions, Physical Education, Recreation and Leisure Studies. (V-7) Generalist within the tourism and hotel management areas. Background in management and marketing oriented skills; ability to teach budgeting, finance, marketing and research. Terminal degree or near completion in leisure service, parks and recreation, travel/tourism, commercial recreation or hospitality.

For a complete job description on these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Anthropology. (V-8) Teach urban anthropology courses with focus on applied anthropology. Areas of specialization are open, and candidates with interests in the cultures of Europe and the United States are encouraged to apply. CAI required.

Classics and General Humanities. (V-3) Teach courses in this University Honors Program in interdisciplinary culture and ideas. Knowledge of Classical Greek desirable. Develop new teaching strategies based on CAI for General Education and for major courses. Knowledge with electronic tools for teaching and research required.

English. (V-9) Teacher scholar to support teacher certification program in English. Teach language literature, and composition courses. Ed.D. or Ph.D. required. Minimum 3 years in grades 6-12 with demonstrated teaching effectiveness with diverse college population. CAI required.

Legal Studies. (V-38) Teach undergraduate and graduate Legal Studies technology courses. J.D. degree with New Jersey Bar admission required. Three years of full-time civil practice experience. Knowledge of microcomputer hardware, application programs, operation systems (Windows 95, UNIX, DOS, VAX), WWW. Tenure track position beginning Spring 1999.

Philosophy and Religion. (V-10) Teach Ethics and Applied Ethics. One year teaching experience with strong commitment to teaching excellence, research and C-I are essential.


For a complete job description on these positions, please contact Nadine Posner, Assistant Dean, College of Humanities and Social Sciences.
COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-17) Teach B.S. and M.S. undergraduate courses in genetics and general biology. Develop and maintain active research program in eukaryotic genetics, including pursuit of funding, with undergraduate and M.S. student participation. Teaching excellence required. Send vita, statement of professional goals, and names of three references.

Chemistry and Biochemistry—Three tenure-track positions.

[Environmental/Analytical Chemistry (V-19), Biochemistry (V-18) and Organic Chemistry (V-20)]. Ph.D. in Environmental/Analytical Chemistry (with research interests/expertise in Environmental Chemistry) to contribute to the development of a doctoral program in Environmental Studies/Biochemistry/Organic Chemistry. Duties involve teaching general/specialty undergraduate and graduate level courses, and established record of successful research and grant activity. Send vitae, summary of research plans, and names of three references.

Computer Science. *V-1) Specialization in software engineering: modern architecture (RISC), Informatics, or Human-Computer Interaction. Experience with object oriented technology including C++ or Java. Ph.D. in Computer Science or closely related field. Establishment of successful research/teaching/research activity. Send vitae, statement of professional goals, and names of three references.

Mathematical Sciences. Applicants must have a strong commitment to quality teaching at both the undergraduate and graduate level.

(V-2) Teach undergraduate and graduate courses in applied mathematics, financial modeling, actuarial science. Ph.D. in Mathematics or Applied Mathematics required. Send vitae, statement of professional goals, research interests, teaching philosophy and names of three references.

For a complete job description on these positions, please contact Joseph Manna, Assistant Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Fine Arts. (V-21) Teach beginning to advanced undergraduate and graduate courses in photography. Advise and mentor students.

M.F.A. in Photography, teaching experience at the college/university level preferred. Knowledge of new imaging technology necessary. Send letter and resume (including teaching philosophy, curriculum vitae, slides of work, and student work if applicable).

Music—Two positions. (V-22) Music Education. Instrumental music education specialist to teach undergraduate and graduate courses and supervise student teachers. Additional responsibilities may include directing the jazz ensemble and teaching techniques courses. Other duties depend on the candidate's area of expertise and the instructional needs of the Department. Doctorate needed for tenure. (V-23) Choral. Choral conductor and director of choral activities needed to join our other outstanding conductors in building first-rate performing groups. Build strong relations with high school conductors and actively recruit excellent student, and have a strong secondary area. Doctoral degree or master's degree and equivalent professional experience.

Speech Communication. (V-24) Teach broad spectrum of undergraduate and graduate theoretical and applied courses in Speech Communication. Ph.D. with a minimum of three years teaching experience.

Theatre and Dance. (V-25) Teach undergraduate introductory and advanced courses in acting, directing, theatre literature/theory, theatre appreciation, and direct Theatre Series seasons. Candidates should also demonstrate ability to teach voice or movement, or graduate courses in theory and performance. Ph.D., D.F.A., or M.F.A. in Theatre, and full-time college teaching experience required.

For a complete job description on these positions, please contact Geoffrey Newman, Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting. *V-26) Teach all levels of accounting with specific emphasis on Managerial Accounting. CPA and Ph.D. required. The School of Business offers a Bachelor of Science and a Master of Business Administration degree with a concentration in Accounting. The School is offering a Master of Science degree in Accounting for academic year 1998/1999 that satisfies the 150 hour requirement to sit for the NJ CPA exam.

Information and Decision Sciences. (V-27) Teach all levels of computer science and management information systems in both undergraduate and graduate programs with specific emphasis on business statistics, managerial statistics, operations analysis, management information systems, databases, management, systems analysis and design, and computer applications. A Ph.D. in Business Administration is required with major in Business Statistics, Quantitative Methods, Operations Analysis, Management Information Systems, or a related field. Applicants should have a record of publications as well as strong interest in pursuing meaningful research. Candidates must have demonstrated commitment to excellence in teaching.

Marketing. (V-28) Teach marketing and advertising at both the undergraduate and graduate levels. A Ph.D. in Business Administration is required with major in marketing or a related field. Applicants should have a record of publications as well as strong interest in pursuing meaningful research. Candidates must have demonstrated commitment to excellence in teaching.

For a complete job description on these positions, please contact Karen Dennis, Assistant Dean, School of Business.

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages application from minority group members for its faculty openings. Screening of applications begins immediately and continues until position is filled.

Complete job descriptions will be mailed upon receipt of application.

Send separate letter and resume for each position to:

Montclair State University
Box C316 V-8/0HE
Upper Montclair, New Jersey 07043

Include c/o name, job title and V-number of position.

An Equal Opportunity/Affirmative Action Institution.
COMPUTER SCIENCE/ MATHEMATICS INSTRUCTOR
AVAILABLE JANUARY 1999

Teach lower division courses in computer science and developmental mathematics. Requires a Bachelor's degree in Computer Science and 21 semester credits in mathematics; proficiency in three or more of the following: Pascal, C, FORTRAN, JAVA and VISUAL Basic; and a willingness to obtain a related Master's degree within first five years of employment. Full-time, tenure-track, 9 1/2 month position. Submit letter of interest and unofficial transcripts to the Harrisburg Area Community College, Office of Human Resources, PIN 247-8, One HACC Drive, Harrisburg, PA 17110.

VICE CHANCELLOR OF HUMAN RESOURCES
THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
Web Address: www.vcccd.cc.ca.us/

The Ventura County Community College District is seeking interested candidates for the position of Vice Chancellor of Human Resources. The Vice Chancellor of Human Resources serves as the Chancellor of the District's chief human resources officer and is directly responsible for personnel management, staff diversity, staff development, risk management and labor relations.

QUALIFICATIONS: Candidates must possess a Master's degree equivalent from an accredited institution and five or more years of relevant experience in personnel services/equal-opportunity relations or equivalent.

SALARY: $51,692

APPLICATION PROCESS: For the Search Profile brochure or confidential telephone inquiries about the application process call Ms. Judi Costales, Liaison to the Search Committee at (805) 384-8312. All inquiries, nominations and applications will be held in strictest confidence. For confidential telephone inquiries about the position: Contact Dr. Al Fernandez at (805) 650-2546; Fax (805) 650-8469; E-mail: affilhr@vccd.net. Applications will be accepted until the position is filled. It is anticipated that the search committee will begin reviewing applications in November 1998.

The letter of application, resume and list of references should be submitted to Dr. Al Fernandez, Search Consultant, Ventura County Community College District, PO Box 7660, Ventura, CA 93006-7660.

A CCEDD is an AA/EEOE.

OAKLAND COMMUNITY COLLEGE

DENTAL HYGIENE INSTRUCTOR
Faculty Positions-10 Months

Oakland Community College is currently seeking applications for positions of Dental Hygiene Instructor at the Highland Lakes Campus. Applicants must be willing to teach a diverse student population using a variety of modern teaching technologies.

Minimum Qualifications:
- Master's degree in Allied Health Education or related field preferred. Bachelor's degree accepted with five years recent work experience in the area.
- Must be a Registered Dental Hygienist with Michigan licensure or eligibility for Michigan licensure.
- Clinical and didactic teaching experience in a dental hygiene educational program.
- Recent private practice experience, minimum of two years, preferred.

Salary range is $27,600-$34,773 based upon experience and education.

Exempt from this position to traditional benefits.

Applicants must complete an application form. Requests for applications will be accepted until October 1, 1998. Contact the O.C. by phone at (847) 408-1570 and leave a message 904-90-1039.

C.C.K.

TENURE-TRACK FACULTY POSITION:

The Chemistry Department at California State Polytechnic University Pomona seeks candidates for tenure-track positions in physical chemistry, starting September 1999. Minimum qualifications are a Ph.D. in Physical Chemistry, Chemical Physics, or closely related field. Preference will be given to applicants with demonstrated research interest in experimental physical chemistry. Rank and salary are at the Assistant Professor level. Exceptional candidates who may be considered for Associate Professor. Application should include a statement of research interests, teaching philosophy, and curriculum vitae. Applications must be received by December 1, 1998.

Chair
Physical Chemistry Search Committee
Chemistry Department
California State Polytechnic University Pomona
3801 West Temple Ave.
Pomona, CA 91768

C.C.K.
Administrative Opening

NAPA VALLEY COLLEGE

NAPA VALLEY COLLEGE is dedicated to excellence in education. The College serves more than 10,000 full- and part-time students in credit, non-credit, and community services day and evening programs. Situated on a beautiful 180-acre campus in the heart of California’s wine country, Napa Valley College is located 50 miles north of San Francisco. The college is seeking qualified applicants for the following administrative positions:

ASSISTANT DEAN, ASSOCIATE DEGREE PROGRAM IN NURSING

Full-time, 12 months. The Assistant Dean is responsible for overall leadership, development, direction, and administration of all aspects of the nursing program. Requires a Master’s or higher degree which includes course work in nursing, education or administration; min one yr exp in an administrative position as director or assistant director, min two yrs exp teaching in post or post-licensure program; one yr as a registered nurse providing direct patient care. Sensitivity to and understanding of college and community students from diverse backgrounds with wide range of abilities; possess or qualify for license as a registered nurse by the CA Board of Registered Nursing. Initial salary placement 49,290-56,884 annual with 97-99 schedule commensurate with education and experience. 12 days vacation, 18 paid holidays annually, extensive fringe benefits package. For application packet contact:

Office of Human Resources
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 voice mail


Napa Valley College is an Equal Employment Opportunity/Affirmative Action Employer.

DIRECTOR OF ASSESSMENT AND EVALUATION

POSITION DESCRIPTION (Temporary) To lead three major project initiatives for the assessment of undergraduate and graduate education at the Massachusetts Institute of Technology (MIT) under the guidance of the The Center for Advanced Educational Services, and working with the Office of the Dean of Undergraduate Education. The Dean of Engineering 50% effort: Will evaluate a large scale experiment employing technology-enabled pedagogy with MIT’s Newman physics freshman course. Using streaming video objects, a newly created web-based system will aim to create a “simulated office hour discussion” between student and teacher. The same is hypothesized to be a potentially powerful new learning environment to supplement the more usual teaching methods of freshman physics. 25% effort: Will provide assessment and evaluation expertise for engineering programs using educational technology and assessment mandates of required accrediting organizations (ABET) and government agencies. 25% effort: Will be responsible for the conceptual design and development of assessment tools (including electronic tools) for evaluating programs; developing strategic assessment plans for departments based on needs analyses and educational objectives of individual courses or department curriculum.

REQUIREMENTS: At least five years of experience in the field of assessment and evaluation in an academic setting, and a Ph.D. or equivalent, preferably in assessment, evaluation theory or a related topic area. Undergraduate science or engineering background preferred. Knowledge of learning theory and evidence of contribution to the discipline necessary. Familiarity with the range of assessment tools and their appropriate use needed, as are knowledge of statistical methodologies and experience with development and utilization of educational technologies. Excellent communication and interpersonal skills and ability to work with a variety of constituencies important. (This is a two year appointment with the possibility of renewal.)

Send resume and cover letter referencing John # 98-0483R to:

MIT
Jennifer Walsh
77 Massachusetts Avenue
Rm 19-230
Cambridge, MA 02139

CALVIN College

VICE PRESIDENT FOR STUDENT LIFE

Calvin College seeks applicants for the office of Vice President for Student Life. The Vice President for Student Life is the leader and chief administrative officer of the Student Life Division. She/he reports to the President and is responsible for the effective functioning of the Student Life division. The Vice President is responsible for the planning, execution, coordination, and evaluation of the goals, programs, policies, and staff members of the Student Life Division.

Calvin College is a Christian college in the Reformed tradition. The candidate must embrace the Reformed tradition of the Christian faith, energetically support the mission of Calvin College, and articulate a coherent vision for Christian student development. The successful candidate will hold a Master’s degree in an appropriate area (not necessarily required), have expertise in student services and student development, demonstrate a commitment to developing a multicultural community, have experience working with ethnic minorities, and possess proven management and leadership skills.

Candidates should submit a resume, including the names and telephone numbers of three references by November 15 to:

Connie Bellows, Director of Human Resources, Calvin College,
3201 Burton SE, Grand Rapids MI 49546.

Calvin College is an equal opportunity employer.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

RESEARCH ASSOCIATE (RE-OPENED SEARCH)
CENTER FOR PUERTO RICAN STUDIES

DUTIES: The Research Associate will be required to focus work in any one of the following areas: (1) Contemporary Cultural, Historical and gender-related Studies of Puerto Ricans in the United States, (2) Political Economy with specific relation to the Puerto Rican labor migration experience, (3) Health, Education, Social Welfare, Criminal Justice and other issues of relevance to Puerto Ricans in mainland communities. The Research Associate's work will contribute to fulfilling the Center's short and long range research agenda. He/she will be a full-time member of the Center's Researchers Group.

QUALIFICATION: Ph.D. required at time of appointment and demonstrated research ability. Bilingual (Spanish/English) language skills highly recommended and fundraising experience desirable.

SALARY: $25,237 to mid $40K's based on qualifications and experience. Availability: 1/1/99. Non-tenure track position. Employment is from year to year up to a maximum of 2-3 years, depending upon financial availability. No regular teaching responsibilities will be assigned. SEND COVER LETTER AND RESUME TO: J. J. deJesus, Center for Puerto Rican Studies, Hunter College, 695 Park Avenue, New York, NY 10021.
LOYOLA MARYMOUNT UNIVERSITY
OPENINGS FOR 1999-2000

LOYOLA MARYMOUNT University is currently seeking applicants for the following faculty positions, which will be available in the Fall 1999. All positions listed are tenure-track and Assistant Professor level unless otherwise noted. Salaries are competitive and commensurate with background and experience.

COLLEGE OF BUSINESS ADMINISTRATION

AAGM VIT To work effectively in the accounting field and be competitive, an individual must be knowledgeable of accounting and auditing methods and practices. The bachelor’s degree in accounting is a requirement for entry into the field. This degree will provide the student with the necessary skills and knowledge to become a successful accountant.

DEPARTMENT OF MANAGEMENT

The Department of Management is seeking candidates for the position of Assistant Professor. The successful candidate will be expected to teach courses in management, including topics such as management theory, organizational behavior, and leadership. Extensive experience in industry or business is desirable. A Ph.D. in management or a related field is required. Submit a letter of application, curriculum vitae, and the names and addresses of three references to:

Dr. Richard J. Perle, Chair, Department of Finance and Computer Information Systems, MC-8835.

Research Psychology

The Department of Psychology at Greenville College invites applications for a tenure-track position at the rank of Assistant Professor. The successful applicant will be expected to teach courses in general psychology, research methods, and at least one additional upper-level course. A Ph.D. in psychology is required. Salary is competitive. The college is located in central Illinois and is committed to diversity in its faculty, staff, and student body. Interested applicants should submit a letter of application, curriculum vitae, and three letters of recommendation to:

Dr. Mary Smith, Chair, Department of Psychology, Greenville College, 509 East Green Street, Greenville, IL 62246-0599, or by email to psych@greenville.edu.

ASSISTANT PROFESSOR OF COMPUTER INFORMATION SYSTEMS (2058)

Candidates must have completed all requirements for a Ph.D. or D.B.A. from a regionally accredited institution and be terminal qualified in a related field.

Applicants should include a resume, a cover letter that addresses their qualifications for the position, and the names, addresses, and phone numbers of three references. This position will be filled as soon as an acceptable candidate is found. Address all correspondence to: Chairperson, Computer Information Systems Search Committee, Greenville College, 509 East Green Street, Greenville, IL 62246-0599.
DEAN, COLLEGE OF ARTS AND SCIENCES

Arizona State University West, a vital component of ASU's multi-campus vision, serves nearly 5000 junior, senior, and graduate students at its modern, growing campus in northwest Phoenix, one of the country's most vigorous multi-cultural and economic environments. ASU West offers upper-division bachelors and masters degrees programs in the Colleges of Arts and Sciences, Education, Human Services, School of Management and the Division of Collaborative Programs. The campus is accredited by the North Central Association of Colleges and Schools and is dedicated to enhancing the educational, economic, cultural, and social development of the community. Faculty members are expected to integrate teaching, scholarship and service, to collaborate on interdisciplinary efforts to establish community partnerships, and to demonstrate a commitment to diversity.

ESSENTIAL FUNCTIONS

Arizona State University West seeks an imaginative and experienced academic leader to guide the College of Arts and Sciences. A vibrant unit comprised of approximately 100 faculty and staff with 172 undergraduate degree programs (six are interdisciplinary) and three certificate programs. As the academic leader and chief administrative officer of the College, the Dean is responsible for all personnel, academic programs, and resources, including budget, curriculum and program development and evaluation, internal and external relationships, and enrollment. The Dean Reports to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research and service.

QUALIFICATIONS REQUIRED

Qualifications for competitive candidates include an earned doctorate or equivalent, a record of scholarly/creative achievement and teaching excellence appropriate for an appointment with tenure at the rank of professor in the College of Arts and Sciences.

QUALIFICATIONS DESIRED

Preference will be given to candidates with significant and appropriate experience in academic administration, demonstrated effective interpersonal and communication skills, a record of support for cultural diversity, experience in areas such as evaluation of ranked faculty for promotion and tenure, budget management, curriculum and program development and assessment, and evidence of ability to work effectively with multiple constituencies on and off campus.


ROBERT O. SCHULZ CHAIR IN INTERDISCIPLINARY STUDIES

One-year term position. The Robert O. Schulz Chair will serve as the resident interdisciplinary endowed chair for the College of Arts and Sciences during the 1999-2000 academic year.

QUALIFICATIONS AND EXPERIENCE: Required for the position include a commitment to teaching excellence in the natural sciences, social sciences, and humanities and a record of scholarly contributions to the advancement of these fields. The successful candidate will have a broad knowledge of the scholarly community and a commitment to enhancing the undergraduate experience through teaching and scholarly activities. The successful candidate will be committed to enhancing the undergraduate experience through teaching and scholarly activities. The position includes a salary of $50,000 per year. Inquiries: Committee on Interdisciplinary Studies, 970/351-2726.

The College of Arts and Sciences consists of several departments in humanities, social sciences, and sciences. The College is committed to the values attributed to a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters and doctoral levels. Currently there are an approximately 5,000 undergraduate and 1,700 graduate students in ASU's programs. The College is consistently acknowledged for its areas of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for Humanities and Social Sciences.

For more information about the College of Arts and Sciences, please visit our home page at http://www.asuw.edu.
SAN DIEGO STATE UNIVERSITY is committed to high quality baccalaureate and graduate education and to be obtained through excellence in teaching, support for and dissemination of research by students and faculty, and community service. The University seeks to take advantage of the opportunities inherent in an urban setting with a diverse population that borders Mexico and the Pacific Rim. The University has a vision that extends beyond our immediate boundaries and touches the lives of people we aspire to serve. The University seeks faculty who possess the passion generated by the knowledge of their disciplines and who believe that the University is a part of the community in which it resides.

SDSU anticipates administrative and tenure track openings in the following colleges and departments:

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<th>ARTS &amp; LETTERS (619) 594-5456</th>
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<td>Communicative Language Teaching</td>
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<td>Geography</td>
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<td>Environmental Geography: policy or analysis</td>
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<td>History</td>
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<td>Modern Japanese History (late Tokugawa to present)</td>
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<td>Linguistics</td>
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<td>Chinese Language Pedagogy</td>
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<td>Political Science (2)</td>
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<td>International Political Economy/Asian Politics American</td>
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<td>Government and Public Policy</td>
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<td>Religious Studies</td>
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<td>Christianity and Culture</td>
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<td>Rhetoric and Writing Studies</td>
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<td>Technical/Professional Communication</td>
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<td>Sociology</td>
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<td>Joint with Chicana Chicano Studies, Family Border Issues</td>
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<td>Women's Studies</td>
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<td>Joint with Asian Studies, post-colonial Theory, Asian Women in Diaspora</td>
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<td>Administration, Rehabilitation and Post Secondary Education (3 positions)</td>
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<td>Educational Administration: Qualitative and/or Quantitative</td>
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<td>Educational Administration: Educational Law and Finance</td>
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<td>Personnel Development and Leadership</td>
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<td>Rehabilitation Counseling</td>
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<td>Counseling and School Psychology (1 position)</td>
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<td>Research Emphasis in Marriage and Family Therapy, School Psychology and Counseling</td>
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For information regarding these positions, please contact the appropriate department.

Search Committee Chair, San Diego State University, San Diego, California 92182.

College phone numbers have been included for your convenience.

SDSU is an Equal Opportunity Title IX employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability.
Plattsburgh State University of New York

VICE PRESIDENT
FOR INSTITUTIONAL ADVANCEMENT

Plattsburgh State University of New York is seeking an experienced professional to serve as Vice President for Institutional Advancement. The individual will replace a person who is retiring after 38 years of service to the institution. Responsibilities will include leading a group of professionals in a growing and comprehensive advancement program with emphasis on fund raising, external relations, alumni affairs, marketing, strategic planning and budget preparation.

The successful candidate will have demonstrated experience in all aspects of fund raising including annual fund initiatives, capital projects, major and planned gifts and corporate and foundation relationships. Comprehensive knowledge of public relations including publications, media relations and marketing as well as experience with alumni programming is required. Candidates must have a proven record of leadership and experience in supervision and must have excellent oral and written communication skills and a willingness to travel extensively. A Bachelor's degree is required, an advanced degree is preferred. Women and minorities are encouraged to apply. Interested candidates should submit a resume and letter to Henry R. Maly, AST/BRYANT, Inc. 1 Atlantic Street, CT 06901 Fax: (203) 975-7355.

Visit our website: http://www.plattsburgh.edu

TUFTS UNIVERSITY

Associate Directors
DEVELOPMENT
ARTS & SCIENCES

Selected individual will divide time between: (a) the cultivation and solicitation of major capital gifts from alumni, parents and friends on behalf of the College of Arts and Sciences; and (b) the management of the Friends of the Libraries, Friends of the Arts, and various alumni networks. Job #M89-E3

FACULTY OF ARTS & SCIENCES

Selected individual will be responsible for the cultivation and solicitation of major capital gifts from alumni, parents and friends on behalf of the College of Liberal Arts and Jackson and the Graduate School of Arts and Sciences. Job #M89-E9

Requirements: Bachelor's degree, with 3-5 years of development or sales experience; excellent interpersonal and communication skills; ability to present complex and abstract ideas clearly; excellent organizational skills; willingness to travel. Knowledge of Windows 95 preferred. Graduate degree and knowledge of planned giving desirable.

Send 2 copies of both resume and cover letter including the job title to: Ray Domingo, Tufts University Human Resources, 169 Holland St., Somerville, MA 02144. Or e-mail resume (Word/WordPerfect) to "resume@infonet.tufts.edu".

Tufts offers an excellent benefits package including 3-4 weeks' paid vacation, tuition benefits, and much more. For further details on these and other positions visit our website at http://www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

THE UNIVERSITY OF CHICAGO

COORDINATING COUNCIL FOR MINORITY ISSUES

ASSISTANT CHAIR OF THE COORDINATING COUNCIL FOR MINORITY ISSUES

The Coordinating Council for Minority Issues (CCMI) is an advisory group composed of administrators from various areas on campus. CCMI's mission is to increase minority representation in academia by providing leadership and support for students from underrepresented minority groups. The Chair of CCMI is also the Principal Investigator for the University's National Center for Minority Student Affairs Initiative.

Under the supervision of the Chair of CCMI, the Assistant Chair will perform a number of duties, including but not limited to: coordinating CCMI events, overseeing and supporting minority student groups, and serving on search committees that directly affect students from underrepresented minority groups.

Qualifications:
- Bachelor's degree required; Ph.D. graduate school preferred
- Excellent communication skills
- Proven record of success in promoting cultural diversity and social development
- Experience with college/university administration, development, and other similar work
- Familiarity with the University of Chicago and the city
- Active role in local community
- Commitment to diversity

The University of Chicago is an Equal Opportunity, Affirmative Action Employer.

VANDERBILT UNIVERSITY

PABODY COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT

The Department of Teaching and Learning of Peabody College at Vanderbilt University invites applications for a tenure-track position in mathematics education at the assistant professor level beginning fall 1999. The department seeks an individual with a strong research background or a clear potential for one to actively contribute to research and development efforts in teaching and learning mathematics, mathematics teacher education, and applications of technology to mathematics education. Applicants should have a strong background in mathematics with an earned doctorate in mathematics education or a related field, pre-college teaching experience or its equivalent, a demonstrated commitment to teaching, and the promise of a strong research program. The Peabody environment is one in which collaboration is highly valued and in which there are many opportunities to work with members of other departments, particularly in projects involving technology. Applications are encouraged from researchers who work on sociology, philosophy, psychology, and other educational research. The successful applicant will teach graduate and undergraduate courses and advise students. Applications will be reviewed beginning January 15, 1999, and will continue until the position is filled. Send letters of interest, no more than two publications (or manuscripts in progress), current vita, and the names of three references to Pat Thompson, Chair, Mathematics Education Search Committee, Peabody College Box 3300, Vanderbilt University, Nashville, TN 37203.

Prospective applicants are encouraged to visit the Vanderbilt Peabody College website at http://www.peabody.vanderbilt.edu/peabody/.

Vanderbilt University is an affirmative action employer with a strong institutional commitment to diversity in all areas.
UNIVERSITY OF THE SCIENCES IN PHILADELPHIA

Growing university seeks to fill all administrative positions for July 1, 1999. University of the Sciences in Philadelphia was founded in 1821 as Philadelphia College of Pharmacy. B.S., first professional, M.S., and Ph.D. degrees are offered to more than 2000 students in a wide range of health and basic science programs.

DEAN OF GRADUATE STUDIES AND DIRECTOR OF SPONSORED PROJECTS

Requires Ph.D. in natural science or health-based discipline; at least five years’ successful administrative experience in publication and grantmanship record appropriate for appointment as Professor and member of graduate faculty; excellent interpersonal and leadership skills; ability to plan, vision to maintain Graduate College as effective academic unit. Responsible for leadership and administration of Graduate College; support for faculty and staff seeking external funding; participation as senior executive staff in Academic Affairs.

CHAIR OF HUMANITIES

Requires Ph.D. in a humanities discipline; extensive teaching experience; evidence of excellent administrative skills, preferably at Chair level; evidence of scholarly activity; strong background in and commitment to the liberal arts; understanding of importance of humanities in a non-liberal arts institution; interdisciplinary focus. Responsible for leadership of Department of Humanities including Art, English, Foreign Language, History, Intellectual Heritage, Ethics, Literature, Foreign Languages, Music, Philosophy. m: r in Biomedical Writings: substantial components of core curriculum; teaching expected.

CHAIR OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE

Requires Ph.D. with expertise in areas of mathematics as applied to health care fields, preferably Biostatistics, Biometrician, or related area; computer science expertise a plus; successful teaching experience; evidence of excellent administrative skills, preferably at Chair level; evidence of scholarly activity; excellent interpersonal skills. Responsible for leadership of multidisciplinary department; development of departmental strategic plan including departmental major; teaching at undergraduate and graduate levels; independent research program.

DIRECTOR OF GRADUATE PROGRAM IN HEALTH POLICY

Requires Ph.D. or equivalent research-based degree in academic discipline; evidence of excellent administrative skills, preferably at Chair level; distinguished record of accomplishment in scholarly publications and grant funding; excellent interpersonal skills; ability to plan future directions; willingness to take risks; ability to build consensus and cooperation across disciplinary boundaries. Responsible for direction and administration of new interdisciplinary health policy program; research and guidance of doctoral and masters external funding expected within three years.

DIRECTOR OF TEACHING AND LEARNING CENTER

Requires earned doctorate, experience as tenure-track or tenured faculty member; successful experience in college faculty development; knowledge of current theory and practice in college teaching and learning, preferably in clinical as well as classroom and laboratory settings; experience with adult learners; experience with distance learning and successful external grant funding a strong plus. Responsible for assisting faculty individually and in groups with teaching development, curriculum innovation and development, networking and collaborative efforts, and assessment of learning; training graduate student instructors; organizing seminars and workshops; supporting research on teaching and learning; orienting new faculty members; seeking external funding for Center Activities.

Applications for all positions accepted immediately. Review begins November 1 and continues until appointment is made. Send curriculum vitae, cover letter, and names of three references to:

Search Committee - GH212A A

University of the Sciences in Philadelphia
460 South Forty-third Street, Philadelphia, PA 19104-4495

University is an Equal Opportunity/Affirmative Action employer with a commitment to racial, cultural and ethnic diversity. Nominations and applications from women and individuals from a broad spectrum of backgrounds are encouraged.

More extensive job descriptions are posted on our web site, www.usip.edu

TECHNICAL SERVICES LIBRARIAN

Instructor or Assistant Professor

Manage online cataloging/acquisitions operations. Supervise staff of four (4) office assistants and student aides. Communicate with CUNY Special Libraries Office concerning online reports, problems, etc. Oversees online acquisitions pre-order processing; cataloging, print and online; receipt, invoicing, pre-payment, cataloging (bibliographic record creation, shelflist); and processing (stamping, bar-coding, pocketing, covering, binding orders, in-house all repairs). Perform original cataloging according to national standards using AACR2, LCRI, LCSH, and the LC class schedules. Maintain good organizational skills. Work well with a team set up in a fast-paced environment. Must be familiar with ALA-accredited cataloging program. Prefer an M.S. in Library Science. Preferred candidates to have at least one year of experience in a library setting.

Salary: Instructor: $27,434/yr - $44,190/yr
Assistant Professor: $29,931/yr - $52,213/yr

Reference to BMCC Vacancy #31 & send resume with cover letter by 10/21/98 to:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
195 Chambers Street, New York, NY 10007

IN EQUITABLE ACCESS TO AMERICAN INDIAN DISABILITY, ACT EMPLOYEES OUTSIDE OF WORK AUTHORIZATION REQUIRED. NO PHONE CALLS, PLEASE.

ACADEMIC DIVISION DEAN

The Community Colleges of Baltimore County invites applicants for these full-time administrative positions as Academic Division Deans for the following divisions:

Cantonsville Campus
- Humanities, Communications, English
- Journalism, Physical Education, Leisure & Health Studies

Dundalk Campus
- Liberal Arts and Learning Support
- Science, Health & Human Services

Essex Campus
- Allied Health/RIPERD
- Science/Mathematics
- Humanities & Arts

CCBC Human Resources Office
ATTN: Thomas Knapp
7200 Sollers Point Rd.
Baltimore, MD 21222
Fax: 410-285-9518
TDD: 410-285-2522

EEO/AA Employer
Women and minorities are encouraged to apply.
The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants with expertise in research design, statistical analysis, and measurement to fill an open rank tenure track position. Candidates will be expected to teach at the undergraduate and graduate levels, advise and direct student research, engage in interdisciplinary research within the Department, and seek extramural funding. There currently exists within Kinesiology an interdisciplinary faculty with interests in Lifespan Physical Activity, Human Performance and Fitness, Disability Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support the interdisciplinary research in physical activity. Further information about the Department of Kinesiology can be found by visiting http://www.kines.uiuc.edu.

Qualifications include an academic background in one of the general areas of Kinesiology or related field. Experience in latent variable modeling and analysis of developmental growth and change over time desired. A doctorate is required. Teaching and post-doctoral research experience desirable. Women and minorities are especially encouraged to apply. Salary is commensurate with experience and qualifications. To assure full consideration, letter of application, vitae and three letters of recommendation should be submitted by November 13, 1998. The appointment will be effective February 1, 1999. Interviews may be conducted before the closing date, but all applications received by November 13, 1998 will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Edward McAuley
Chair of the Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
990 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer.

DEPARTMENT HEAD

English Language and Literature

Eastern Michigan University invites applications for Head of the Department of English Language and Literature. The Department of 53 full time faculty and approximately 30 adjunct instructors, offers bachelor's and master's degrees, with concentrations in literature, written communications, journalism, public relations, creative writing, children's literature, and linguistics. EMU is a comprehensive regional institution with 24,000 students, located 5 miles from Ann Arbor and 35 miles from Detroit. The EMU faculty is an AAUP collective bargaining unit. Position requirements include:

- Ph.D. or equivalent terminal degree in a field taught in the department
- Record of excellence in teaching and scholarly or creative activity sufficient to warrant appointment as full professor
- Demonstrated commitment to promoting and encouraging undergraduate and graduate instruction, scholarly research, and faculty, staff, and student development
- Evidence of leadership and administrative potential including organizational, budgetary, communication, and planning skills
- Strong interpersonal skills and a commitment to shared governance

We are looking for a person who will work cooperatively with the faculty, which has a long tradition of mutually supportive collegiality among its many disciplines. The faculty edit a critical journal, The Journal of Narrative Technique, the literary journal Sulfur, and Longest, the primary clearinghouse for linguistic information on the Web. The National Writing Project funds a site here. We have been highly successful in securing research grants and sabbatical leaves, and in recruiting strong new faculty each year. The Department Head position is a 12-month administrative appointment. The anticipated date of appointment is July 1, 1999. Applicants should submit a resume, a letter of interest, three letters of recommendation, evidence of teaching and administrative ability, a sample of scholarly work, and a statement summarizing administrative philosophy, no later than December 1, 1998. Preliminary interviews will be conducted at the MLA meeting, but other arrangements can be made for candidates who are not attending the conference. Respond to:

Chair, Search Committee
Position #A99002
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

EMU is an affirmative action/equal opportunity employer.

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Massachusetts Boston invites applications and nominations for the position of Provost and Vice Chancellor for Academic Affairs. UMass Boston is a community of scholars that prides itself on academic excellence, diversity and its commitment to both undergraduate and graduate education. A comprehensive public university serving 12,000 students. UMass Boston was established in 1964 and belongs to the five-campus state university system instituted in 1991.

Today UMass Boston is nationally recognized as a model of excellence for urban universities with rapidly growing research and doctoral program in major reform and revitalization of the general education program, and great early success in its first ever capital campaign. More than ever, members of the University community are conveners and innovators in the civic affairs of Greater Boston.

The new Provost/Vice Chancellor is expected to play a central role in shaping the university's agenda for the next century. S/he will have the opportunity to:

- Integrate and strengthen the relationships among undergraduate, graduate, and professional programs;
- Further promote the University's commitment to excellence and innovation in teaching and learning, including active investigation of applications of new technologies;
- Lead the faculty in increasing external funding for research and graduate education;
- Ensure that the University remains a premiere educational resource for the citizens of Greater Boston by establishing closer links with the community;
- Make several key appointments to the academic leadership team;
- Strengthen the collaboration between academic affairs and student affairs;
- Develop a strategic approach to translating academic priorities into budgetary allocations;
- Sustain the accomplishments in achieving and sustaining diversity in all aspects of University life; and
- Actively support the University's fund raising campaign.

The successful candidate will possess the following experiences and personal characteristics:

- An earned doctorate and a record of teaching and scholarship that would justify appointment as a tenured professor;
- A vigorous vision of the future of urban public higher education;
- The ability to establish and cultivate collaborative relationships among a wide and diverse range of constituencies;
- A record of successful administrative leadership, including strategic fiscal management; and
- Sound judgment and keen diplomatic skills.

Please forward nominations and applications to: Chair, Provost Search Committee, c/o Office of the Chancellor, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. Please include cover letter, names of three references, and curriculum vitae. The search committee will begin review of applications on October 1, 1998. The University of Massachusetts Boston is an Affirmative Action, Equal Opportunity, Title IX employer. Women and persons of color are strongly encouraged to apply. http://www.umb.edu.
Assistant Dean
Graduate College
School of Interdisciplinary Arts and Sciences

The Union Institute seeks an experienced, self-motivating academician to serve as Assistant Dean of the Graduate College, School of Interdisciplinary Arts and Sciences. The Assistant Dean works as a team with the Dean of the School of Interdisciplinary Arts and Sciences and the Dean of Academic Administration to provide administrative facilitation of the academic programs of the Graduate College including the following functions: Reviews admissions applications and represents the Dean on the Admissions Committee; reviews learner documents, including the Learner Agreement; the Program Summary and the Project Demonstrating Excellence (dissemination): makes recommendations concerning Certification and Graduation: reviews draft transcripts and edit final transcripts in cooperation with the Office of the Registrar; reviews requests for emergency leaves and special accommodations under the Americans with Disabilities Act (ADA); and develops annual colloquium schedule and produces annual seminar catalog. Assistant Deans are accredited faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate with a three to five year record of successful teaching, scholarship, and administration. We also seek individuals with a commitment to person-centered graduate education and experience working with adult learners.

The Union Institute is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate School of Arts and Sciences offers only the Ph.D. It has 36 core faculty, over 1,000 adjunct faculty and 840 learners enrolled in an interdisciplinary doctoral program. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to reside.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later than December 1, 1998 to

Assistant Dean Search Committee
School of Interdisciplinary Arts & Sciences
Human Resources Office
The Union Institute
440 E. McMillan Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter which indicates his or her background and educational philosophy consistent with specific preparation and standards for the position.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

Bentley College, The Business School for the Information Age, is developing a ground-breaking curriculum for the 21st century. Our faculty are committed to integrating technology into the learning process and course content, making extensive use of information technology professionally; contributing to cross-disciplinary teaching; fostering connections between classroom and broader aspects of students' experiences; and community-building activities. Among the College's new information-age facilities are the recently opened Hughney Center for Healthcare Services housing a state-of-the-art trading room, and a specialized academic building that will be completed in the year 2000. To complement our curricular and physical growth, the Bentley College Board of Trustees has authorized hiring a large number of new faculty able to contribute significantly to our strategic goals over the next five years.

Trustee Professorship
New for Fall 1999

President Joseph Morone invites nominations and applications for the third Trustee Professorship to be funded by the College. We anticipate that applicants and nominees for this special position currently are Assistant or Associate Professors who, if appointed at Bentley, will enter as an Associate Professor with tenure. The initial term of appointment as a Trustee Professor will be for 5 years and is renewable.

We seek a truly outstanding individual poised to provide leadership into the next century in advancing the use of information technology in both teaching and scholarship. Ideally, your scholarly interests will be cross-functional. The appointment will be in one of Bentley's traditional business (and business-related) departments or programs: Accountancy, Business Communication, Computer Information Systems, Economics, Finance, Law, Management, Mathematical Sciences, Marketing or Taxation. The Trustee Professor must be willing to teach in cross-functional courses and participate extensively in curriculum and program development. The teaching load will be one course per semester. College resources, such as summer grants and graduate assistant support, will be provided.

For best consideration, nominations and applications should be forwarded by November 15, 1998 to:
Dr. H. Lee Schlott, Vice President for Academic Affairs, Bentley College, 175 Forest Street, Waltham, MA 02154-4706. Candidates will be considered until the position is filled.

An equal opportunity employer building strength through diversity and welcome applications from underrepresented groups.

INSTRUCTOR/ASSISTANT PROFESSOR
Health Information Technology

Teach full range of Health Information Technology courses. Evening/Saturday teaching may be required. Master's degree + ART or RRA certification + eight (8) yrs teaching or managerial exp in the field req'd for Asst Professor rank. Master's degree required for Instructor. Knowledge & exp with computer software design and applications in health information management req'd.

Salary: Instructor: $27,454/A - $44,190/A
Assistant Professor: $29,931/A - $52,213/A

Refer to BMCC Vacancy #732 & send resume with cover letter by 10/21/98 to:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CLUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED - NO PHONE CALLS PLEASE
GRINNELL COLLEGE F aculty Positions

Grinnell College solicits applicants for the following positions beginning in August, 1999. Assistant Professor appointment (Ph.D.) preferred. Instructor (ABD) appointments possible in some departments. The normal teaching load is five courses per year. In their letters of application candidates should address their interest in undergraduate teaching and research in a liberal arts environment that emphasizes close faculty-student interaction. To be assured of consideration, applicants should submit their materials by the application date noted below. Send materials to the appropriate search committee chair at Grinnell College, Grinnell, Iowa 50112.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students with students from nearly every state in the United States and the District of Columbia, and 40 other countries. Grinnell College is consistently ranked among the top nationally selective liberal colleges in the United States. Additional information about Grinnell College is available from our website at <http://www.grinnell.edu>.

FRENCH DEPARTMENT: tenure track position. Ability to teach language, literature and culture at all levels. Must demonstrate excellence in teaching and a strong commitment to scholarship. Native or near-native fluency required. Area of specialization: seventeenth or eighteenth century strongly preferred. In addition, background in Sub-Saharan or Caribbean literature desirable. To be assured of consideration, send letter, resume and dossier by November 16 to Susan Ireland, Chair, French Department.

CHEMISTRY DEPARTMENT: tenure track position in biochemistry at assistant professor level. The appointee will be expected to teach introductory chemistry, biochemistry, and develop courses for our proposed Biological Chemistry major. Additional teaching responsibilities may include organic or physical chemistry depending on the candidate’s expertise. A Ph.D. in biochemistry or a related field is required. Laboratory facilities and instrumentation for teaching and research are excellent, and start-up funds are available. To be assured of consideration, send curriculum vitae, undergraduate and graduate transcripts, a statement of teaching interests/philosophy, and a research proposal. Arrange to have three letters of recommendation sent to Lee R. Sharpe, Chair, Department of Chemistry by October 30.

ENGLISH DEPARTMENT: tenure track position for specialist in post-colonial literature; must also cover survey of British literature since 1800 and introductory literature courses. Ph.D. required. Apply with letter and vita by November 6 to Edward M. Moore, Chair, Department of English.

RUSSIAN DEPARTMENT: two leave replacements, one and two years. Teaching competence in Russian language and literature at all undergraduate levels. Ability to teach courses on Tolstoy and/ or Dostoevsky in English. Native or near-native fluency in Russian and English. Please send cover letter, resume, and three letters of recommendation by November 16 to Anatoly Vlashevsy, Chair, Department of Russian.

Grinnell College is an equal opportunity affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

Manchester Community-Technical College

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges, serving about 9,000 students at any one time. MCTC is seeking candidates for the following position:

DIRECTOR OF ENROLLMENT SERVICES

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mctc.commnet.edu/psr, or call (860)647-6153.

Send letter of intent, resume, transcripts, the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than November 6, 1998.

EOE/AAU/M/F

Director of Writing Across The Curriculum
Governors State University

Governors State University (GSU) invites applications and nominations for the position of Director of Writing Across the Curriculum, effective Winter 1999. This is an administrative and professional position. The Director is responsible for further development and implementation of the Writing Across the Curriculum Program and works closely with the Coordinator of the University Writing Center and the Coordinator of Writing for the English Program.

Qualifications

Ph.D. in English Composition/Rhetoric or related field. The successful candidate should have a minimum of two years experience working in a Writing Across the Curriculum Program and be a highly motivated individual with the ability to provide dynamic leadership for the further development and implementation of the Writing Across the Curriculum Program.

Application and Nomination Procedure

The position is available January, 1999. Review of applications will begin October 30, 1998 and continue until the position is filled. Starting salary range is $65-70K plus an attractive benefits package. Please send an informative letter of interest, a current vita and the names, addresses and telephone numbers of three references to:

Jacquelyn Kilpatrick
Chairperson, Search Committee for Director of Writing Across the Curriculum
governors state university
University Park, IL 60446

GSU is the only upper-division/graduate university in the state of Illinois offering junior and senior level courses leading to the Bachelor’s degree, and graduate level courses leading to the master’s degree. Located 35 miles south of Chicago, GSU serves approximately 9,000 students annually in the colleges of Arts and Sciences, Business and Public Administration, Education, and Health Professions. For further information about GSU, see our website at:


GSU, an affirmative action/equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applications from women and ethnic/racial minorities.
UNIVERSITY OF NORTHERN COLORADO
College of Arts and Sciences - Greeley, CO 80639

FACULTY POSITIONS

Applicants sought for full-time faculty positions starting August 18, 1999. All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignment in off-campus state-wide programs and/or partnership school activities. All applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) the names and addresses of at least 3 reference contacts, and 4) official transcripts. Additional application items may be listed for each position. Review of application materials will begin by the stated deadline and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site: http://www.unco.edu/uscancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programming leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4000 undergraduate and 170 graduate majors in 41 programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu

INQUIRE: DEPARTMENT OF ANTHROPOLOGY - 970/351-2021
Assistant/Associate Professor of Anthropology (#20093)
Tenure track position. Ph.D. in anthropology required, along with research and publications. A strong commitment to undergraduate teaching, teacher education, research, and service is required. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching nine semester hours per semester of introductory courses in anthropology and advanced undergraduate courses in anthropological archaeology (primarily New World), conducting local archaeological field schools and funded research, and performing department, college, university and community service. Application Deadline and Additional Materials: December 1, 1998; no additional materials required.

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES - 970/351-2921
Lecturer in Human Biology (#20194)
One-year term position, potentially renewable. Earned doctorate in mammalian anatomy/physiology or a related discipline is required. Demonstrated evidence or potential of high quality college teaching and interest in directing undergraduate research required. Responsibilities include teaching courses in introductory biology, human anatomy/physiology; and course in area of expertise, and undergraduate advising and other departmental service requirements. Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy, research experience and plans, contact information for 5-6 references.

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES - 970/351-2921
Assistant Professor of Biological Sciences (#20198)
Tenure track position. An earned doctorate in biological education, science education, or the biological sciences required. Demonstrated competence in biology, potential for high quality teaching and the potential for excellence in research on the learning and teaching of biology is preferred. Establishing an active research program, obtaining external funding, and publishing in scholarly journals are expected. Responsibilities include directing Ph.D. students in research on biology education, MA students in biology research, teaching in areas of expertise, undergraduate advising, and other departmental service requirements. Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy and research interests, and contact information for five to six references.

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES - 970/351-2921
Assistant/Associate Professor of Biological Education (#20203)
Tenure track position. An earned doctorate in biological education, science education, or the biological sciences is required. Demonstrated competence in biology, a record of high quality teaching, demonstrated excellence in research on the learning and teaching of biology including a record of publication and grant activity is preferred. Establishing an active research program, obtaining external funding and publishing in scholarly journals are expected. Responsibilities include directing Ph.D. students in research on biology education, MA students in biology research, teaching in areas of expertise, undergraduate advising, and other departmental service assignments. Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy and research interests, and contact information for five to six references.

INQUIRE: DEPARTMENT OF EARTH SCIENCES - 970/351-2647
Lecturer in Earth Sciences (#20221)
One-year term position, potentially renewable. Earned masters or doctorate in the earth sciences (geology, meteorology, oceanography, astronomy) with demonstrated expertise in science education, or earned masters or doctorate in science education with expertise in the earth sciences. Middle/high school teaching experience is required. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching introductory-level courses in one or more of the earth science disciplines, earth science concepts for elementary teacher, and science education methods. Additional duties will include participation in the teacher education partnership school program. Application Deadline and Additional Materials: December 1, 1998; 3 letters of reference.

INQUIRE: DEPARTMENT OF ENGLISH - 970/351-2971
Assistant Professor of English (#20134)
Tenure track position. Ph.D. or an accredited institution is strongly preferred. ABD considered. Dissertation, publications, or other evidence of preparation in field required; demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching undergraduate and possibly graduate (MA) courses in non-European/North American literature, as well as introductory literature courses and composition, and departmental service assignments. Application Deadline and Additional Materials: December 15, 1998; no additional materials.

INQUIRE: DEPARTMENT OF ENGLISH - 970/351-2971
Assistant Professor of English (#20135)
Tenure track position. Ph.D. from an accredited institution is strongly preferred. ABD considered. Dissertation, publications, or other evidence of preparation in folklore and American literature is required; demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching undergraduate and graduate (MA) courses in American literature and folklore, as well as introductory literature classes and composition, departmental service assignments and scholarship. Application Deadline and Additional Materials: December 15, 1998; no additional materials.

INQUIRE: DEPARTMENT OF GEOGRAPHY - 970/351-2715
Assistant Professor of Geography (#20160)
Tenure track position. Doctorate in geography from an accredited institution is required. Responsibilities include introductory and advanced courses in cartography and geographic information systems, introduction courses in world geography or U.S. and Canada, professional scholarship activity, and service. The ability to teach an advanced regional course is a plus. Application Deadline and Additional Materials: January 8, 1998; 3 letters of recommendation.

INQUIRE: DEPARTMENT OF HISPANIC STUDIES - 970/351-2811
Assistant Professor of Spanish (#21785)
Tenure track position. Ph.D. in Spanish with emphasis in language acquisition theory and pedagogy is strongly preferred; ABD considered. Native or near-native fluency in Spanish, and demonstrated potential for excellence in teaching and research are required. Experience and expertise in teacher training programs in Spanish, and knowledge and/or experience with technology in foreign language teaching are desirable. Responsibilities include teaching Spanish language courses at all levels, advising and supervising student teachers, research, and departmental service assignments. Application Deadline and Additional Materials: December 1, 1998; 3 letters of recommendation.

INQUIRE: DEPARTMENT OF HISTORY - 970/351-2905
Lecturer in History (#20168)
One-year term position, potentially renewable. Ph.D. in American history with an emphasis in Post-1810 American political, social and labor history is preferred. ABD considered. Secondary field in either Pacific Rim or Asian American history is preferred. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include introductory surveys in American history: undergraduate courses in 19th-century American history and Pacific Rim or Asian American history, advising, research and departmental service assignments. Application Deadline and Additional Materials: November 15, 1998; 3 letters of recommendation.
INQUIRE: JOURNALISM AND MASS COMMUNICATIONS
970351-2726
Assistant Professor of Journalism and Mass Communications (20296)
Tenure track position. Ph.D. in journalism, mass communications, or area directly and primarily focused on mass media is required. Successful teaching, or the clear potential for successful teaching, in video and audio production at the college/university level, professional experience in video production, competence in the use of computerized editing and graphics systems for video production, the ability to teach a wide range of media courses; and record of, or clear potential for, scholarly research or successful grant writing are also required. Experience supervising/coordinate student media production highly preferred. Responsibilities include teaching video production courses, radio production courses, potentially newswriting and broadcast newswriting courses, work with student cable television productions, departmental service assignments, student advising, scholarly research and publication. Application Deadline and Additional Materials: November 9, 1998; 3 letters of recommendation.

INQUIRE: DEPARTMENT OF POLITICAL SCIENCE -970351-2058
Lecturer in Political Science (20173)
One-year term position, potentially renewable. Ph.D. in political science is required. Specialization in western political philosophy is preferred and another area of specialization in political theory, including American political philosophy, is desirable. Responsibilities include teaching two-, three- and four-semester surveys of Western political philosophy, as well as a course in American political philosophy and introductory American politics in political science. Applicants must include departmental service assignments and scholarly activities. Application Deadline and Additional Materials: December 15, 1998; 3 letters of recommendation, evidence of teaching excellence or potential, and samples of written scholarly work.

INQUIRE: DEPARTMENT OF POLITICAL SCIENCE -970351-2058
or WOMEN'S STUDIES PROGRAM -970351-22067
Assistant Professor of Political Science and Women's Studies (21847)
Tenure track position. Ph.D. in political science or women's studies with background and preparation suitable to both areas required. The ability to teach courses in women's studies with an emphasis in feminist theory and feminist legal studies and a specialization in American politics or international politics or comparative politics is required. Responsibilities include teaching three courses per semester, divided between the two programs. Departmental service assignments and scholarly activities. Application Deadline and Additional Materials: December 15, 1998; 3 letters of recommendation, evidence of teaching excellence or potential, and samples of written scholarly work.

INQUIRE: DEPARTMENT OF SOCIOLOGY -970351-2315
Lecturer in Sociology (20104)
One-year term position, potentially renewable. Ph.D. in Sociology or highly related area with extensive graduate coursework in sociology is required. Demonstrated ability to teach effectively in a broad range of courses in at least two of the emphasis areas of criminal justice, family studies, sociology of education, and social issues is required. University level teaching and strong research or service experience is preferred. Responsibilities include teaching 12 required hours and 3 hours of research or departmental service assignments. Application Deadline and Additional Materials: November 15, 1998; 3 letters of recommendation and/or the names and phone numbers of three references who have agreed to be contacted.

INQUIRE: DEPARTMENT OF SPEECH COMMUNICATION
-970351-2045
Assistant Professor of Speech Communication (two positions: #20190 and #20191)
Tenure track positions. An earned Ph.D. in communication or speech communication from an accredited institution is required. Demonstrated potential for excellence in college teaching with success or potential for success in the use of active learning, standardized performance assessment, and technology-enhanced student learning strategies; record of or clear potential for scholarly research and publication; or successful grant activity; documented ability and willingness to serve students, specifically elementary and secondary teacher education candidates are required. Responsibilities include teaching undergraduate and graduate courses such as introduction to speech communication, small group, intersubjective, organizational, professional speaking, and applied research to speech communication, and responsibilities in research and service. Application Deadline and Additional Materials: December 1, 1998; three letters of recommendation and documented evidence of excellence in college teaching including teaching evaluations, sample instructional materials, and student learning outcome products with instructor feedback.

UNC is an AEO employer and is committed to fostering diversity in its student body, faculty and staff.

INTRA: UNIVERSITY OF CHICAGO
ASSISTANT PROFESSOR OF INTERNATIONAL BUSINESS
The University of Chicago Division of Business and Economics invites applications for the tenure-track, ten-month position, Assistant Professor of International Business, starting August, 1999. A Ph.D. in International Business is required or dissertation defended by the date of appointment. Applicants must provide evidence of effective teaching at the college level, significant professional work experience and progress on a research agenda. Qualifications to teach international management, international marketing, and business strategy are expected, as is a commitment to student success. Candidates with proficiency in global information and contemporary instructional technology proficiency and having worked in diverse cultural and national settings preferred. The Division of Business and Economics offers B.S. and MBA degrees. Teaching responsibilities will include three courses per semester at undergraduate and graduate levels and successful candidates are expected to contribute intellectually to scholarly research and professional development. Excellent benefits. Applications are currently being accepted and will continue until the position is filled. Send a letter of application, resume, three letters of recommendation to:

Thomas J. von der Embse, Dean
Division of Business and Economics
Indiana University Kokomo
P.O. Box 9003, Kokomo
IN 46904-9003
Email: tvandere@iusk.edu

Indiana University Kokomo is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.

1) Associate/Full Professor of Communication. The successful candidate will have a
earned doctorate in Communication or a related field, a novel of scholarly accomplishments and
research success at the undergraduate and graduate levels, appropriate for appointment as Associate
Professor or Full Professor, a strong record of external research funding, and demonstrated commitment to
multi-disciplinary scholarship. We are
looking for someone who will have interests in program development, particularly in the graduate
career and faculty and graduate student training. A candidate must also have a primary background in the
study of communication technology with additional interest in intercultural communication and/or media studies.

2) Assistant Professor of Communication. The successful candidate will have an earned
doctorate in Communication or a related field, strong promise of scholarly accomplishments and
research success at the undergraduate and graduate levels, appropriate for appointment as Assistant
Professor, and a strong record of external research funding and demonstrated commitment to
multi-disciplinary scholarship. A candidate must also have a primary background in health communication, with additional interest in intercultural communication and/or media studies.

Located in the heart of Chicago, Illinois, The University of Chicago is a leading research institution with over 60,000 undergraduate and graduate students, over 3,000 faculty and 10,000 staff. The Department of Communication has 9 full-time faculty, approximately 50 graduate students and 20 Undergraduate students. The University expects to develop a doctoral program in Communication. The Department of Communication is located in the beautiful University of Chicago. The position is a tenure-track position at the rank of Assistant Professor.

Applications are encouraged until filled, with priority given to those received by November 30, 1999. Submit a letter of application, a complete curriculum vitae, samples of recent scholarly publications, and four letters of reference to:

Professor Kevin G. Barnhurst
Chair, Communication Search Committee
Department of Communication (m/e 132)
The University of Illinois at Chicago
1007 W. Harrison St.
Chicago, IL 60607-7137

Applications should be submitted by November 30, 1999. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.
AMHERST COLLEGE
ASSOCIATE DIRECTOR
OF MAJOR GIFTS

AMHERST COLLEGE invites nominations and applications for the position of Associate Director of Major Gifts in the Office of Development, reporting to the Director of Capital Giving. This person will play a key role in helping Amherst successfully complete its campaign, scheduled to end June 30, 2001, with his/her primary responsibility being to create and execute solicitation strategies to secure six- and seven-figure gifts from alumni, parents and friends. Additional responsibilities include the identification of new prospects, the organization of special events and events, and other assignments in support of the campaign. Amherst seeks an experienced professional with an exhibited ability to work collegially in a team environment, to speak for all the needs of an integrated, comprehensive development program, and to create new opportunities to strengthen an individual's relationship with the institution. This officer will be a senior member of the Development team, and will have frequent contact with alumni leaders, faculty, and other College officers.

QUALIFICATIONS INCLUDE: a minimum three to five years of experience in higher education fundraising; a proven track record of soliciting major gifts within a donor-centered long-term relationship-building structure; the ability to work independently and creatively within established guidelines, while at the same time performing as a member of a team in a complex organization: strong interpersonal and communication skills. Extensive travel, including some weekend work, will be required. The successful candidate will have a clear understanding and appreciation of the role of a private liberal arts college, a commitment to its mission, and the personal intellectual skills necessary to articulate institutional needs to a variety of audiences.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000. Applications will be considered until the position is filled, with appointment as soon as possible.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

University of Maryland, College Park
Robert H. Smith School of Business
Organizational Behavior

The Management and Organization Faculty invites applications for a tenure-track faculty position in Organizational Behavior. The position is available for Fall 1999 at the assistant or associate level, depending on the qualifications of the applicant. The Robert H. Smith School of Business has nationally ranked programs at both the undergraduate and MBA levels and a strong, active doctoral program.

Candidates must possess an earned doctorate in Organizational Behavior or a closely related field (or must have very strong likelihood of obtaining their doctoral degree before September 1999). We encourage the following as desirable: a programmatic research agenda, publications or acceptances in the major journals, and evidence of strong teaching skills. Accordingly, we would be open to (and, would indeed welcome) candidates who could join our group at the senior assistant or associate level.

We invite applications from candidates pursuing research in any of the sub-streams of organizational behavior. Assuming strong research credentials, we would be particularly receptive to candidates working on issues pertaining to knowledge management, organizational learning, international organizational behavior, virtual teams, and/or the interplay between organizational behavior and technology.

Applicants should send their vita, one page outline of anticipated research stream, examples of research, and evidence of teaching effectiveness and also arrange for three or more letters of recommendation to be forwarded to Professor Henry P. Sims, Jr., Robert H. Smith School of Business, University of Maryland, College Park, MD 20742. Applications and related materials must be received by November 15, 1998 to be guaranteed the fullest consideration.

The University of Maryland subscribes to a policy of equal employment opportunity and will not discriminate against any employee or applicant because of race, age, sex, color, physical or mental handicap, national origin or political affiliation. Minorities and women are encouraged to apply.

Professor Henry P. Sims, Jr.
Robert H. Smith School of Business
University of Maryland
College Park, MD 20742
Tel: +1-301-405-2258
Fax: +1-301-299-5738
e-mail: hsims@rhsmith.umd.edu

University of Texas at Arlington
DIRECTOR, CENTER FOR MEXICAN AMERICAN STUDIES

The University of Texas at Arlington invites nominations and applications for the position of Director of the Center for Mexican American Studies. The Director will be a tenured faculty member at the rank of either Associate or Full Professor. The successful candidate must exhibit a strong disciplinary expertise in Mexican American Studies. The Director must be bilingual in Spanish and English and demonstrate the ability to provide administrative leadership.

The University of Texas at Arlington is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metropolis, enrolling approximately 20,000 students. The University, as well as the larger metropolitan community, provide significant resources for scholars committed to Mexican American Studies.

Send letter of application, Curriculum Vitae, and two (2) sets of reference letters to: Neil Peltier, Search Committee Chair, Center for Mexican American Studies, P. O. Box 19444, The University of Texas at Arlington, Arlington, Texas 76019-0444.

The deadline for applications is December 31, 1998.

UTA is an E O/A employer.

MICHIGAN STATE UNIVERSITY

The College of Education announces five tenure system positions to begin Fall 1999: Assistant Professor, School Psychology; Assistant Professor, Applied Exercise Science/Physiology; Measurement and Quantitative Methods; Social Studies Education; Technology in Teaching and Learning.


Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.

MSU is an affirmative action/equal opportunity institution.

Latin American History: Joint appointment in the Department of History and in the Institute for Ethnic Studies (Latino and Latin American Studies) Assistant Professor tenure track, beginning Fall 1999. PH.D. required by time of appointment. Specialization in one or more of the following fields: modern Latin American, cultural studies, Chicana. Spanish speakers, indigenous peoples of Latin America, modern South America. Ability to teach undergraduate and graduate level courses in Latin American history and courses in Ethnic Studies. Consideration of applications will begin Nov 1 and continue until position is filled. Send letter of application, CV, and three letters of recommendation to: Professor Alan E. Steinweis, Chair, Latin American Search Committee, Department of History, University of Nebraska-Lincoln, Lincoln, NE 68588-0327.

The University of Nebraska is committed to a pluralistic campus community through alternative action and equal opportunity, and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Alan E. Steinweis at (402) 472-8577 for assistance.
OSWEGO STATE UNIVERSITY
Department of Modern Languages & Literatures

Oswego State University requests applications for the Chair of Modern Languages & Literatures, a department with ten full-time faculty, offering language and literature majors in Spanish, French, German, and Chinese, and a strong program in Italian, Japanese, Russian, and American Sign Language. The Department of Modern Languages is also pursuing innovative programs in Language and International Trade and languages. Across the Curriculum. We seek an experienced leader who will support these efforts and assist the department in identifying future directions.

The Chair will be a member of the Spanish section of the Modern Languages Department. He or she should have a Ph.D. and accomplishments as a teacher and scholar appropriate for appointment at the Associate Professor or Professor rank.

The Chair of Modern Languages should also have: (1) demonstrated administrative skills (e.g., as a department chair, program director, governance leader, or successful leader in curriculum reform), (2) the ability to work effectively and collegially with others, and (3) knowledge of current issues in foreign language programs in higher education, including experience with the latest educational technologies.

Salary will be commensurate with rank and experience. Applicants should submit a letter of application, resume, and the names of three references with addresses and telephone numbers to:

Dr. Mary Frances Stock
Office of the Dean of Arts and Sciences
601 Culkin Hall
Oswego State University
Oswego, New York 13126

Review of applications will begin December 1, 1998 and will continue until the position is filled.

California State University, Bakersfield invites applications and nominations of candidates for the position of Provost and Vice President for Academic Affairs. CSUB was founded in 1968 and is one of the twenty-two campuses in the California State University System. This regional comprehensive university is located in the city of Bakersfield, which has a metropolitan population of about 300,000. It serves a growing and diverse population of 700,000 who live in the Southern San Joaquin Valley. The enrollment of the university is growing at about five percent annually, and it is now at 5,700.

The Provost is the chief academic officer and reports directly to the President. The Provost has direct administrative responsibility over the Schools of Arts and Sciences, Business and Public Administration, and Education, the Division of Extended University. The Office of Graduate Studies and Research, the Office of the Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, and the Athletics program. In budget management and operations, the Provost for Information Resources also reports to the Provost. The Division of IR includes the Library, Computer Services, Telecommunications and Media and User Support Services.

The Provost is a member of the President’s Cabinet. The Provost is the President’s designee in working directly with the Academic Senate and chairs the Council of Academic Deans. The University is accredited by the Western Association of Schools and Colleges, and its degree programs in business, public administration, education and nursing are accredited by AACSB, NASPAA, NCATE, and AACTI, respectively.

The Provost is expected to provide academic administrative leadership for the university, including implementation of the institution’s Statement of Mission and Goals and supporting institutional priorities such as outreach to underserved populations, developing effective uses of electronic communications and computing technologies in teaching and learning, identification of program goals and program assessment, maintaining quality of academic programs, faculty development, and improving teaching and learning and student support.

QUALIFICATIONS INCLUDE: (1) an earned doctorate and record of teaching, service, and scholarly achievement sufficient to merit appointment at the rank of Professor; (2) appropriate academic administrative experience within the last five years in a position(s) at least equivalent to an academic dean; (3) a commitment to educational equity and the value of ethnic and gender diversity among faculty and institutional student populations; (4) demonstrated successful experience in establishing and maintaining consultative working relationships decision making with all segments of the campus community; and (5) proven effectiveness in acquiring, allocating, and managing academic resources.

The appointment is expected to begin no later than August 1, 1999. CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. Salary and benefits are competitive with comparable institutions with experience and qualifications. For maximum consideration, deadline for receipt of application materials is November 13, 1998. However, the position will remain open until filled. Nominations or letters of application will be reviewed and the names of at least four references should be sent to:

Chair, Search Committee, Provost and Vice President for Academic Affairs
Office of the President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099
ASSISTANT DEAN
GRADUATE COLLEGE
School of Professional Psychology

The Union Institute seeks an experienced, self-motivated academician to serve as Assistant Dean of the Graduate College, School of Professional Psychology. The Assistant Dean works as a team member with the Dean of the School of Professional Psychology and others to provide administrative and other services to the academic programs of the Graduate College, including the following: develops and directs a dispersed internship consortium; reviews and evaluates program documents including the dissertation advisor; advises faculty and learners on program policies and procedures; represents the Dean of the Office at selected meetings; assists with the day-to-day operation of the Office; and attends University faculty meetings. Assistant Deans are awarded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should have a person of integrity and imagination, with a discerning critical mind, empathetic character, and a good sense of humor. Expectations include an earned doctorate in Clinical Psychology, a psychologist's license, extensive experience as a psychotherapist and a minimum of five years experience working with a collaborative team. The position requires travel and the ability to maintain confidentiality in the development of the psychology profession through participation in the governance of a state psychology association, APA, or service on a state licensing board. We are seeking an individual with a commitment to person-centered graduate education and experience working with adult learners, who enjoys organizational development and has functional computer skills, especially in on-line scholarship research.

The Union Institute is an accredited, independent university offering programs of study across a wide range of academic fields. The Graduate College, School of Professional Psychology has a core faculty, over 400 adjunct faculty and 247 learners enrolled in an interdisciplinary doctoral program in clinical psychology. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to work.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later than December 1, 1998 to:

Assistant Dean Search Committee
School of Professional Psychology
Human Resources Office
The Union Institute
440 E. McMillan Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit recommendations. Each applicant should submit a cover letter which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

CHAIR, DEPARTMENT OF TEACHING AND LEARNING

Peabody College, Vanderbilt University, invites applications for the position of Chair of the Department of Teaching and Learning. We are seeking a senior scholar with a strong record of research in teaching and teacher education who can be an effective department advocate. This individual will lead the department in shaping a vision that builds on our strengths in graduate and undergraduate programs in research on teaching and learning in literacy, mathematics and science, collaborative partnerships with schools, use of technology to support teacher education, and commitment to the goals of diversity and multicultural understanding.

The Department, with 28 full-time faculty, has a significant record of external funding and offers graduate and undergraduate teacher certification programs in early childhood, elementary and secondary education. Graduate program areas include Curriculum and Instructional Leadership, Language and Literacy, Mathematics Education, Science Education, and Early Childhood Education.

QUALIFICATIONS: Earned doctorate in education or related field; a strong record of scholarship and leadership in teacher education, teacher professional development and teacher learning sufficient to warrant appointment at the rank of professor; and administrative experience.

Candidates are asked to submit a letter of application, statement of educational philosophy, curriculum vitae, and names of three people who will provide letters of recommendation to:
Pat Thompson, Chair, Search Committee; Box 330 Peabody College; Vanderbilt University; Nashville, TN 37203. Telephone: (615) 322-8100; email Pat.Thompson@Vanderbilt.edu.

We encourage applications and nominations from persons of diverse backgrounds. Review of applications will begin December 1 and continue until the position is filled.

Vanderbilt University is an affirmative action, equal opportunity employer. For additional information visit us at: www.peabody.vanderbilt.edu.

THE UNIVERSITY OF MICHIGAN
Department of Communication Studies

FACULTY OPENINGS 1998-99
ASSISTANT/ASSOCIATE/PROFESSOR OF COMMUNICATION STUDIES

Communication Studies - The University of Michigan Department of Communication Studies seeks applicants for several faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects.

Positions available and possible areas of research and teaching are as follows:

Position 1: Television studies (television history, television theory, race and ethnicities in contemporary American television). This position will be a ten-month (50%) appointment with the Program in Film & Video tenure. Appointment is at assistant professor level, but more advanced candidates will also be considered.


The University of Michigan is a non-discriminatory, affirmative action employer. Applicants should identify positions of interest and send via three letters of recommendation and evidence of teaching effectiveness.

SEND APPLICATIONS TO:
Search Committee
Department of Communication Studies
2020 Frueze Building
The University of Michigan
Ann Arbor, MI 48109-1285

DEADLINE: Review of applications will begin November 15, 1998 and continue until the positions are filled.
PRESIDENT
Empire State College

History changed forever at Saratoga in 1777. And in that same place one hundred ninety-four years later, higher education in New York changed forever as well.

In 1971, a creative and innovative group of educators founded Empire State College as an academically rigorous, student-centered institution. Operating as a college of arts and sciences of the State University of New York, Empire State College is recognized as a world leader in designing and delivering programs that meet the academic, personal, and professional goals of more than 10,000 students each year. Offering the latest technological methods, as well as faculty mentors and students working together oneto-one, Empire State College remains a true innovator in delivering highest quality education to diverse adult students.

The College’s administrative headquarters is located in Saratoga Springs, an historic community of 25,000 residents, 30 miles from Albany, the state capital, and 180 miles from New York City, at the foot of the Adirondack Mountains. The College has 44 sites in New York State, as well as international offices in Israel, Cyprus, and Athens.

Our new president must have strong academic credentials, experience designing and delivering educational programs to adult learners, significant administrative experience, and strong advocacy and fund-raising skills. We are looking for someone who is comfortable working in a dispersed and highly collaborative structure, who has the creative spirit to keep us on the cutting edge of academic excellence and innovation, and who has the practical disposition and experience to make it all work. We invite candidates from academe and those with applicable credentials from other sectors, as well.

For more information about the College and the presidential search, visit the Empire State College web site at www.esc.edu/presidentsearch or write to:

Mr. George Sinnott
Chair, Presidential Search Committee
Empire State College
1 Union Avenue
Saratoga Springs, NY 12866-4390

Dr. Barbara E. Taylor of the Academic Search Consultation Service in Washington, DC, is assisting with the search. Inquiries may also be directed to her at 202/884-0808 or via e-mail at bet@academic-search.org.

Empire State College is an equal opportunity employer and encourages the nominations and candidacy of women and persons of color.

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The Department of Economics seeks to fill three or four tenure track positions at any rank in the fields of Microeconomics Theory, Environmental Economics, Regional Economic Development, and Applied Economics. These positions are subject to budgetary approval. Please send a letter of inquiry to: Erika Snipes, Department of Economics, Georgia State University, Atlanta, GA 30303. A(EE)O.

Florida International University
HEALTH SCIENCES

Nine-month, tenure-earning faculty positions. Principle teaching duties to include health informations and health systems technology. A MS in health related field required and a PhD preferred. Women and minorities are encouraged to apply. Application deadline is October 22, 1998. Send cover letter, curriculum vitae and a list of three references to:

Florida International University/UP College of Health Sciences/CH 233, Annex, Evelyn B. Ennire Lane, Ph.D., Associate Dean, 11250 SW 8 Street, Miami, FL 33199. A member of the State University System of Florida.

An Equal Opportunity/Affirmative Action Employer

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The College of Business at Iowa State University is seeking qualified candidates for a tenure-track/tenured full-time faculty position in international business. Applicants will be expected to teach and develop curricular issues related to international business and its relationship to the workplace in addition, applicants will be expected to teach and conduct research in one of the following related disciplines: international management, international marketing, international operations, international business strategy, international human resource management, international logistics, international finance, and international accounting. Requirements: Ph.D., D.B.A., in international business or closely related discipline. Rank: Open Salary: Competitive. Proposals must be submitted by 8/18/98. Send resume to:

Dr. John K. Wong, Chair of International Business Search Committee, College of Business, 307 Carver Hall, Iowa State University, Ames, Iowa 50011, U.S.A.

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The Hispanic Outlook
Tel. (201) 587-8800 Ext. 100
Fax us at: (201) 587-9105
E-Mail us at:
outlook@sprintmail.com
Now accepting:

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Rutgers University - Camden Campus
Tenure Track Faculty for Fall 1999 - Nursing
Two positions available, one community health and one psychiatric/mental health. Earned doctorate, masters in clinical specialty, clinical competence, teaching experience and active research program required. Send letter of application, CV, official transcrs and three letters of reference by November 12, 1998 to:

Mary E. Grebe, RN EdD, FAAN-Chairperson
Dept of Nursing
311 N. Fifth Street
Camden, NJ 08102-1405

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LIBRARIAN

Variety of assignments. Salary range is $36,228 to $43,584 depending on qualifications. MLS from a 2 1/2 ALA accredited library school and familiarity with print and electronic reference sources. For full announcement contact:

Search Committee
Walter W. Stier Library
California State University Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

DEADLINE: NOVEMBER 1, 1998

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6000 University Avenue

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TENURE-TRACK ASSISTANT PROFESSOR
DEPARTMENT OF SOCIOLOGY

The Department of Sociology at the University of St. Thomas is seeking to fill a tenured-track assistant professor position in the area of criminal justice beginning September 1, 1999. The department is looking for someone whose primary research interests and professional activities are in the fields of crime and criminal justice. Teaching responsibilities will include courses in criminology, juvenile delinquency or criminal justice; introductory sociology and/or social problems, and a seminar for criminal justice majors who are completing a required internship in the field.

A Ph.D. in Sociology is strongly preferred. ABDs will be considered. Excellence in teaching is required.

The University of St. Thomas is a Catholic liberal arts university dedicated to the education of the student as a whole person. The Department of Sociology aims to provide students with a solid theoretical understanding of crime and criminal justice as well as prepare them to be competent and ethical professionals in the field of criminal justice. The University of St. Thomas is located in the heart of the Twin Cities of St. Paul and Minneapolis.

Please send a cover letter (refer to #206320) indicating your interest and qualifications for this position, along with a vita. Evidence of excellence in teaching (including student evaluations and samples of syllabi and assignments), and three letters of reference by October 30, 1998 to:

Search Committee, Department of Sociology, Mail #5021, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105.

The University of St. Thomas is an equal opportunity employer. Women and people of color are especially encouraged to apply for this position.

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Recreation and Park Management Program
ASSISTANT PROFESSOR
Penn State

Assistant Professor with emphasis in commercial recreation and tourism. Salary and contract: Salary contingent on professional record. This is a continuing tenure-track position. Full-time, nine-month appointment to begin Fall semester 1999.

Responsibilities: Duties will include undergraduate teaching in the recreation and park management core as well as the option in commercial and community recreation. Faculty will focus on teaching and advising. All faculty are expected to work in the context of the land grant university mission which emphasizes research and scholarly productivity, teaching, and professional service and outreach.

Qualifications: Candidates must have a Ph.D. in recreation and/or tourism related disciplines; to apply for the position, candidates must have a strong background in current trends in recreation and park management; and be able to contribute to the Penn State’s international program.

Curriculum: The Recreation and Park Management Program in the School of Hotel, Restaurant and Recreation Management at Penn State offers three levels of academic excellence. The graduate program includes both the masters and the Ph.D. The Ph.D. program has four options: 1) Commercial and community recreation, 2) Outdoor recreation and environmental interpretation, 3) Professional diet management, 4) Therapeutic recreation.

Application deadline: The review of applications will begin December 1, 1998. Review of applications will continue until position is filled.

Apply to: Send resume with list of three professional references to Dr. Deborah Kerfoot, Chair of the Search Committee, H-3630, 201 Mater Building, Penn State University, University Park, PA 16802-1307.

Penn State is committed to affirmative action, equal opportunity, and the advancement of all workers.

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The Evergreen State College
Faculty Positions for 1999-2000

About Evergreen: Evergreen is a non-traditional, public, liberal arts college emphasizing interdisciplinary study and collaborative team teaching throughout its undergraduate curriculum and graduate programs. Teaching is the central work of the faculty at both the undergraduate and graduate levels.

Recognizing cultural diversity as a defining characteristic of the 21st Century, the College has intensified its efforts to become a multicultural institution. Substantive experience and expertise in working across cultural differences is therefore highly desirable for all positions.

At this time, we seek candidates in the subject areas specified. For some of the following positions, we invite applications only from recent graduates. All of these openings are Regular positions. Such faculty are typically tenured at the time of appointment and are eligible for permanent appointments after five years of full-time teaching at Evergreen.

All positions require an advanced degree, with strong preference given to candidates with a Ph.D. or an analog from a MFA and broad interdisciplinary training experience. Candidates for all positions must demonstrate potential for excellence in teaching and in collaborative work.

As an equal opportunity employer, the College welcomes candidates from diverse backgrounds. Women, minorities, and members of other disadvantaged groups are encouraged to apply.

To be eligible for appointment, candidates must have an advanced degree, with strong preference given to candidates with a Ph.D. or an analog from a MFA and broad interdisciplinary training experience. Candidates for all positions must demonstrate potential for excellence in teaching and in collaborative work.

For complete position descriptions and procedures, please contact Faculty Hiring Coordinator, The Evergreen State College, L-221, Olympia, WA 98505, (360) 866-6000, ext. 6821 or email blodgett@ewha.evcc.org.

Review of applications will begin on date indicated and continue until filled. Women are encouraged to apply. The College reserves the right to extend searches to other positions as needed. All positions offered are contingent upon funding. Persons with disabilities may receive accommodations in the hiring process by contacting the Hiring Coordinator.

Committed to equal opportunity and affirmative action, TESC is working to build a diverse, broadly-trained faculty and particularly encourages applications from women, people of color, immigrants, people with disabilities, and members of other disadvantaged groups. Women, minorities, and members of other disadvantaged groups are encouraged to apply.

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UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

The President and the Regents of the University System of Maryland invite nominations and applications for the position of President of University of Maryland University College. We seek an entrepreneurial leader whose vision will guide UMUC as we move into a new educational era, building upon our global positioning and extensive online offerings. The President will foster partnerships and co-ventures with organizations in both the public and private sectors, as well as strengthen cross-institutional collaboration within the University System of Maryland. The appointment is expected to be effective at the beginning of calendar year 1999.

The President is the chief executive officer of University of Maryland University College, one of twelve degree-granting institutions in the University System of Maryland (USM), an agency of the State of Maryland. With more than 65,000 undergraduate and 5,000 graduate students and a budget for the current year in excess of $125 million, UMUC is the only USM institution that specializes in providing educational opportunities for the professional workforce worldwide. UMUC is an innovative institution whose mission, through its 50-year history, has been to serve adult students, offering credit programs leading to bachelor's and master's degrees. UMUC's two overseas divisions offer programs to the U.S. service members and their families worldwide. A recognized global leader in distance education, UMUC delivers courses through the Maryland and the nation, and the world using the World Wide Web, interactive video, and other distance learning technologies. UMUC's administrative headquarters are located in College Park, Maryland. For additional information about UMUC, please visit www.umuc.edu.

The President is responsible for all operations of the University, including overall leadership and guidance of the institution's academic programs, fundraising, and development of budget requests, and the administration of resources. The President is responsible to the Chancellor of the University System and operates in accordance with policies and procedures established by the USM Board of Regents.

Applications and nominations should be addressed to:

Richard F. Bierwitt, Chair, Presidential Search and Screening Committee
Office of the Chancellor
University System of Maryland Headquarters
3300 Metzerott Road
Adelphi, Maryland 20783

Or to our search consultant, Korn/ Ferry International (Attn: John H. Kuhnle), 900 19th Street, N.W., Washington, D.C. 20006-2185.

For full consideration, applications and nominations should be received by October 15, 1998.

Applicants are encouraged to apply. EEO/AA

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

CHAIR OF THE DEPARTMENT OF HISPANIC STUDIES AND ASSOCIATE PROFESSOR/PROFESSOR (#21786)

Application Description: Full-time tenured department chair position in the Department of Hispanic Studies starting August 18, 1999.

Qualifications and Experience: Chair of Department of Hispanic Studies which includes undergraduate program in Spanish language and literature, Mexican American studies, and bilingual education and English as a second language; and a masters program in foreign language; Spanish teaching emphasis. Earned doctorate from an accredited institution in Spanish. Mexican American studies or English as a second language and/or bilingual studies is preferred. Evidence of demonstrated excellence in teaching and scholarship is a must. Applicants must possess at minimum an earned doctorate in an area of study appropriate to the specific position.

Application Deadline and Materials: Review of application materials will begin December 1, 1998 and will continue until the position is filled. Letter of application identifying the position, number, a current vita, official transcripts, and three letters of recommendation should be sent to: Professor of Hispanic Studies, Department of Hispanic Studies, 970/321-2881.

The University is an equal opportunity/affirmative action employer and will not discriminate with respect to race, color, sex, national origin, disability, age, or sexual orientation.

UCO is an AA/EEO employee and is committed to fostering diversity in its student body, faculty and staff.

TENURE-TRACK POSITIONS

University of Minnesota, Twin Cities
College of Education and Human Development

Tenure-track (or tenured) faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions will begin in late August 1999, and Summer and May-term employment is also possible. Salaries and benefits will be competitive and commensurate with experience and level of appointment. Nomination and applications are encouraged to begin reviewing candidate materials in November 1998. Complete applications must include a letter addressing qualifications, a curriculum vitae, and the names, addresses, and phone numbers of three references. Candidates for assistant professor positions must also provide an academic transcript that substantiates the doctorate. Complete position descriptions are available on the Internet: http://www.coed.umn.edu/ (under “What’s New”), or from the College Office (612-625-6006).

Applications must be received by February 15, 1999. Women and minorities are particularly encouraged to apply.

Instructional Systems and Technology
Dept. of Curriculum and Instruction (Assistant or Associate Professor)
Mathematics Education
Dept. of Curriculum and Instruction (Assistant or Associate Professor)
Teacher Education
Dept. of Curriculum and Instruction (Assistant or Associate Professor)
Educational Administration
Dept. of Educational Policy and Administration (2 open rank positions; one in school finance and public policy and the other focused on educational organization, policy, and leadership studies)
Applied Measurement and Program Evaluation
Dept. of Educational Psychology (Assistant or Associate Professor)
School Counseling
Dept. of Educational Psychology (Assistant or Associate Professor)
Special Education-Social/Emotional Difficulties
Dept. of Educational Psychology (1-2 hires, Assistant or Associate Professor)
Human Resource Development and Adult Education
Dept. of Work, Community, and Family Education (Assistant or Associate Professor)
School to Work/Business & Marketing Education
Dept. of Work, Community, and Family Education (Assistant or Associate Professor)

The University is an equal opportunity/affirmative action employer.
BUFFALO STATE COLLEGE invites nominations and applications for the position of Provost/Vice President for Academic Affairs. As the chief academic officer of the institution, the provost reports directly to the president and is responsible for instructional programs, educational policy, academic planning, enrollment management functions, academic resources, and faculty development actions. Additional responsibilities include assisting the president with formulating policy and strengthening and developing partnerships between academic programs and the community.

The provost is responsible for approximately 600 full- and part-time faculty, organized into four academic areas: applied science and education; arts and humanities; natural and social sciences; and graduate studies and research. Offices that report directly to the provost include the library and all academic support service programs.

Buffalo State College, the largest of the four-year liberal arts colleges in the State University of New York system, is a comprehensive public institution located in an aesthetically and culturally rich area of New York's second largest city. Bachelor's and master's degrees are offered to a student body of nearly 11,000 in more than 70 major programs. The college supports six centers of excellence, as well as a regional art museum and planetarium; and participates in numerous community alliances and partnerships throughout the region. The college contributes significantly to the cultural and educational life of Buffalo and the Western New York region and is engaged in regional and national research and creative activities.

The faculty is dedicated to excellence in teaching, scholarship, and service. They are energetic and enthusiastic to move the institution forward under the leadership of a new provost who is also inspired by the challenges and rewards of public higher education.

Qualifications: Applicants should possess:
- An earned doctorate or equivalent terminal degree with a record of scholarship, research, and teaching suitable for appointment as a tenured full professor.
- Demonstrated intellectual leadership.
- Strong academic vision and a capacity for innovation.
- Significant academic experience as a senior administrator in higher education.
- Understanding of, and commitment to, the mission and strategic priorities of a large metropolitan campus including a graduate and undergraduate instruction, research, and outreach to the diverse constituencies that the college serves.
- Current knowledge of the higher education environment and issues in academic affairs.
- Significant experience in strategic planning, fiscal management, resource allocation, personnel, and faculty development.
- A commitment to the development of a strong academic program demonstrated through experience with academic assessment, curriculum development, and accreditation.
- Demonstrated commitment to equity and ability to work in a multicultural environment.
- Excellent interpersonal and communication skills.
- A collaborative leadership style with a commitment to shared governance and collegiality.
- Ability to relate to internal and external constituencies.
- An enthusiasm for the pursuit of learning, and its transforming possibilities in the lives of people.

Salary: Starting salaries are competitive and commensurate with qualifications and experience.

Application Procedure: Include a curriculum vitae and letter that describes how your training, background, and aspirations relate to these qualifications and campus descriptions provided above.

Review of Applications: The review will begin after November 1, 1998 and will continue until a Provost and Vice President for Academic Affairs is named.

Nominations and applications should be sent to:

Provost's Search Committee
BUFFALO STATE COLLEGE
Office of the President, 517 Cleveland Hall
1300 Elmwood Avenue
Buffalo, New York 14222

Buffalo State College is an affirmative action, equal opportunity employer.

ASSISTANT/ASSOCIATE PROFESSOR OR INSTRUCTOR
RESPIRATORY THERAPY

Teach clinical courses in Respiratory Therapy. Candidate must be fully credentialed (CRTT) & possess current New York State License. Master's degree read & 8 yrs teaching exp req'd for Assistant Professor; Bachelor's degree & clinical teaching exp req'd for Instructor. Evening/night teaching may be req'd.

Salary: Instructor: $27.45/A - $44.190/A
Assistant Professor: $29.93/A - $55.21/A
Associate Professor: $38.002/A - $62.39/A

Letter to BMCC c/o Mr. C. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

For more information, contact:
UGSP
http://ugsp.mnt.nih.gov
E-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

APPENDIX AVAILABLE
OCTOBER 15, 1998

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's lead biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree. During each year of the award, students train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors, participate in research seminars and developmental programs. Housing and transportation is provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:
- Can demonstrate a deep interest in pursuing a career in biomedical research.
- Can demonstrate being from a disadvantaged background.
- Have a GPA of 3.5 or better or are in the top 5 percent of your class.
- Are a U.S. citizen, national, or permanent resident.
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.
**HISPANIC OUTLOOK 1998-1999 RATE CARD**

**SUGGESTED AD SIZES**

- **Full Page Spread**
  - 15" wide x 11" deep
  - $3,250

- **Full Page**
  - 9 3/4" wide x 7 3/4" deep
  - $1,750

- **2/3 Page Vertical**
  - 4 5/8" wide x 9 3/4" deep
  - $1,280

- **2/3 Page Horizontal**
  - 7 5/8" wide x 7 25/32" deep
  - $1,280

- **1/2 Page Vertical**
  - 3 6/25" wide x 9 3/4" deep
  - $1,050

- **1/2 Page Horizontal**
  - 5 5/8" wide x 4 3/5" deep
  - $1,050

- **1/3 Page Vertical**
  - 2 9/32" wide x 9 3/4" deep
  - $765

- **1/3 Page Horizontal**
  - 4 5/6" wide x 4 73/32" deep
  - $765

- **1/4 Page**
  - 3 3/8" wide x 4 3/5" deep
  - $575

- **1/6 Page Vertical**
  - 2 1/8" wide x 4 3/5" deep
  - $465

- **1/6 Page Horizontal**
  - 4 5/8" wide x 2 3/5" deep
  - $465

- **1/12 Page**
  - 2 1/2" wide x 2 3/5" deep
  - $300

**MECHANICAL REQUIREMENTS**

- **TRIM SIZE:** 8 1/2" W X 11" D
- **LIVE AREA:** 7 5/8" W X 9 3/4" D
- **BIND METHOD:** Saddle Stitched
- **KIND OF PRINTING:** Two Color Web
- **PAPER STOCK:** 70 lb. opaque

**PUBLICATION DATES AND DEADLINES**

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

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**HOW TO PLACE ADVERTISEMENTS**

**By Mail**—All materials should be sent to Hispanic Outlook in Higher Education, Display Advertising, 210 Route 4 East, Paramus, NJ 07652

**By E-Mail**—outlook@sprinemail.com

**By Fax**—Transmit to (201) 587-0015 seven days a week

To Confirm—Call (201) 587-0015 ext 102 or x100
- Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

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200 BEST COPY AVAILABLE
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## FACULTY POSITIONS IN PUBLIC ADMINISTRATION/PUBLIC POLICY

### The George Washington University

Applications are invited for two tenure-track positions in the Department of Public Administration, School of Business and Public Management, beginning in Fall 1999. One of the positions will be at the Assistant Professor rank, the other at an Assistant rank. The Department is particularly interested in candidates with experience in public policy; those with a strong public administration background are encouraged to apply.

The position is designed to deliver the highest quality graduate public service education. Our master's program is designed for a wide range of the public sector and is oriented to the integration of theory and practice. The MPA program is a comprehensive approach that integrates management and policy issues in such a way that it seriously considers the ethical and value contexts central to the traditions of the field.

The Department has well-established and well-regarded Ph.D. programs that balance public management and policy, holding on to strong roots of public service values and applied research methods. The Department offers a new Master of Public Policy degree program.

We seek to attract the best available people to teach the core courses of our programs, rather than having individuals to fit particular courses or fields. Applications are welcome from those in a range of traditional public administration fields such as public finance and budgeting, and also from those specializing in public policy and the role of research methods and applied statistics.

A doctoral degree in public administration/public policy, or closely related field is required. Review of applications will begin in November 1998, and decisions are anticipated by February 1999.

Interested candidates should send a letter indicating preferred fields and dates with three academic references to:

Kathryn E. Newcomer, Chair
Department of Public Administration
The George Washington University
202 Monroe Hall
Washington, DC 20052

For more information, contact Professor Newcomer at newcomer@gwu.euc (phone: 202-994-6924; fax: 202-994-6972).

Also see our web site at http://www.gwu.edu/~pad/

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Duties include, but not limited to: handling the media and inquiries from the public; tracking, analyzing, and assessing press coverage; writing and distribution of press releases; publications and special events planning, and assisting in management research. Also assist with development of Alumni Association membership services, annual fundraising campaigns; production assistance for cable television program; coordination of college's legislative information/resource activities and community affairs.

Qualifications: Bachelor's degree in communications; master's degree preferred with at least four years experience in related field. Demonstrated computer literacy (PC and Apple) and knowledge of Internet. Extensive experience in Web page design and proficiency in PC-based desktop publishing required. Ability to work flexible hours. Strong interpersonal, oral and written communication skills. Salary: $29,931 - $52,213.

Please send letter explaining suitability for consideration and a curriculum vitae by October 22, 1998 to

Mr. Doug Smith  
Director of Public Relations  
John Jay College of Criminal Justice/CUNY  
899 Tenth Avenue-Room 623, New York, NY 10019  
E-mail: ycasilla@faculty.jjay.cuny.edu

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(703) 266-2002  
vrmjohn@aol.com

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The College Board Examines Trends Affecting Latinos
Plattsburgh State University of New York invites applications for Fall 1999 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the college is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT, provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special loci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYSUUP bargaining agreement, minority and women faculty may apply for one year. Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities. Reddy Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to Chair, Search Committee (P#_____), c/o Personnel, Plattsburgh State University of New York, 101 Broadway Street, Plattsburgh, NY 12901-6831. Fax # (518) 564-4600.

WOMEN & RACIAL MINORITIES ENCOURAGED TO APPLY

BIOLOGICAL SCIENCE

Organismal Biologist (P# 2230-808) ASSISTANT PROFESSOR- Qualifications: PhD with a broad background in organismal biology is required. The successful candidate will teach a basic course in general biology, be expected to develop upper-level courses in an area of expertise, and develop a research program involving undergraduates on some aspect of the flora or fauna of the Adirondacks or Lake Champlain. An opportunity exists for interaction with the Lake Champlain Research Institute on campus. Additional application instructions: Send a statement of teaching philosophy and a summary of potential research. Review of applications begins 1/15/99 and continues until position is filled.

COMMUNICATION

Mass Communication (P# 2134-808) ASSISTANT PROFESSOR- Qualifications: PhD and successful college teaching and/or experience are required, a record of scholarly achievements preferred. Ability to teach BroadCast Journalism will add to the candidate's qualifications. Duties: To teach basic and advanced courses in Public Relations & Electronic Media Advertising.

EARTH & ENVIRONMENTAL SCIENCE

Geologist (P# 2231-808) ASSISTANT PROFESSOR- Qualifications: PhD in geology with emphasis on hydrogeology and ability to teach physical & environmental geology. Ability to undertake research in the region surrounding the college is an asset. Published scholarship and demonstrated ability to acquire grants will be additional factors in the selection criteria. The candidate will be expected to show evidence of continuing scholarship; have research interests in, or be able to adapt their work to, the service area of the college.

ENGLISH

Multicultural American Literature (P# 2226-808) ASSISTANT PROFESSOR- Qualifications: PhD awarded by August 1999; publication or promise of sustained scholarly productivity, and evidence of successful college teaching.

Duties: Multicultural American literature, as well as writing courses, core courses, general education courses, upper division literature courses.

Additional application instructions: Writing sample

HISTORY

Popular Culture (P# 2208-808) ASSISTANT PROFESSOR- Duties: Ability to teach courses on popular culture, the globalization of popular culture, and the study of the entertainment industry. A global or U.S. survey course. Nine credit hours per semester.


Additional Info for P#: 2208 & 2209 Qualifications: PhD in History or appropriate inter- or multidisciplinary field. Preference for candidates with background in teaching and an interest in the Global History Program.

Additional application instructions: Statement of teaching philosophy.

NURSING, FOOD & NUTRITION

Nursing (P# 2164-808) ASSISTANT PROFESSOR- Qualifications: Minimum degree in medical-surgical nursing is required along with recent experience in medical-surgical nursing, teaching or practice. Candidates must be eligible for RN licensure in New York. We are creating and using state-of-the-art high technology media for teaching. New faculty will join us in offering distance learning in the Telelearning Education Program for RN/BS students who live in rural areas of northeast New York. We also have developed the first virtual reality simulation for learning invasive nursing procedures.

PSYCHOLOGY

Cognitive Neuropsychology (P# 2228-808) ASSISTANT PROFESSOR- Qualifications: Earned doctorate with an emphasis in neuropsychology, learning, or perception. Duties: Teaching in the area of cognitive science, evidence of teaching effectiveness and commitment to undergraduate instruction, evidence of programmatic research activity and scholarly productivity. Additional Info for P#: 2228 & 2229 Qualifications: Earned doctorate, PhD or equivalent, in psychology or cognitive science. Evidence of teaching effectiveness and commitment to undergraduate instruction. Additional application instructions: Statement of teaching philosophy, samples of publications, reprints or preprints of research publications.

Additional Info for P#: 2228 & 2229 Qualifications: Earned doctorate, PhD or equivalent, in psychology or cognitive science. Evidence of teaching effectiveness and commitment to undergraduate instruction. Additional application instructions: Statement of teaching philosophy, samples of publications, reprints or preprints of research publications.

Additional Info for P#: 2228 & 2229 Qualifications: Earned doctorate, PhD or equivalent, in psychology or cognitive science. Evidence of teaching effectiveness and commitment to undergraduate instruction. Additional application instructions: Statement of teaching philosophy, samples of publications, reprints or preprints of research publications. Review of applications begins 12/1/99 and continues until position is filled.
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Diversity a Major Theme for College Board

More minority causes championed during Stewart presidency.

The College Board Reviews SAT Trends Among Ethnic Groups

A recent College Board survey examines SAT scores and disparities.

Toward a Common Vision of Equity and Diversity

The NCEJH's new president, Lydia Lodesma-Reese, is poised to build on its hard-earned gains.

Texas Law Schools Back New Prep Institute

Law schools and lawyers pitched in to fund a new program to increase minority enrollment

Nuclear Physicist Directs New Mexico Testing Center

Jose Cortez, trained at the University of Michigan and at Texas A&M, brings his expertise to New Mexico.

HONOR ROLL

The Ohio State University

Sports, the arts and top-ranking doctoral programs can be found at OSU.

Telementoring the Young

Colleges, foundations, and corporations are among those putting students in touch with mentors online.

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OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Highlights of programs that help the nation's 560,000 children of migrant workers, most of whom are Hispanic.

HO PERSPECTIVE

In Support of Affirmative Action

Subscriber box no. 10 asks the Democrats to make good on the party's tradition of supporting affirmative action.

People, Places, Publications, Conferences
Grants, Children, and Migrant Education

BY GUSTAVO A. MELLANDER

There are many difficult and tedious ways to earn a living in this country. But few are more difficult than those of migrant workers, for not only are they denied many basic rights and privileges—their children are as well.

A full 82.7 percent of the 560,000 children of migrant workers in the United States are Hispanics. Programs designed to ensure their education should be of great interest to those concerned about the education of Hispanics.

Everything possible should be done to enable these children to go to college, and, thankfully, a few good programs already exist.

One is called the Migrant Education Even Start (MEESt) Program. The MEESt was “designed to help break the cycle of poverty and improve the literacy of participating migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.”

The closing date for applying for MEES funding for this year has passed. But new deadlines will soon be announced for the next round. The availability of these grants is the result of a successful partnership between Washington D.C.-based legislators, state governments, and a number of universities. Geared specifically to benefit children of migrant workers, these grants did not spring forth without a lot of determination and effort.

Grants

Fortunately, grants for research and program development have proliferated over the past decade. They are available from private foundations as well as from federal and state governments. The Department of Education, in particular, is a significant provider.

Hispanic Serving Institutions (HSI) colleges and universities, those that have over 50 percent Hispanic enrollment, are eligible to apply. Creative ideas on how to provide and improve educational opportunities for Hispanics is the major criterion for funding. Proposals are enhanced if they evidence working partnerships with other colleges or school districts.

Information about the Department of Education grants is available from its Web site at: <http://www.ed.gov/funding.html>. The Web site also has a link to an online document entitled “What Should I Know About Grants?” It is a very useful document and provides anyone interested in applying for a grant a storehouse of practical information on how to proceed.

Office of Migrant Education

In addition, the Web site has links to offices and programs within the Department that provide further information about funding opportunities. One is a link to a Web site maintained by the Office of Migrant Education (OME) that provides immigrant education grant information. It is <http://www.ed.gov/offices/OESE/MEP/grants.html>.

The OME plays an important role in improving educational opportunities of the children of migrant workers. In FY 1996, the OME distributed more than $305,000,000 in block grants to states to support their efforts to meet the children's special educational needs. The grants were distributed based on the number of migrant workers’ children in each state.

Some states with a large number of such children have established strong pragmatic programs to further their education. A particularly noteworthy program, one worthy of emulation, is operated out of Texas. A Web site on that Texas program can be found at: <http://www.jump.net/~newman/migrant.html>.

Technology

The OME is an advocate of employing technology to help the children of migrant workers. It has encouraged states to use technology to coordinate their efforts, which is especially pertinent since many migrant workers move from state to state.

To expand their outreach, in FY 1999 OME awarded $3 million in grants to several colleges and universities to develop programs utilizing technology specifically targeted to the children of migrant workers.

According to OME, the initiative was predicated on the following idea: Technology offers a way to keep these children in a connected learning community, to make opportunities available at whatever place and time the student can sign on, and to transfer records and information from sending to receiving schools efficiently so that children do not “fall through the cracks” due to frequent and differing needs assessments and academic placement.”

OME maintains a Web site on these programs at <http://www.ed.gov/offices/OESE/MEP/n11lead.html>.

Higher Education

Another OME program, the College Assistance Migrant Program (CAMP), provides grants to colleges and universities to assist first-year undergraduate migrant students. CAMP offers “tutoring, counseling, health services, assistance with special admissions, and some financial assistance to enable migrant youth to successfully complete the first year of postsecondary education. Students are also assisted with obtaining financial aid to help with the remainder of their undergraduate academic careers.”

With Hope scholarships making the first two years of college more affordable, HSIs have a special opportunity to provide educational opportunities to children of migrant workers in a supportive environment.

HSIs are particularly well suited to develop such programs and pilot projects designed to help Hispanic students pursue higher education. HSI-sponsored telementoring programs, for instance, could provide an opportunity for HSIs to reach out to prospective students as well as to provide needed educational support for them.

Dr. Mellander is a professor at George Mason University

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Diversity a Major Theme for College Board

Given Priority at Conference and Beyond

By Blanca Nieves

"There is much more focus on Latinos now than in the past. It's been a big turnaround," said Member Roberto Haro, Director of Research of the César Chávez Center at San Francisco State University. "The College Board has said that we need to include this group in our studies and in our programs."

When

The College Board, a national education association, holds its annual forum in Florida later this month, members will be debating the hottest issues in American education. The 2,000 participants expected to meet at the Walt Disney World resort in Lake Buena Vista will explore a broad spectrum of topics ranging from financial aid to academic preparation to emerging trends in education.

But members will also be examining issues making headlines today, including changing demographics, increasing diversity among school children, and the controversy over using race-based admissions.

The national forum, being held from Oct. 31 to Nov. 4, is the College Board's largest conference of the year.

Of the 130 scheduled sessions, at least one-fifth specifically address issues affecting Latino students.

Some of the discussions include:
- Changes in the Year 2000 census and how they will affect educators.
- Ensuring success for Hispanic students.
- The future of enrollment management: diversifying the student population base.
- Strategies for maximizing minority academic achievement.
- Proposition 209, why it happened, and what the outcome might mean for higher education.
- The affirmative action reactor: changing statutes, regulations, and options for admissions officers.

Organizers say that the large number of sessions on minority issues reflects the College Board's commitment to Hispanics and its recognition that Latinos are going to make up the largest population of school children during the next two decades.

"There is much more focus on Latinos now than in the past. It's been a big turnaround," said member Roberto Haro, Director of Research of the César Chávez Center.
at San Francisco State University. "The College Board has said that we need to include this group in our studies and in our programs."

Founded in 1900, The College Board is widely known for administering the SAT.

But the New York City-based organization, which promotes student access to higher education, is also one of the largest and most influential education associations in the country. Its 3,300 member institutions include secondary school systems, colleges, universities, and other educational groups.

The College Board offers far more than the SAT. It provides numerous programs and services, and examines public policy, conducts its own research, and holds workshops and conferences.

"What is so unique about the College Board is that we represent so many people," said Doug Lynch, director of member services. "At one conference you could have the chief operating officer of Harvard sitting next to an inner-city high school teacher talking about compelling issues in education."

The board's membership is also diverse. It includes some of the largest urban school districts with minority populations in the country, for example, New York City's school system.

In its conference brochure, The College Board highlights that its membership "reflects the diversity in American education that is at the heart of its strength."

Organizers said that the theme for the conference, "Serving introduced was what he called an 'equity agenda,' meaning providing academic excellence for all students.

One conference highlight will be a discussion of the book by Derek Bok, former president of Harvard University, and William Bowen, president of the Andrew Mellon Foundation and former president of Princeton University—a book about the consequences of race-based admissions.

"One of the things that Stewart said Lynch "If you give the kids the resources, all kids can succeed, and he has brought that concept to the forefront."

Through the years, The College Board has championed Latino issues. It was a founding member of the Hispanic Association of Colleges and Universities and has been active with many Latino advocacy organizations, such as ASPIRA.

When Proposition 209, which prohibits the use of race as a factor in public employment and college admissions, was introduced in the California legislature in 1990, the Board came out against it.

"We lobbed vehemently against Proposition 209," said Fred Moreno, spokesman for The College Board. "Since it's been passed, we've continued examining the issue with educators and trying to figure out ways to make sure those kids aren't adversely affected."

The College Board has also backed several initiatives for minorities, including Equity 2000 and the National Hispanic Recognition Program.

Developed in 1990, Equity 2000 is a program aimed at getting more Black and Latino students in college-prep courses.

Today, more than 700 schools with half a million students nationally participate in the program. The goal is to increase the number of minorities attending college by giving students an academic foundation that enables them to do well on college entrance exams. Students take more rigorous courses, such as algebra; get extra help and tutoring; and the program provides training for counselors and teachers.

Moreno said that the program is expected to expand into more districts next year.

“They're putting this money into programs to make sure the educational achievements of Latino students improve. In the long run, [it] makes all the difference," said Haro.

The National Hispanic Recognition Program identifies Latino scholars throughout the nation.

Started in 1982, it was a scholarship program funded by the Andrew Mellon Foundation that awarded the students a $15,000 one-time scholarship. Honorable mention recipients received $100 scholarships.

Funding from the Mellon Foundation ended in 1992, but the program continued to identify these bright students without awarding them scholarship funds.

Students are selected based on
their PSAT scores at the end of their junior year in high school. The board examines their grade point averages before giving the students the distinction during their senior year.

"It is a very prestigious award, which is why we have continued it," said Pallavi Kearny, program coordinator for The College Board in Washington D.C. "A lot of these students have been getting full tuition for universities who recruit them based on the recognition."

"Because they are the cream of the crop, they are actively sought after. Admission officers are known to seek out the list," she said.

This year, Kearny says that 3,363 students of Latino descent were named Hispanic scholars, and 494 received honorable mention.

In addition to the success of those two programs, educators and members say that the most prominent evidence of The College Board's interest in minority issues comes during the national forum.

"This forum is one of the few places where educators can tackle the hot-button issues affecting the Latino community, like the lingering ramifications of the Hopwood case or the latest on affirmative action," said Haro, who is also a professor at San Francisco State University.

"We at the Board offices do not develop the agenda, our members do," said Lynch. "These are the pressing issues: this is what keeps these educators up at night. We just provide the forum for them to examine these issues closely."

Organizers have put together an impressive slate of speakers.

Hugh Price, president of the National Urban League, will deliver the keynote address at one of the luncheons. Price is a renowned advocate of raising educational and workplace standards.

Another highlight will be a discussion of the book by Derek Bok, former president of Harvard University, and William Bowen, president of the Andrew Mellon Foundation and former president of Princeton University—a book about the consequences of race-based admissions.

The two men will discuss their studies of the issue, contained in their new book, The Shape of the River: Long-Term Consequences of Considering Race in College and University Admission.

Haro said that the conference will enable Latino educators to learn what impact, if any, Bok's and Bowen's findings will have on the Latino community. "That is one eagerly anticipated book—the discussion action and the Hopwood case."

Two years ago, the Texas attorney general said that according to a ruling by the Fifth Circuit Court of Appeals, race and ethnicity can no longer be considered factors in admission or scholarship decisions, or in retention of outreach activities.

Prior to that case, educators said, Texas flagship institutions relied in part on minority recruitment scholarship programs to attract a diverse first-year student class. Following the attorney general's opinion, the methods of selecting scholarship recipients were dramatically altered. The session will focus on two approaches used by Texas A&M University and University of Texas—[in the] two years since the ruling.

"The Hopwood case said that you can't use race, ethnicity, or gender for admission or awarding scholarships. It has become federal law, and its ramifications are far-reaching," said Haro.

"Counselors and admission officers need to come up with strategies to get around the case law that prohibits the use of race, gender, and ethnicity in admissions and the awarding of financial aid. It can be done."

Another session will focus on the recruitment practices at Berkeley and UCLA following Proposition 209. As with many other universities in California, those two experienced a dramatic drop in the number of minority students entering after the law was passed.

"During these sessions, we'll be able to review the current legislative agenda. We will need to find ways to provide Advance Placement courses in mainly Latino high schools, and we need to develop a mechanism to provide good counseling and preparations for the SAT and PSAT," said Haro. "As Latino educators, we have a lot of work to be done."

"In the meantime, this is an organization that wants to help," he said. "They've looked at the Latino children and said, 'We want to make your children competitive.'"
College Board Reviews SAT Trends Among Ethnic Groups

A recent College Board survey examines SAT scores and disparities

BY MARI CARMEN SARRACENT

The good news is that more and more Hispanic students are attending college in pursuit of bachelor's, master's, and doctoral degrees. But a poignant issue persists: Hispanics continue to score lower on SATs than other groups. The causes are attributed but not limited to insufficient academic preparation.

According to a recent report released by The College Board, New York, N.Y., a national membership association that supports educational transitions through programs and services in assessment, guidance, admission, placement, financial aid, and educational reform, "disparities in academic preparation, test scores, and other factors are growing across subgroups."

This profile is based on the survey responses and test scores of the 1.2 million students who took the SAT I Reasoning Test and 312,000 seniors who took college-level Advanced Placement (AP) examinations before graduation from high school this year.

According to the report, the average SAT mathematics score is 527, the highest in 16 years and one point above last year's level. But the average SAT verbal score is 499. Among racial and ethnic groups, average verbal scores are down for Hispanic/Latino and Puerto Rican groups by five and two points, respectively, and the average math score for the Hispanic/Latino group fell two points—the only group for which math scores dropped.

Donald M. Stewart, president of The College Board, noted, "We can point to increased math and science study as a reason for the current high in average math scores. But the rock-steady verbal scores are more difficult to explain. One factor may be the decline in familiarity with English."

Data from the report indicates that this year, students whose first language is not English represented eight percent of the SAT population, up from five percent 10 years ago. The proportion is much greater among Hispanic groups—27 percent of Mexican Americans and 40 percent of other designated Hispanic/Latinos who took the test. And their average SAT verbal scores are much lower—86 and 67 points below the national average, respectively.

Why the SAT?

Due to these discouraging results, some in organizations involved in higher education, such as the University of California's Latino Eligibility Task Force, have suggested the elimination of the use of SAT scores as a determinant for college admission. A position The College Board does not support for various reasons.

In a recent letter prepared by Stewart, regarding this issue, he explains that the SAT shouldn't be and isn't the only determining factor for college admission, but is and should continue to be recognized as the standard—it is a good thermometer to gauge the continuing problems that students face.

Stewart stated, "SAT readings give us some objective information about Hispanic students...The SAT also provides sufficient background data to suggest what may be causing these problems. Only 35 percent of Hispanic high school seniors are enrolled in college preparatory programs, compared with 50 percent of non-Hispanic White students.

"Many Hispanic students attend segregated schools with limited educational resources, inexperienced or underqualified teachers, and high percentages of students living in poverty. Between 1968 and 1992, the percentage of Hispanics attending schools whose enrollment was more than 90 percent minority increased from 23 to 34 percent."

"The overall academic preparation of Hispanic students is among the lowest of all minority groups. Even among SAT takers, who are the students aspiring to attend college, Hispanics lag far behind their peers."

DONALD STEWART, THE COLLEGE BOARD PRESIDENT

10 Real SATs

218 BEST COPY AVAILABLE
college, Hispanics lag far behind their peers. In fact, only 25 percent of Mexican American students take 20 or more year-long courses in high school, compared with 46 percent of Whites and 45 percent of Asians.

Reasons for Low Scores

While over 80 percent of college-bound Black and Latino students studied chemistry, 40 percent studied physics, 20 to 38 percent studied precalculus, and 13 to 19 percent took calculus, "in every group, course study is above the levels of 60 years ago but substantially below the levels of White and Asian American students."

Other reasons contribute to the low scores. According to the report, average SAT scores in the suburbs are above the national average and rising, while scores in suburban and rural areas are falling below that average. "This growing disparity is particularly troublesome because 40 to 50 percent of African American and Latino students who take the SATs live in large cities," stated Stewart. However, in a related trend, students who come from educated families have scores that surpass the average.

Stewart continues: "Even though underrepresented minorities are better prepared for college and have higher academic aspirations than ever before, the odds against them seem to be growing. Good schools are getting better in terms of Advance Placement and standards, but many of the schools that serve these underrepresented populations are not."

Another issue is possible grade inflation—as the population of students with higher grade point averages has grown from 28 to 38 percent, their SAT scores have declined—12 points on verbal and three points on math. Stewart added, however, that "the trend may reflect positive changes in education, but it may also reflect greater focus on personal qualities instead of academic achievement."

More remedial and college preparatory courses can contribute to reversing this trend and help Hispanics meet the standard. Stewart stated, "Dropping the SAT may seem to be an expedient, short-term solution to a long-term problem, but it is also very shortsighted. SAT scores provide a vital piece of information about a student's ability to perform college-level work."

"A 1993 study established that the SAT is a good predictor of college performance for all ethnic groups, including Hispanic students. An earlier study (1990) by Maria Pennock-Roman, a researcher at the Educational Testing Service (ETS), found that there was no evidence of less-accurate predictions for Hispanic students than for others."

SAT Math and Verbal Scores from 1988 to 1998

The College Board data reveals that colleges around the country increasingly consider SAT scores. "In 1995-98, the number of four-year institutions reporting an admission testing requirement to The Board's Annual Survey of Colleges was 1,450, or 82 percent. This is up from 77 percent in 1989 and represents an increase of 102 colleges."

The gap regarding score and course enrollment differences between the genders is narrowing, however.

Some Answers

The College Board president Stewart supports the following efforts that will help Hispanic students achieve more successful results on the SAT, in college and beyond: "Four-year institutions should take a closer look at transfer students. Two-year public col-
leges enroll more than 50 percent of all Hispanic students, who make up nearly 10 percent of the enrollment at those schools. Many of them are motivated and well qualified after attending community college for two years, and should be actively recruited by four-year institutions.

“Two initiatives of The College Board—the annual roster of academically talented students who have graduated from two-year colleges and the new Office of Community College Relations—are already helping. Our National Hispanic Scholar Recognition Program also has been identifying outstanding high school students for college recruitment since 1984.”

Noted Stewart, “Despite the recent backlash against affirmative action, racial and ethnic minorities continue to see college as the route to a better life. This year, minority students are a record—one-third of the SAT population and 28 percent of AP graduates, and more of them aspire to master's and Ph.D. degrees.”

While the AP test can be stereotyped as a test for students of privilege, that is not so. Wade Curry, director of the Advanced Placement Program, noted, “AP teachers are raising the hopes and potential of an increasingly diverse population in 55 percent of all high schools. Eighty percent of those are public, 12 percent are religiously affiliated, and 8 percent are independent.”

Mexican American students have had the least amount of academic preparation of all racial/ethnic groups taking AP exams this year—17 yearlong courses below the average for all AP students. Of the 13,808 Mexican Americans who took AP tests, one-third had family incomes under $20,000, one-third had parents who have not graduated from high school, and one-third did not have English as their first language.

However, the AP scores of two-thirds of these students were high enough to qualify them for college credit and/or advanced courses at colleges and universities. Women are slowly catching up too. Increasingly, women outnumber men in the SAT population and on campus. According to The College Board data, this year 25 percent of women plan to major in health and allied services, and 12 percent are interested in business and commerce, down from 22 percent 10 years ago.

Although women are taking more math and science courses than they have in the past, they still enroll in fewer advanced mathematics courses and more arts/music courses than men, producing an overall grade average of 3.3, above the 3.4 average for men. However, “this year women surpassed men in the study of chemistry and are now only two percentage points behind men in the study of precalculus and four points behind in calculus. This is the kind of progress that opens doors to challenging courses and careers,” explained Gretchen W. Rigol, vice president of guidance, access, and assessment services for The College Board.

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<th>Ten-year trends in average SAT scores by racial/ethnic groups</th>
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<td>White</td>
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<td>All College-bound Seniors</td>
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Source: The College Board
Toward a Common Vision of Equity and Diversity

National Community College Hispanic Council

by Marilyn Gilroy

As the new president of the National Community College Hispanic Council (NCCHC), Dr. Lydia Ledesma-Reese will promote the council’s national education agenda through lobbying efforts that she hopes will include a personal meeting with President Clinton and Secretary of Education Riley. Reese, who is also president of Skagit Valley College in Washington, outlined her plans earlier this year when she was installed for a two-year term as president of the NCCHC, a 148-member council that helps prepare Hispanics for positions of educational leadership and advocates “quality and effectiveness of education for Hispanics in the United States.”

Founded in 1985 by six Hispanic community college presidents and one vice president, the group currently includes seven chancellors, five vice chancellors, and 56 presidents. And the NCCHC has compiled an impressive track record toward just that. Founded in 1985 by six Hispanic community college presidents and one vice president, the group currently includes seven chancellors, five vice chancellors, and 56 presidents. These statistics are the result of hard work and dedication by the founders and early members.

Thirteen years ago, the original council members had to overcome several obstacles, including lack of funding and lack of supportive services. While many segments of higher education expressed support of the council’s goal of advocating administrative and faculty positions for Hispanics, progress was extremely slow. The most common response to the low representation in the ranks of academia was that there were not enough “well-prepared Hispanics.”

Council members decided then to start a program to train Hispanic educators to assume leadership positions in community colleges. Funding proposals for the program were unsuccessful until Dr. Michael Saenz, an NCCHC founder, connected with the Ford Foundation, which agreed to underwrite NCCHC leadership fellows classes for five years.

To this date, more than 72
Hispanics have been trained as potential senior-level administrators through the NCCHC Fellows program. Of those, 11 have moved to presidencies, five to vice presidencies of academic affairs, and one to vice chancellor in the Los Angeles Community College District.

Reese wants to continue to build NCCHC as a national organization. Under her leadership, the officers, board of directors, and members meet regularly to review the council’s agenda and establish short- and long-term goals, working systematically to increase Hispanic representation on national boards and commissions. After identifying key individuals at various state and national organizations, NCCHC members make phone calls and write letters in support of Hispanic candidates on governing boards or for administrative posts. This is part of an overall strategy to create a network of individuals in policy-making positions.

Of particular importance to NCCHC is its annual summer symposium, which also functions in part as a leadership institute. Sessions are conducted by successful chief executives and consultants in the field. Using lectures, case studies, and problem-solving techniques, symposium presenters help increase the pool of Hispanic administrators who might be tapped for college presidencies.

This year’s presenters included Augustine Gallego, the San Diego Community College District Chancellor, who described the crisis in high school and college completion rates for Hispanics; Dr. David Pierce, president of the AACC, and a keynote speaker at the symposium; and Dr. Ana Margarita Guzman, who chaired President Clinton’s Advisory Commission on Educational Excellence for Hispanic Americans. Guzman updated NCCHC members on the response to the commission’s 1996 report, Our Nation on the Fault Line: Hispanic American Education. The report has translated into significant increases in President Clinton’s proposed FY 1999 budget for at least 17 programs that will benefit Hispanics and other minorities.

In order to hold on to gains such as these, Reese knows that building partnerships with other minority groups must be one of her highest priorities. She has pledged to “work collaboratively with the National Council on Black American Affairs and the Asian and Pacific Islanders Council on mutually agreed issues and toward a ‘common vision of equity and diversity.”

To this date, more than 72 Hispanics have been trained as potential senior-level administrators through the NCCHC Fellows program. Of those, 11 have moved to presidencies, five to vice presidencies of academic affairs, and one to vice chancellor in the Los Angeles Community College District.
Texas Law Schools Back New Prep Institute

Designed to Increase Minority Enrollment

Only one in 25 lawyers is African American. Latino, Asian American or Native American—a statistic that is not an accurate reflection of the multicultural society we live in.

Unfortunately, the Hopwood decision—the federal court ruling that prevents universities in Texas, Louisiana, and Mississippi from making admissions decisions based on race—has had a chilling effect on minority law school admissions. Yet, law schools have a vested interest in having a diverse student body. Diversity is a requirement for meeting the accreditation standards of the American Bar Association (ABA) and the membership guidelines of the Association of American Law Schools (AALS). And despite the Hopwood case, the ABA and AALS standards remain in effect. But more than that, law schools find that diversity within the classroom enriches the learning process for all students and makes for a legal system that is truly representative of our society.

The University of Texas at El Paso (UTEP)—the largest Hispanic-majority university in the United States—hopes to increase minority enrollment in law schools by offering students an intensive, hands-on program: the Law School Preparation Institute.

The brainchild of UTEP political science professors Robert Webking and William Weaver, the Law School Preparation Institute is a two-year program aimed at honing the critical-thinking skills of prospective law students and preparing them to do well on the Law School Admissions Test (LSAT).

"Our students, as a group, tend to have lower LSAT scores than their grade point averages would warrant," Webking said. "It's true of
minority students nationwide. Our thought was to address that."

The program, now in its pilot phase, is designed in two parts. The first part—offered six days a week during the summer between the students' sophomore and junior years—consists of intensive workshops that focus on critical reading and analysis of complex arguments.

The second part—an intensive month-long workshop—takes place before the students' senior year. This course focuses on preparing students to do well on the all-important LSAT.

"There is also an introduction to legal writing that serves to reinforce what happens at law school," Webking said.

The program is carried out in cooperation with faculty at the UT-Austin Law School, currently has 30 students, 20 of whom are entering their junior year and 10 of whom are entering their senior year. (Because the program is in its pilot stage, both phases are being offered concurrently this summer.)

The criteria for entering the program are academic achievement and promise and maturity of interest in law school.

The problem of having too few minority attorneys is as complex as the people and situations lawyers deal with every day.

"In this community, if we don't do something to get people into higher education, the whole community suffers," Webking said. "The Law School Preparation Institute is good for the students, good for the law schools, and it's good for El Paso."

ROBERT WEBKING, UTEP POLITICAL SCIENCE PROFESSOR AND CO-FOUNDER OF THE INSTITUTE

"Lawyers practice in the larger community; and unless there's some sense of the diversity of the people they represent, they're practicing at a disadvantage," Webking said.

Lisa Cervantez, an Institute scholar, said the program has heightened her understanding of what to expect in law school.

"I had no idea what law school would be like before meeting a law professor from UT-Austin. I have a good idea of what I have to do," she said.

Even more important, Cervantez said, is her growing confidence in her ability to tackle the rigors of law school.

Institute students uniformly agree that the program offers numerous benefits, from enhancing their ability to analyze complex information to honing their critical thinking skills. They are excited that once they become lawyers, they can bring a new perspective to the legal profession.

Funding for the pilot program has come from UTEP's Public Policy Research Center, the UT System, UT Austin Law School, Southern Methodist University School of Law, Baylor University Law School, Texas Tech School of Law, the El Paso Bar Association, and the Mexican American Bar Association. Various private attorneys have contributed to funding the pilot program as well.

UTEP's Law School Preparation Institute is making a valuable contribution on several levels: the students benefit by being well prepared to enter law school, and the legal profession benefits from increased numbers of minority attorneys, which in turn benefits our multicultural society.

"In this community, if we don't do something to get people into higher education, the whole community suffers," Webking said. "The Law School Preparation Institute is good for the students, good for the law schools, and it's good for El Paso."
Nuclear Physicist Directs NM Testing

Cortez Trained at University of Michigan and Texas A&M

BY GEORGE ZAMORA

On the test ranges of New Mexico Tech's Energetic Materials Research and Testing Center in Socorro, N.M., explosions are usually measured in hundreds of pounds or in tons of TNT. But EMRTC has a new director, and his past experience is with nuclear explosives in the kiloton range.

José Luis M. Cortez came to New Mexico Tech directly from the U.S. Nuclear Regulatory Commission in Washington, D.C., where he was in charge of international nuclear reactor safety programs and was senior research program coordinator of the Office of Nuclear Regulatory Research. Before that, Cortez filled several senior technical and managerial assignments with the U.S. Department of Energy and its predecessor agency, the Energy Research and Development Administration.

Cortez holds a doctorate in theoretical physics and a master's of science in nuclear physics from the University of Michigan, a master's of science in atomic physics, and a bachelor's of science in physics from Texas A&M University in Kingsville.

His vast resume includes 11 years as a research scientist at Lawrence Livermore and Los Alamos national laboratories in the development and testing of nuclear weapon systems. These assignments brought Cortez to New Mexico many times and also to the Nevada test site, where he gained considerable experience and insight in field-test operations similar to his present duties.

Cortez also spent six years as a space scientist at NASA's Marshall Space Flight Center in Huntsville, Ala., during the early lunar exploration program and the Apollo Saturn V rocket development program that took Americans to the moon in the late 1960s. This experience also is an asset since EMRTC now is involved in small-rocket-engine testing.

His most recent work in the safety of nuclear reactor operations, as well as nuclear reactor behavior under severe accident conditions, has taken Cortez around the world several times over, to France, Germany, Italy, and the United Kingdom as well as to the Far East, including Japan, Korea, and Taiwan.

All of these countries operate nuclear reactors to generate electricity, and American nuclear safety technology is widely used to keep these reactors around the world operating safely.

"I've seen the world, and now I've added a whole new country to my travel log: New Mexico," quips Cortez, who grew up near the Rio Grande, about a thousand miles downstream in Harlingen, Texas.

Cortez, who joined New Mexico Tech in the spring, says he doesn't foresee a drastic shift in the focus of research and testing programs at EMRTC under his direction.

"What I'd like to do is basically improve our capabilities and continue the good work that has been
going on here at EMRTC for the last 50 years," Cortez says.

Some promising programs have recently gotten started.

"There's also a lot of technical work that's being done in the state of New Mexico and elsewhere that falls under our expertise, and I would like to see some of this work brought to Socorro," Cortez adds.

Cortez says he wants to do his part to further develop Socorro as an economic center by opening up new technology markets related to EMRTC activities.

"If other industrial and government agencies come to us with needs that require field-testing, I feel confident that EMRTC can take on these types of programs," Cortez states. "And, being a small research group, we can provide a faster turn-around at a cheaper cost...It's really up to us to promote those aspects of our organization, and I intend to use this advantage in our marketing efforts."

Cortez hopes to increase EMRTC's computational capabilities by increasing the use of high-speed computers to predict and analyze experimental data.

"This will complement our field-testing capabilities and attract new customers to EMRTC," he adds.

"If you can offer both the analytical capabilities and the field-testing, therein lies an important key to enticing other industrial groups to co-locate here more readily," Cortez says.

Cortez says he will strive to build up EMRTC's capabilities by modernizing and improving the research center's instrumentation and data-gathering capabilities and equipment.

"We also need to continue developing our people," he notes. "While at the same time creating a good environment where people can move up the ladder and be ready to assume leadership roles in the future."

"I don't believe in dictatorial management," he explains. "I look to people to do their jobs efficiently and at the same time continue to develop their skills. As long as employees perform to the best of their ability, I'm not going to get in their way."

It's a philosophy that has served him well in the past and one that he will continue to use at EMRTC, Cortez says.

"My objective here at EMRTC will be the same as in my past positions, and that is to have everyone work effectively as a team and to make sure each group within our organization is just as important as the other. For example, without a good group of technicians, the scientists or engineers cannot perform or carry out an effective field-test program...The major difference here will be that I'll be working with the entire spectrum—from the theoretical physicist to electronic technicians," Cortez points out.

Cortez says he also wants to make sure that everyone at EMRTC also takes their responsibility to the community seriously, ensuring that the community feels they're a part of EMRTC and vice versa.

"I think this small-town atmosphere makes everyone more responsive to their jobs," he says. "Being part of New Mexico Tech is not good enough; you need to become a part of Socorro and the extended community of the state."

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Blast Wall Test
20,000 lbs. TNT Equivalent
The Ohio State University

Sports, Arts, and Top-Ranking Doctoral Programs

BY ROGER DEITZ

Read all about it. “At Ohio State we celebrate and learn from our diversity and we value individual differences. Academic freedom is defined within an environment of civility, tolerance, and mutual respect.” So goes an excerpt from the “Vision and Mission Statement” of The Ohio State University. The admissions brochure adds that OSU’s diversity is a point of pride, and notes that with more than 70,000 minority students and nearly 3,900 international students from 126 countries on campus, one can encounter people of all different ages, cultures, and backgrounds. Access OSU on the Internet at <www.osu.edu> and find a great number of diversity-related programs listed under the auspices of the Division of Student Affairs.

Ohio State University president William E. Kirwan reminds all prospective students that many other kinds of diversity are also at work at his university, and calls this "Honor Roll" awardee one of America’s leading student-centered research universities.

Kirwan says that with variety like this, finding one’s place at Ohio State shouldn’t take long. He recommends the Web site as a good place to start. And emphasizes, “it’s great to be a Buckeye!”

Great indeed. U.S. News and World Report ranked Ohio State University’s academic reputation 14th among national public universities. Thirty-eight of Ohio State’s 99 doctoral programs were included in the National Research Council’s rankings of doctoral programs at 270 institutions of higher education. Of those 38 programs, 36 ranked first among all Ohio universities. Sixteen ranked among the top 25 programs in their discipline in the nation. Ohio State University has as its mission “the attainment of international distinction in education, scholarship, and public service.”

OSU offers an extensive range of academic programs in the liberal arts, the sciences, and the professions. To fulfill its mission, the institu-
Honor Roll Facts in Brief

INSTITUTION:
The Ohio State University

LOCATION:
Admissions Office
Third Floor Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210-1200
(614) 292-3980

ESTABLISHED:
1870

ENROLLMENT:
54,818

DEGREE OFFERINGS:
Associate's
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION:
$3,687 (in-state, Columbus Campus)

NUMBER OF FACULTY:
4,460 (regular, clinical, and auxiliary)

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Environmental Resources Management
International Business Management
Linguistics
Molecular Genetics
Technical Education and Training

INTERNET (Website) ADDRESS:
http://www.osu.edu

The Ohio State University provides accessible, high-quality education for qualified students who are able to benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State's roots reach back to 1870, when the Ohio General Assembly established the Ohio Agricultural and Mechanical College, made possible through the provisions of the Land-Grant Act, signed by President Lincoln on July 2, 1862. In the earliest days, the college curriculum was a matter of bitter dispute among politicians, the public, and educators. One faction—the "narrow gauge" group—held that the college should devote itself to the teaching of only agriculture and the mechanical arts. The "broad gauge" faction wanted a wider program that featured English and ancient and foreign languages as well. Joseph Sullivan, a member of the first board of trustees, is credited with pushing the "broad gauge" idea through the board of trustees, where it passed by a vote of 8-7. His legacy endures. Ohio State continues to offer a broad-based, liberal arts education and a diverse range of study.

Classes began at the new college on September 1st, 1873, when twenty-four students met at the old Vie farm just two miles north of Columbus. In 1878, the college's name was changed to The Ohio State University. The first class of six students graduated that same year, and in 1879, the university graduated its first woman.

The main campus of The Ohio State University is located in Columbus, Ohio, the state capital and one of the fastest growing urban areas in the United States. The city of Columbus is a global center for high technology; home to an active arts community; at the corporate and divisional headquarters of a number of major businesses. OSU has 10 colleges, including a College of Veterinary Medicine, College of Dentistry, College of Law, College of Medicine and Public Health, and College of Optometry. Add to this more th
Ohio State has one of the largest academic library systems in North America and the largest in Ohio. There are 24 individual libraries on the Columbus and regional campuses, with more than five million print volumes and nearly 4.3 million microforms. The Wexner Center for the Arts is an award-winning architectural achievement in itself. It draws visual and performing artists from around the world, among them film director Martin Scorsese, composer and acclaimed trumpeter Wynton Marsalis, and pop-art legend Roy Lichtenstein.

The scarlet and gray Buckeyes are a member of the Big Ten Conference and the NCAA. There are 34 varsity sports programs, 14 for men and 17 for women.

Ohio State has the largest recreation and intramural sports program in the nation.

So, if you are into sports, the arts, or the world-class education, President Kirwan is right...it's great to be a Buckeye!
Telementoring the Young

One-on-One, Q & A, and Subject Data on Tap

By

Nelly Mellander and Gustavo A. Mellander

A college degree is essential for Hispanics who want to succeed, and mastering mathematics is a key factor in that success. A number of Washington, D.C.-based studies declare that mathematics equals opportunity, and that students who fail to master it limit their admittance options. When mathematics is mastered, and reinforced with a variety of college science courses, well-paying careers and successes in a wide variety of fields will follow, the studies predict.

Most students have heard that and are proceeding accordingly. But it is easy to get discouraged.

How can students remain focused, motivated? One way is to connect with professionals already in the field. Around the country, there are thousands of professionals in the technology, engineering, mathematics, scientific, business, and education communities. Their pragmatic knowledge could make them useful resources. Many might like to volunteer to help youngsters in school, but finding the time is problematic.

The government has released a report that compiles existing networks that connect professionals with students and teachers electronically. These programs use e-mail to answer questions, tutor, and telemotor students. E-mail programs provide more opportunities for adults because they reduce time and geographical constraints. The network affords students support and encouragement from adults throughout the nation.

Not only are students motivated, but they also receive subject knowledge and learn of career opportunities first hand.

Existing e-mail programs fall into three major categories:

- One-on-one sustained mentor relationships, in which a professional adopts a student for a period of time during which regular contact is made via e-mail.

- Question and answer services, in which a student can send a subject-related question via e-mail and have it answered by a professional.
who does not necessarily have regular contact with the student.

- Links to subject knowledge and interactive databases that supplement classroom activities.

The Report
The Department of Education's report describes these existing e-mail-based volunteer programs. Each entry includes a source the reader can pursue to find further information. Also included is a description of essential elements that characterize telementoring initiatives and a list of useful telementoring resources. These programs could be replicated in other areas, or perhaps links could be established with them. The sampling below includes some that are geared towards Hispanics and women.

Stevens Institute of Technology and NASA Pilot Telementoring Project
Web Site: None.
Type: Resource for subject knowledge to supplement classroom activities.
Project Description: Launched in the spring of 1997, the project intends to individually match nine NASA engineers/scientists with a New Jersey teacher and his/her eighth or ninth grade classroom in Jersey City, Hoboken, and Union City. Trained mentors will serve as advisors to the teacher and students as they proceed through a structured curriculum on meteorology. The program involves five all-day hands-on workshops in which teachers learn about meteorology and the use of the Internet-based resources for studying meteorology, such as NASA satellite images. Teachers and mentors begin communicating on science- and career-related topics of mutual interest via desktop videoconferencing. During the school term, five additional hands-on workshops are scheduled.

The curriculum, based on materials from the CoVis project and Blue Sky program, is primarily data-centered and project-oriented, emphasizing discovery by exploration. The program provides opportunities for students to ask mentors questions, via e-mail, that will help students in their understanding of math and science as well as provide students with a role model. In the pilot program, which began in the fall of 1997, each mentor is of Hispanic background, and the students of the pilot classrooms are primarily Hispanic. The pilot program also features a research component that will provide a form of evaluation/assessment. In developing the project, literature by Judi Harris of the Electronic Emissary was used.

Telementoring Young Women in Science, Engineering, and Computing
Web Site: http://www.edc.org/OCITelementoring/docs/projects.html
Type: One-on-one sustained mentor relationship.

In the Telementoring Young Women in Science, Engineering, and Computing project, on-line mentors, after two weeks of on-line training, encourage students to discuss class content and help them develop strategies for dealing with difficult subject matter and situations.

Project Description: The Telementoring Young Women in Science, Engineering, and Computing Project, through on-line one-on-one mentor relationships encourages young women to explore and achieve in the fields of science, engineering, and computing by providing sustained support from and communication with female professionals. Mentors, after undergoing two weeks of on-line training, provide students with opportunities to discuss the content of their classes and develop strategies for dealing with difficult subject matter and situations. Mentors also provide guidance and support to help young women make decisions about pursuing courses and careers in science, engineering computing, and related fields. Over three years, the project has reached 19 schools in six states. The project is supported by the Educational Development Center and Center for Children and Technology and is funded by the National Science Foundation.

The Electronic Emissary Project
Web Site: http://www.tapr.org
Projects varied from helping students develop classroom math- or science-related research projects, to exploring math or science careers, to working on weekly math problems. HP employees also helped students develop critical skills to pursue their unique interests in a professional, fun, and efficient way.

Learning Through Collaborative Visualization (CoVis)

Web Site: http://typhoon.covis.nwu.edu/info/covis-info.html
Type: One mentor to one student team, sustained mentor relationship.

Project Description: The Learning Through Collaborative Visualization (CoVis) Project involves thousands of students. More than a hundred teachers, and dozens of researchers and scientists, working to improve science education in middle and high schools. The hands-on science learning employs a broad range of communication and collaboration technologies, including telementoring. CoVis seeks to recruit science experts from academia and industry who are willing to volunteer their time to assist CoVis students with their projects. The CoVis Mentor Database enables teachers to match these volunteers with teams in their classrooms for mentoring relationships spanning weeks or months. Mentors can help students develop interesting scientific questions; clarify and refine their project questions; locate books, periodicals, and Internet data relevant to their investigations; and analyze data in a useful way. Through analyses of electronic mentor-mentee correspondence, students' work, and interviews with mentors, mentees, and teachers, CoVis will examine the efficacy and sustainability of volunteer mentoring over the Internet.

Mentor Center
Web Site: http://mentorcenter.hbn.com

In 1996-97, the Hewlett Packard E-mail Mentor Program provided 1,500 one-on-one mentor relationships between HP employees and fifth-12th grade students in order to motivate students to excel in math and science.

Web Site: http://www.telementor.org
Type: One-on-one sustained mentor relationship.

Project Description: In 1996-97, the Hewlett Packard E-mail Mentor Program provided 1,500 one-on-one mentor relationships between HP employees and fifth-12th grade students in order to motivate students to excel in math and science. Students received assistance and encouragement in pursuing their unique interests while gaining critical math, science, communication, and problem-solving skills. Mentors worked with individual students on teacher-assigned projects that integrated the mentoring program into the school's curriculum and were designed to meet student needs.

Web Site: http://typhoon.covis.nwu.edu/info/covis-info.html
Type: One mentor to one student team, sustained mentor relationship.

Project Description: The Learning Through Collaborative Visualization (CoVis) Project involves thousands of students. More than a hundred teachers, and dozens of researchers and scientists, working to improve science education in middle and high schools. The hands-on science learning employs a broad range of communication and collaboration technologies, including telementoring. CoVis seeks to recruit science experts from academia and industry who are willing to volunteer their time to assist CoVis students with their projects. The CoVis Mentor Database enables teachers to match these volunteers with teams in their classrooms for mentoring relationships spanning weeks or months. Mentors can help students develop interesting scientific questions; clarify and refine their project questions; locate books, periodicals, and Internet data relevant to their investigations; and analyze data in a useful way. Through analyses of electronic mentor-mentee correspondence, students' work, and interviews with mentors, mentees, and teachers, CoVis will examine the efficacy and sustainability of volunteer mentoring over the Internet.

Mentor Center
Web Site: http://mentorcenter.hbn.com

Affirmative Action

An Anachronism in Higher Education?

BY JOSÉ J. SOTO

Of late, many individuals at institutions of higher education are asking the question, "Is affirmative action an anachronism at universities and colleges?" Our answer is an unequivocal and emphatic "No!"

Our society continues to need affirmative action in employment, public contracting, and in the academy. And of these three arenas, the fields of higher education are the most barren and in desperate need of leadership and tending from affirmative action professionals.

Have things really changed?

Many individuals in this country believe and ardently argue that people of color have made great progress socially and economically. Because they perceive that progress has been made, they conclude that efforts such as affirmative action are outdated, unfair and unnecessary. The fact is that racism, discrimination, exclusion and economic marginalization based on skin color continue to impede the progress of and are a part of the current reality for too many people of color in this country.

Yes, higher education has made some progress. It has moved away from the old attitudes of exclusion. But it has not done so far enough away from the institutionalized behaviors of exclusion. Even now, 45 years after passage of the Civil Rights Act of 1964, students of color continue to suffer from the neglect, disinterest, misguidance, and passivity hospitality of educators and educational systems that just don't understand, don't care about, or don't see the too often negative consequences of being a person of color in this country.

Skin color is no longer as much of a barrier to higher education as it once was. But skin color—and race, gender, sexual orientation, physical ability, national origin, and economic status—continues to be a very real barrier to higher education, employment and full participation in this democracy. Proof of this reality lies within the walls of most public and private enterprises (including institutions of higher education) in this country, where people of color are under-represented, represented in merely a token fashion, or simply not represented at all.

Hopwood should not deter us from taking affirmative action.

The reality that racism continues to operate and limit opportunities for people of color in this country belies the rhetoric that we have made "sufficient progress" to warrant dismantling affirmative action. To the contrary, we should be looking toward expanding our efforts to open doors and to level the playing fields for people of color.

To this end, despite the recent U.S. Court of Appeals 5th Circuit decision (Hopwood v. University of Texas, 1996), the use of race as one of many appropriate criteria to consider in making admissions decisions in higher education is permitted (Bakke v. University of California-David, U.S. Supreme Court, 1978). And until the U.S. Supreme Court says something different, the governance and administrative leadership at institutions of higher education outside of Texas, Mississippi, and Louisiana should continue to actively support and aggressively promote affirmative action as a tool to give form and substance to our national credo of equal opportunity.

If not affirmative action, what?

Most critics of affirmative action do not see the need or, and thus do not offer, reasonable alternatives to affirmative action. Nor do they take any personal responsibility for finding reasonable solutions to problems that undergird the need for affirmative action. The majority of affirmative action critics refuse to take any direct and meaningful action to eliminate the racism that continues to negatively impact on a daily basis the lives of people of color.

Those who most vehemently denounce affirmative action are typically the ones who have the power and authority to do something to make affirmative action unnecessary—such as implementing alternatives that will ensure that people of color who are qualified are not always at a disadvantage; such as finding solutions to the oppressive social conditions that have plagued people of color in this hemisphere since 1492, such as eliminating racism and its effects in their own sphere of influence and authority. Their attacks on affirmative action and their refusal to act affirmatively do nothing to remedy the situation and the conditions that continue to make affirmative action necessary.

Affirmative Action is needed now more than ever.

No...affirmative action is not anachronistic, dead, or useless. It is timely; alive and very much needed. And it is naive to think that academia—or any other social, governmental, or economic enterprise for that matter—is at a point where unguided and random decision-making processes will naturally create anything other than more of what we already have: a dominant culture controlling and reaping the benefits and privileges of power while qualified and deserving people of color (and others similarly disenfranchised, e.g., gays/lesbians, women, immigrants, the poor) continue to struggle for inclusion, equal opportunity, and acknowledgement that they too are worthy partners in American society.

A bottom line...

Eliminating individual and institutionalized racism in this country will go far toward eliminating the need for affirmative action programs. Eliminating affirmative action programs, however, will do nothing to eliminate the racism that justifies the continued existence of these programs. Sometimes, the simplest truths are the most powerful.

The author of this commentary is vice president for affirmative action, equity, and diversity at Southeast Community College, Lincoln, Nebraska.
Dallas Collegians Reach Out to At-Risk Students

This summer, five students at the University of Dallas launched a project, the Irving Summer Academic Achiever Program, designed to reach out to at-risk students—those who are suffering academically and are financially strapped.

Melanie Saldivar and four schoolmates spent their summer tutoring local middle school students and taking them on field trips.

Five days a week, Saldivar and friends travelled throughout the local area to pick up 15 middle school students whom they brought to the University of Dallas campus for about five hours of tutoring. Fridays were spent on field trips around the Metroplex and a visit to The Science Place in Dallas.

Saldivar and her partners raised about $6,000 to help pay for supplies and entry fees for the field trips. Next year, the group hopes to raise enough to furnish lunch as well. Students this year had to bring their own

Gómez Named Director of Admission at SWT

Gregory Gómez III has been named director of admission at Southwest Texas State University (SWT).

He joined SWT after serving five years as director of admission at Washburn University in Topeka, Kan., and has spent 12 years in all in the field. Having been assistant director of admission at North Carolina A&T State University and an admission counselor at Salem Community College in New Jersey.

Before his career in higher education, Gómez was an Army officer for 11 years.

He holds a B.A. degree in Spanish from the University of Houston at Victoria and a master's from Webster University in St. Louis.

He replaces Fernando Yarrito, who left to take a similar post at the University of Maryland in Munich, Germany.

M-DCC Teacher Joins First-Ever IRS Panel

Ana Cruz, associate professor of accounting at Miami-Dade Community College (M-DCC), is one of 11 South Floridians named inaugural members of the Internal Revenue Service's new Citizen Advocacy Panel. The volunteer panel is one of several initiatives instituted by President Clinton in the wake of reported abuse of taxpayers by IRS agents, and is the first such panel in the nation.

The panel will work to resolve customer service problems in the local area. Members, who will meet quarterly, will hold at least two public hearings each year to elicit concerns and feedback and receive recommendations. Members will also serve as liaisons for taxpayers and make appropriate referrals.

Cruz, who holds an endowed teaching chair at M-DCC, has more than a decade of specialized tax experience, both in private practice and with the IRS. For several years she has also directed the Volunteer Income Tax Assistance (VITA) program at M-DCC's Wolfson Campus.

In the academic arena, Cruz has earned a reputation for making the study of accounting interesting and relevant, and has incorporated service learning into her classes by having students volunteer with VITA and other organizations.

An alumnus of M-DCC, Cruz holds a master's degree from the University of Thomas of Villanova.

RHC's Jorge Limon Honored by JPL

The Jet Propulsion Laboratories Undergraduate Scholars (JPLUS) program, which identifies outstanding community college students in math, computer science, physical science, and engineering, has honored Rio Hondo College (RHC) student Jorge Limon.

Recommended by RHC's Math and Sciences Department for academic excellence, innovation, and scientific leadership potential, Limon received a plaque acknowledging his accomplishments and academic promise and a stipend at a JPLLS awards banquet and became a potential participant in the Summer Undergraduate Research Fellowship (SURF) program at the Caltech (California Institute of Technology), which manages JPL for the NASA.

Caltech's 18-year-old SURF program is described as a premier academic and research program offering students unparalleled experiences and giving them a strong advantage as they begin future careers or attend graduate school

Mildred García Elected to AAHE Board of Directors

Members of the American Association for Higher Education (AAHE) have elected Mildred García of Arizona State University-West, to a four-year term on AAHE's Board of Directors. García is one of 16 board members.

The Washington
D.C.-based AAHE is a national individual membership organization dedicated to improving the quality of American higher education.

In addition to her position as associate vice provost at ASU-West, García is associate professor in the campus’ Social and Behavioral Sciences Department and associate director of the ASU Hispanic Research Center. Her research has focused on at-risk students and underrepresented faculty, staff, and administrators, with emphasis on the implications for policy and practice.

She received her doctorate from Teachers College, Columbia University, N.Y.

**Harbor College Names Rosas as Vice President**

Luis Rosas has been named vice president of academic affairs at Los Angeles Harbor College.

Rosas joined the staff as a counselor in the Extended Opportunity Program and Services office in 1978, became a member of the regular counseling staff a year later, chairperson of the counseling department in 1985, associate dean of admissions and records in 1987, and academic dean in 1995.

During his two decades at the college, his responsibilities have included supervision of academic divisions and vocational education: International Students: Relations with Schools; College/University Transfer Center; and Affirmative Action and Greater Avenues for Independence (GAIN) programs.

Rosas has served on many committees, was elected chairperson of the committee of counseling chairpersons of the L.A. Community College District, of which Harbor College is a part; and was elected co-chair of the district Admissions Officers Committee.

He has an associates degree from Mt. San Antonio College and a bachelor’s and master’s from Cal State-Los Angeles.

**Castro Math, Statistics Division Head at UTSA**

Alfonso Castro has joined the University of Texas at San Antonio as professor of mathematics and director of the Division of Mathematics and Statistics in the College of Sciences and Engineering.

A member of the mathematics faculty at the University of North Texas for 13 years, he was for two years program director of Applied Mathematics and Classical Analysis at the National Science Foundation.

Author or co-author of more than 60 research articles and publications, Castro earned his doctorate in mathematics at the University of Cincinnati and both his master’s and bachelor’s degrees in mathematics from the National University of Colombia in his native Bogota.

**Martínez Named to National Foundation Board**

Nebraska Wesleyan University student Marty Martínez has been named to the National Hispanic Education Foundation, a board of the American GI Forum, a national Hispanic veterans family organization.

Martínez, the first college student ever selected for the board, was elected at the National Conference of the American GI Forum, held in Corpus Christi, Texas. The board includes two representatives from each of the 15 states with American GI Forum chapters. It distributes scholarship funds, administers a women’s re-entry program, and works on educational programs for inner-city schools.

**Víctor Villaseñor Speaks at ECC**

Víctor Villaseñor, best-selling author, was the keynote speaker for Elgin Community College’s (Ill.) recent Hispanic Heritage Breakfast.

Villaseñor, a highly sought speaker on the topics of family, pride, and world peace, has written *Rain of Gold, Macho, Jury The Profile is...* Juan Corona, and *Wild Steps of Heaven*, and the screenplay *Ballad of Gregorio Cortez*, used in a PBS production starring Edward James Olmos. ABC-TV presented *Rain of Gold* as a mini-series in 1997.

Born in California, Villaseñor was raised by Mexican parents and, he says, grew up feeling lost between two worlds in a constant struggle to find common ground between the culture of his ancestors and his family’s newly adopted American homeland.

After moving to Mexico and then returning to the United States, Villaseñor became inspired to confront the conflicts of his youth through writing.

Throughout his twenties, he produced nine novels and 65 short stories. He received more than 260 rejections before he sold his first novel, *Macho*, which received rave reviews.

He speaks at colleges, universities, high schools, libraries, and prisons, and has been a guest speaker at the Smithsonian Institution in Washington, D.C.

**Romero Appointed U.S. Ambassador to Spain**

Cicerus College (Calif.) alumnus Edward L. Romero of Albuquerque, N.M., was sworn in as U.S. Ambassador to Spain and the principality of Andorra on June 25, 1998, having been nominated by President Clinton on May 5.

At his confirmation hearing before the Senate Foreign Relations Committee, Romero stated, “I want my efforts as ambassador to produce concrete, bottom-line results that would benefit all our citizens through increased trade and enhanced employment opportunities.”

Romero, 63, is founder, chairman, and CEO of Advanced Sciences, Inc., an international environmental engineering and waste management corporation. He has been a member of the U.S. Trade Representative’s Services Policy Advisory Committee and has led several U.S. delegations to Mexico.

He is a well-known leader in the Hispanic community, having served on the President’s Hispanic Advisors Committee, the Albuquerque Hispanic Chamber of Commerce, and the Hispanic Caucus Institute. In 1989, the Hispanic Chamber of Commerce named him National Hispanic Business Man of the Year.
Martinez Directs UTEP’s Facilities Services

University of Texas at El Paso (UTEP) Vice President for Finance and Administration Juan Sandoval has announced the appointment of Gloria Martinez as the university’s new director of Facilities Services.

Martinez will oversee construction, campus grounds maintenance, and more than three million square feet of facilities. Associate director of facilities services since 1996, she has been interim director of the department since December. Her diverse engineering and management background includes positions as the area manager of the physical plant at the University of New Mexico, construction superintendent at Johnson Controls in Los Alamos, N.M., and civil engineer for the New Mexico State Highway Department.

According to Sandoval, she “is one of only a handful of women administrators in facilities services in the state of Texas, and she might be the only Hispanic woman in that position, which makes her a fantastic role model for the Hispanic female students on campus.”

She holds a bachelor’s degree from New Mexico State University, is certified in basic management by the University of New Mexico and in facilities management by the Association of Higher Education Facilities Officers’ Institute for Facilities Management.

Prieto Sworn in as ACCD Trustee

Luz Maria Prieto has been sworn in as a member of the Alamo Community College District (Texas) Board of Trustees and will serve a six-year term.

An art dealer for Galeria Sin Fronteras and freelance translator, she served as a consultant and translator for the National Council of La Raza, the Social Security Administration, and the Red Cross. She has coordinated public programs for the Smithsonian Institution in Washington, D.C., and served as a counselor for several women’s programs, including family planning programs in Latin America.

A veteran community volunteer, she serves on several other local boards, including those of the Guadalupe Cultural Arts Center, the Barrio Comprehensive Family Health Center, and the Madonna Center.

She attended Columbia University, Universidad de las Americas in Mexico, and the Centro Intercultural de Documentacion also in Mexico.

Cameron Associate Dean, Rosenberg Professor

Christopher D. Ruiz Cameron has been appointed associate dean at Southwestern University School of Law (Calif.). A faculty member since 1991, he now coordinates the first-year program and implements new programs to enhance student success in law school and on the bar examination. He will continue to supervise the Externship Program and add responsibilities related to the academic program, faculty appointments and review, faculty development, and the self-study process.

Cameron was also named the 1998-99 Irving D. and Florence Rosenberg Professor of Law for his dedication to the law school and its students, as well as for his professional accomplishments.


He earned his bachelor’s degree, summa cum laude, from the University of California–Los Angeles, and his Juris Doctor degree from Harvard Law School.

Families Welcomed at Texas Tech-El Paso

Parents and students of the El Paso, Texas, area were recently treated to a warm welcome and cake by Texas Tech University administrators, Tech students, and members of the Dads & Moms Association at the El Paso Regional Recruitment Center. The event was designed to help all the area students entering Tech to get acquainted.

Sofia Rodriguez, past president of the Hispanic Student Society and Texas Tech graduate, was named regional director for the center in June and has already made tremendous strides in reaching out to the El Paso community.

“She has helped us so much,” stated Josie Salazar, “My son is the first to go to college, and we did not know how to make all the arrangements. Sofia helped us with everything. We are not so scared anymore.”

Paul Strelzin, vice president of the Texas Tech Dads & Moms Association, told parents to visit their children on campus and get to know their professors and administrators, saying students get homesick and need their support.

Valencia Named “National Community College of the Year”

Valencia. The National Alliance of Business (NAB) has named Valencia Community College (FL) the 1998 National Community College of the Year, singled out for its effective and innovative leadership particularly in meeting the workforce needs of
business and industry.

NAB works to advance an education-workforce agenda at the local, state, and national levels to build a world-class workforce. It partners with the U.S. Chamber of Commerce, the Business Roundtable, and Fortune 100 companies among many others to improve the nation's education and training systems.

Earlier this year, Microsoft Corp. chairman and CEO Bill Gates cited Valencia's leadership role nationally after his company chose Valencia as one of five colleges in the nation to win a Working Connections grant. The grant enables the college to help other schools replicate Valencia's very successful high-tech training programs for students with disabilities.

Valencia, the second-largest producer of A.A. degree graduates in the nation, has also been a leader in the School-to-Work movement. Last year it launched a program that takes faculty members out of the classroom and into the workplace for six weeks to learn firsthand what employers expect from graduates on the job.

Paso del Norte Ozone Map Goes Online

An animated three-dimensional display of ozone pollution levels in the El Paso-Juárez (Texas-Mexico) border region—currently exceeding both U.S. and Mexico air quality standards—went online in August.

Accessible on the Internet at www.ozonemap.org, the Ozone Map presents current levels for the Paso del Norte region, one of the largest international communities sharing a common air basin.

With a population approaching two million, the people within this region are separated only by the Rio Grande, a designated National Heritage River. Throughout history, they have shared resources and a common environment.

The Ozone Map, developed by the University of Texas at El Paso and Austin College in Sherman, Texas, with support from various organizations in the U.S. and Mexico, is an important example of the international cooperation needed to address and solve environmental problems that transcend national borders.

The El Paso City County Health Department, Dirección de Desarrollo Urbano y Ecología in Ciudad Juárez, Texas Natural Resource Conservation Commission, and New Mexico Environment Department have worked together to ensure that the Ozone Map benefits the entire region.

Each agency downloads air pollution and meteorological readings to UTEP where researchers then process data to create a video, which local news stations can access.

USGS in Partnership with Portuguese Organizations

A delegation from the University of South Carolina-Spartanburg (USC) visited Portugal, at the invitation of the Luiz American Development Foundation of Lisbon, which frequently hosts delegations from the U.S., especially from higher education institutions, in order to create avenues for cultural and educational exchanges.

USGS representatives included Rita Duarte Marinho (pictured), Dean of the College of Arts and Sciences; Regis Robe, director of International Studies; Ron Romine, director of Arts and Sciences College Programs; and Don Knight, chair of the Division of Fine Arts, Languages and Literature.

The USGS group met with representatives of the University of Lisbon and laid groundwork for a faculty exchange in the areas of American literature and American popular culture. Discussions were held too with the Camoes Institute, which supports placing lecturers in the Portuguese language at various universities throughout the world.

USGS students, under the auspices of the International Studies Program, are likely to visit Portugal as part of a cultural exchange during 1999.

The USGS International Studies Program has supported visits during the past year to England, Italy, Germany, Costa Rica, France, Portugal, Poland, Russia, and the Dominican Republic.

Hispanic College Fund Receives Grant from SBC Foundation

The Hispanic College Fund (HCF) announced a $25,000 grant from the Southwestern Bell Communications (SBC) Foundation to provide scholarship support to eligible Hispanic youth who aspire to attain a college education in business. The entire grant will fund scholarships to deserving Hispanic students selected from the seven states served by SBC—including Texas, Missouri, Oklahoma, Arkansas, Kansas, California, and Nevada—to be awarded in academic year 1998-99.

The Hispanic College Fund is a national nonprofit, tax-exempt organization located in Washington, D.C., founded in 1993 by Hispanic business owners to help deserving young men and women pursue a college education in business. This year, the HCF expects to award another group of scholarships to more than 100 talented Hispanic students across the country.

The SBC Foundation is the philanthropic unit of SBC Communications Inc. and its Southwestern Bell, Pacific Bell, Nevada Bell, and CellularOne Companies.

This year's grant by the SBC Foundation to the HCF is the fifth in support of its scholarship program.

Learn Spanish in Mexico Through MHCC

This winter, Mt. Hood Community College (MHCC), in Oregon, is offering a unique opportunity in the beautiful mountain town of San Miguel de Allende, Mexico. Participating students will spend winter term 1999 studying in a Spanish language immersion program that will give them a year's worth of instruction and background on Mexican culture in an intensive eight-week program at the Academia Hispano-Americana.

Prior Spanish language experience is unnecessary. Students may enroll as first- or second-year Spanish language students, and will earn credit for a full year of college-level language, as well as credits in International Studies. Individuals may also audit the program.

The total cost of MHCC's Spanish language immersion program is $2,900, and includes all tuition and books, homestay, round trip airfare, and health insurance. An MHCC resident instructor will accompany the group and is available to help with any aspect of the experience, from academics to homestay. Enrollment is limited to 25 students, and early registration is advised. The San Miguel de Allende program will be offered January 2-February 27, 1999.

For more information, contact Lynn Darroch at (503) 675-7641.
EWU Producing Farmworker Plays

Eastern Washington University is seeking community help in a project that will produce one-act Spanish-language plays targeting farmworkers.

Community members are needed to help identify health and safety needs among seasonal and migrant farmworkers, as well as design, act in, and produce the plays throughout four counties. Said Kathy Pitts, project coordinator:

Seattle-area playwrights Leticia López and Lupita Patterson have agreed to write four plays—once the major themes have been developed.

This project is titled "Hispanic Farm Workers Interactive Plays" and is funded under a two-year $224,000 National Institute for Occupational Safety and Health grant, which was recently awarded to Eastern's Center for Farm Health and Safety. The center is also a Pacific Northwest Agricultural Safety and Health satellite center, affiliated with the University of Washington Department of Health.

Although only two percent of the population in the nation raises the food that the nation consumes, farming is still rated in the top three for on-the-job unintentional injuries, Pitts said.

Kalamazoo to Boost Minority Health Careers

If a group of Kalamazoo, Mich., educators and community leaders have their way, minority students from the Kalamazoo Public Schools (KPS) will soon be heading for health careers in record numbers.

A $349,983 award made through the Association of American Medical Colleges (AAMC) will come to the community to fund a five-year initiative to coordinate resources and efforts aimed at boosting the number of minority students headed for a wide range of health care professions.

The award will fund the Kalamazoo Health Partnership Initiative, which will involve Western Michigan University, Michigan State University/Kalamazoo Center for Medical Studies, the KPS, and community organizations from across the city.

Having begun this fall with KPS seventh graders, partners in the effort are focusing on informing students about health care opportunities and guiding interested students into health careers through counseling, mentoring, job shadowing, enhanced academic and laboratory experiences, and special health occupations course work and internships. The partners are bringing their resources to the task of improving basic academic achievement levels, increasing minority enrollment in health professions education, and improving retention of those students once they enroll in higher education.

The Partnership Initiative recognizes that preparing a health professions workforce that reflects the diversity of the community it serves is in the public interest, and that it is important that care providers relate well to the populations served.

Despite efforts thus far, the number of minorities in many of the professional health programs remains very small, with many categories of minority enrollment still at less than five percent.

Fresno City College Developing Latino Leaders

Fresno City College (Calif.) and the Institute of Latino Leadership Education and Development (I-LLEAD) teamed up over the summer to offer a Latino Community Leadership class.

Participants received a working understanding of international, national, state, and local issues impacting the political, economic, and social fabric of the Latino community. The program was constructed to help the participant successfully effect positive change in the context of Fresno County's racially and ethnically diverse community.

The instructor, Enid Pérez, is former director of the Mexican American Legal Defense and Educational Funds (MALDEF) Fresno Leadership Development program.

I-LLEAD was developed due to the increasing demand for Latino leadership classes after the closure of the five-year leadership program operated by MALDEF, which outgrew the program to address the changing demographics in Fresno County.

Spanish Films at Nazareth College

The Casa Hispana (Spanish House) at Nazareth College (N.Y.) is offering a Spanish Film Series in the Fall '98 and Spring '99 semesters. The screenings, which began September 9, are free of charge and open to the public.

(Oct 14: The Pérez Family is a sexy, romantic comedy about freedom, friendship, and the true meaning of family.)

(Oct 21: ¡No se lo tragó la tierra (...and the earth did not swallow him!) is the semi-autobiographical account of 12-year-old Marcos González—son of a Mexican-American migrant worker in the 1950s.)

Nov. 4: El espíritu de la colonia

Nov. 18: Guantanamera is the story of a university professor who is her student's frustrated love.

Jan 13: Cartas del parque (Letters from the Park)

Feb 10: La flor de mi secreto (The Flower of My Secret) focuses on Leo, a romance writer in a loveless marriage, and Angel, a tough and rough journalist with a heart of gold.

Feb 24: Caballos salvajes (Wild Horses) is about an elderly pensioner who returns to bank robbery to recover his $150,000 nest egg, and a young employee who volunteers to be his hostage.

March 24: El maestro de esgrima (The fencing master)

April 7: Últimas tareas con Teresa (Last Evenings with Teresa) tells of an ill-fated love between Teresa, a society girl, and Manolo, an ambitious petty-thief.

April 21: El primer caballero (First Knight) is about Lanzarote's search for Ginebra, future queen of a court that is beset with war and protected by the Excalibur sword of King Arthur.

New Jersey Lauds Hispanic Leaders

The New Jersey Department of Community Affairs, Commissioner Jane M. Kenny and the Center for Hispanic Policy, Research and Development recently held the fifth annual “Excellence in Hispanic Leadership” award reception.

The September reception, held at the New Jersey Performing Arts Center in Newark, N.J., honored Univision Channel 41 for 30 years of service.

Latino Heritage Celebrated at Elmhurst College

Elmhurst College (Ill.) hosted Elmhurst events in September and October in celebration of Latino Heritage, all of them free and open to the public.
The Latino Heritage Art Exhibition Opening Reception for "Re-shaping the Self" featured paintings and drawings by Xero Gomez.

A Latin Cultural Dance Exhibition that featured folkloric dances from the Caribbean and Central and South America, with explanation, and demonstrated with performances by two of "Chicago's most exciting" youth dance groups, Las Serrallas and Los Jovenes del Swing.

The third annual César E. Chávez Guestship featured Pat Mora, award-winning Mexican American poet and author of Neptunia: Essays from the Land in the Middle: Communion: and Borders and Chants, for which she won Southwest Book Awards. Her latest book of poems is Agua Santa: Holy Water.

Participants in "Salsa en La Noche: Otra Vez!" learned the steps to Salsa, Cumbia, and other traditional and modern Latin party dances.

Día de Los Muertos, a ceremony remembering friends and loved ones who have passed away, will close the social occasion on Nov. 1.

**Coming to King Juan Carlos I of Spain Center**

Following are events slated for the King Juan Carlos I of Spain Center of New York University (NYU).

Panel on Colonial Venezuela: In recognition of the 500th anniversary of the Columbus landing in South America, the Center joins with the Consulate General of Venezuela, the Venezuelan American Institute, and the Bolivarian Society of the United States to present a panel discussion with Tomás Enrique Carrillo Batalla, Carlos E. Duarte, and Federico Vegas. In Spanish. Oct. 27.

Flamenco. García Lorca, y la Generación del '98: Two demonstration lectures are offered in conjunction with the Fundación Cristina Heeren de Arte Flamenco: García Lorca at the Residencia de Estudiantes and in New York, and flamenco in the works of the Generation of '98 authors. In Spanish. Novs. 3 and 4.

Juan Goytisolo: During his stay at NYU, this celebrated Spanish writer will offer three public lectures and will participate in several colloquia with graduate students from a variety of departments. Novs. 3-13.


Hispanism in Progress (A series of Colloquia): Nov. 1 - Guest discussant: José Moya, Associate Professor of History at UCLA; Dec. 8 - Guest discussant: Walter Mignolo, Professor and Chair of Romance Studies at Duke University.

Philip II of Spain and His Times: a three-day conference planned by Prof. Antonio Ferro (History) in collaboration with the Center and the Consulate General of Spain to commemorate the 400th anniversary of Felipe II's death. Dec. 3-5.

**Fordham Multicultural Arts Program**

**FORDHAM**

Fordham University's (NY) College of Business Administration has created a unique program exclusively for multicultural arts organizations that will help them prosper in New York City's competitive cultural marketplace.

A certificate program in Arts Marketing and Audience Development for Multicultural Audiences provides intensive course work and training in arts administration for professionals working in mid- to senior-level positions.

Multicultural arts organizations bring a vitality to cultural life throughout New York City, enabling diverse groups to celebrate their own heritage and reach a better understanding of others. New York's diverse cultural arts environment, however, has made it important for multicultural arts administrators to have a strong understanding of essential marketing and legal issues needed to manage and promote their organizations effectively.

Reperiorio Español is among the arts organizations invited to participate in the certificate program.

**Groundbreaking Exhibition of Cuban Art at Arizona State**

ASU

A groundbreaking exhibition, "Contemporary Art from Cuba: Irons and Survival on the Utopian Island," is open to the public through Dec. 13 at the Arizona State University Art Museum.

The exhibition, the first major exhibition in the United States dedicated entirely to the work of the new generation of Cuban artists, offers a unique opportunity to glimpse a hidden world. Many of the artists featured will attend the opening and will give talks to the public and to school classes and university students.

Among the artists whose work is featured are KCHO, Jacqueline Brito, Los Carpineros, Pedro Alvarez, and Yamily Brito, whose work, "Bajo la piel" (1995) is pictured here.

According to ASU Art Museum director Marilyn Zeitlin, "This is a golden age of art in Cuba...Cuba's isolation has produced an artistic output that is fresh and independent. Nothing seems jaded or self-indulgent, but rather full of vitality and relevance to the core issues of living."

**Día de los Muertos Performances at CLU**

Traditionally, Día de los Muertos is celebrated by Latinos on Nov. 1. All Saints Day, to remember the passing of loved ones into the world of the dead. According to legend, the gates between the world of the living and the dead become one, and the dead return to visit loves ones in the world of the living.

At California Lutheran University (CLU), a live theatrical performance depicting the meaning of Día de los Muertos will be presented on Oct. 29 by Teatro Inlakesh theatre troupe and the Folklórico Dancers. Attendees are encouraged to dress up in the tradition of portraying the symbol of death, and a cast prize will be awarded to the best dressed muerto person. Pan de los Muertos (holiday bread) will be served along with hot chocolate and candy.

The event is co-sponsored by Multicultural Programs and Latin American Student Organization at CLU.
Urban Exile: Collected Writings of Harry Gamboa Jr.
Chon A. Noriega, ed.

Working in the tradition of Bertolt Brecht and Samuel Beckett, Harry Gamboa Jr. has pioneered multimedia formats for nearly three decades, setting a precedent for the work of artists such as Coco Fusco, Guillermo Gómez-Peña, and Daniel J. Martinez. This book gathers Gamboa’s diverse creations in a visually compelling collection that reveals a rich vein of Chicano avant-garde production reaching back to the early 1970s.

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Everything You Need to Know about Latino/a History, rev. ed.
by Himilce Novas

Presented in an engaging question and answer format, this newly updated edition covers the contributions of Spaniards, Mexicans, Puerto Ricans, and Cubans; and features as well expanded sections devoted to Dominicans and Central and South Americans, along with new material reflecting the most recent political and social developments.

September 1998
538 pgs.
ISBN 0-8166-2709-7
$15.95 Paper
Plume
(212) 866-2215

Twentieth-Century Poetry from Spanish America: An Index to Spanish Language and Bilingual Anthologies
by Ilana L. Sonnag Bly

Spanish America has produced some of the finest poets of the twentieth century, from the internationally known Nobel Prize winner Pablo Neruda, to the newer voices of Nancy Morejón (Cuba) and Juan Gelman (Argentina). This book provides access to 12,000 poems from 2 separate anthologies in three distinct indexes.

1998
256 pgs.
ISBN 0-8166-3527-4
$90.00
Scarecrow Press
(800) 462-6420

Sometimes There Is No Other Side: Chicanos and the Myth of Equality
by Rodolfo F. Acuña

A culture war is raging in America. Its battlegrounds include our colleges and universities. Rodolfo F. Acuña shows how present attitudes toward ethnic studies reflect resistance to change within the academy, and raises the question whether people of color should continue to support an educational system that excludes the knowledge needed to address societal problems.

1998
224 pgs.
ISBN 0-268-0763-8
$18.00 Paper
University of Notre Dame Press
(715) 636-1550
**Gente Decente: A Borderlands Response to the Rhetoric of Dominance**

by Leticia M. Garza-Falcón

Leticia M. Garza-Falcón explores how prominent writers of Mexican descent have used literature to counter popular, early U.S. history, which portrays "savages" Indians and Mexicans and offers retrospective justification for expansionist policies in the Southwest and South Texas. She also offers significant insights into the ongoing failure of the U.S. public education system to address the needs of children of Texas-Mexican (borderlands) ancestry.

1998
509 pgs.
ISBN 0-300-02260-7
$18.95 Paper
University of Texas Press
(800) 252-5206

**Delia's Way**

by Olga Berrocal Essex

Olga Berrocal Essex delivers a poignant portrait of a young woman's journey toward self-knowledge and freedom from silent yet powerful familial bonds. Sufused with the color and fervor of religious and pagan celebrations, this elegant story is as haunting as incense burning in a cathedral, as beguiling as a young woman's first touch of perfume.

July 1998
186 pgs.
ISBN 1-55885-232-8
$12.95 Paper
University of Houston
(800) 653-ARTF

**CONFERENCES**

**National Multicultural Institute**

November 5-8

"Building Personal and Professional Competence in a Multicultural Society," hosted by NMCI. The major goals are to create a multicultural environment in which an open, cross-cultural dialogue can occur; focus on some of the unique issues that professionals face in working with a culturally diverse population; and offer an opportunity for in-depth training and skill-building in multiculturalism. At The Westin City Center, Washington, D.C.

Contact: NMCI, (202) 885-0700; e-mail at <nmci@nmci.org>; Web site: <www.nmci.org>.

**Second Annual Hispanic Law Conference**

November 17

Hosted by the American University Washington College of Law, co-sponsoring with the Hispanic Bar Association of the District of Columbia, Maryland, and Virginia, this 8:30 a.m. to 4:30 p.m. conference features speakers, panels, and roundtable discussions covering the presence and impact of Hispanics in the legal profession, including their roles in the judiciary, academia, politics, and business.

In Washington, D.C.

Contact: Aurora Carmichael, (202) 284-4004 or <deans-office@wcl.american.edu>.

**Diversity and Learning: Identity, Community, Intellectual Development**

November 12-15

Hosted by the American Association of Colleges and Universities (AAC&U). At the Sheraton University City Hotel, Philadelphia.

Contact: AAC&U, (202) 887-9760; e-mail: <meetings@aaau.edu>; Web site: <www.aacu.edu.org>.

**Círculo de Cultura Panamericano**

November 13-15

The annual convention, special sessions on Federico García Lorca in the centenary of his birth, the 100th anniversary of the ending of the Spanish-German-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (NJ) at the Holiday Inn in Totowa, N.J. and WPL.

Contact: Círculo de Cultura Panamericano, 16 Malvern Place, Verona, N.J. (704) 46-2554.

**24th Annual TACHE State Conference**

November 16-17

The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implications of the Hopwood decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.

Contact: Ed C. Apodaca, (713) 43-9567.

**Building Leadership for Workforce 2000 and Beyond**

November 1-20

Executive leadership development and diversity training and recruitment conference, hosted by NAHFE, the National Association of Hispanic Federal Executives. At the Holiday Inn Rosslyn Westpark Hotel, Arlington, Vir.

Contact: NAHFE, (703) 870-0291; e-mail: <105400.2016@compuserve.com>; Web site: <www.nahfe.org>.

**The Academy in Motion**

February 13-16

Annual meeting of the American Council on Education (ACE) at the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 999-9410.

**United into the Next Millenium**

March 4-8

Meeting of the National Association of Hispanic Publications. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-250.

**Organizing for Learning: Constant Values, Competitive Contexts**

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

**National Research Council: Postdoctoral and Senior Research Awards**

Opportunities for research in:
- Life and Medical Sciences
- Space and Planetary Sciences
- Earth and Atmospheric Sciences
- Engineering, Mathematics & Applied Sciences
- Chemistry, Physical Sciences

Also teaching/research opportunities at the US Military Academy in Mathematics, Physics & Mechanical Engineering

- 350 awards for independent research at over 120 laboratories representing nearly all US Government agencies with research facilities
- 12-month awards renewable for up to 3 years maximum
- Annual stipend for recent PhD or MD graduates $30,000 to $50,000 depending upon sponsoring laboratory; stipend appropriately higher for senior researchers
- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:

**MAIL:**
Associateship Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418

**FAX:**
(202) 334-2759
**EMAIL:** rap@nas.edu

**INTERNET:**
http://rap.nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

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**CALL FOR PAPERS**

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes / 45 minutes).

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

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**University of Notre Dame**
**DIRECTOR, LATINO STUDIES**

The University of Notre Dame is seeking an established scholar to direct its newly institutated Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments and budgeting planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and continue until the successful candidate is identified. Please submit all applications and nominations, including a complete dossier and names of references to:

Rev. Timothy R. Stelly, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556
Fischler Graduate School of Education and Human Services

Programs for Higher Education announces

Graduate Administrative Fellowships

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 1996-1997 academic year. PHE offers a field-based EdD degree with specializations in adult education, computer and information technology, health care education, higher education, and vocational technical, occupational education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll or be enrolled, in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:

• annual stipend of $20,000 (and appropriate employee benefits)
• tuition waiver
• textbooks and computer support
• all expenses paid for the 1996 Summer Institute
• office space, for the academic year, in the Fischler Graduate School of Education and Human Services building, Nova Southeastern University, North Miami Beach, Florida.

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:

• to provide the recipients the opportunity for full-time doctoral study in education in Nova Southeastern University's innovative field-based program.
• to provide the PHE office with staff and research support through studies and projects of benefit to the program, and to earn academic credit through graduate education.

Applicants for the 1996-1997 positions should send a letter of intent and a resume no later than January 30, 1996. Send materials to:

Dr. Delores M. Smiley
Associate Dean for Cluster Development and Marketing
Fischler Graduate School of Education and Human Services
Programs for Higher Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Visit our Web Site: www.fceae.nova.edu/phe

Nova Southeastern University admits students of any race, color, and national or ethnic origin.

NSU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. 1555 Southern Lane, Decatur, Georgia 30033-4097. Telephone number: 404-571-4000. Congratulations to our students, educators, employers, and all NSU employees.

Walden University

155 Fifth Avenue South
Minneapolis, Minnesota 55401

celebrates its

working adults. And we make it a goal to foster the personal and professional development of minority students.

Walden University offers distance-delivered doctoral degrees in Management, Education, Psychology, Health Services and Human Services. Our master's degrees are offered in Education and Psychology. Through innovative learning models and advanced technology, we make it possible for busy professionals to earn graduate degrees without interrupting career and family commitments.

For details:
Visit www.waldenu.edu
E-mail request@walden.edu
Call 1-800-444-6795, ext. 500

We count our diversity among the university's many assets - along with our commitment to making quality higher education accessible to

DEAN

COLLEGE OF ENGINEERING

The University of Maine invites applications and nominations for the position of the College of Engineering.

Rejoining the Provost, the Dean is the chief executive officer of the College responsible for academic, fiscal, strategic planning, and personnel matters. The Dean is expected to provide leadership for the College and to foster excellence in teaching, research, and service to the community. The Dean also represents the College of Engineering and the University to external agencies and constituents and actively participates in the University's fundraising initiatives.

Founded in 1865, the University of Maine is one of the nation's oldest land grant institutions. It serves as the flagship University of the seven-member University of Maine System that was created in 1961. Within the System, UMaine is responsible for providing high quality undergraduate and graduate education, basic and applied research, and outreach services to extend UMaine's expertise and resources statewide to the people of Maine.

The College of Engineering has six academic departments: Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical Engineering, Spatial Information Science and Engineering, and the School of Engineering Technology. In addition, the Calo and Parker Foundation Office and Army and Navy ROTC report to the Dean. All academic programs in the College are accredited by the Accreditation Board for Engineering and Technology. Additional information can be obtained at the College's website http://wwwengineeringmaine.edu

Applicants must have a doctorate in one of the disciplines represented in the College, with credentials to qualify for the rank of professor with tenure in a discipline within the College. A strong record of research and creative achievement, teaching and service, the ability to work effectively with the academic and business community, including acquiring public and private support, and successful academic administrative leadership, including development and expansion of existing research programs, as well as evidence of support for cultural diversity and affirmative action. Experience must be commensurate with a tenured appointment at the University of Maine.

Preferred qualifications include demonstrated leadership abilities in the academic environment, documented experience in managing academic programs and recruiting students.

To apply, submit a letter of interest explaining your background, experiences, and qualifications for the position, a current curriculum vitae with list of names, addresses, telephone, and fax numbers of at least three professional references. Screening of candidates will begin January 1, 1996 and continue until a qualified candidate is chosen.

Send applications and nominations to:

Chair, Engineering Search Committee
University of Maine, College of Engineering
5206 Barrows Hall, Room 101
Orono, ME 04469-5708
Phone: 207-581-2216
Fax: 207-581-2220

The University of Maine is an equal opportunity, affirmative action employer. Minorities and women are strongly encouraged to apply. The University, upon request, provides reasonable accommodations to persons with disabilities.
DEPARTMENT OF SCIENTIFIC FOUNDATIONS
MATHEMATICS EDUCATION
Position: The Program in Mathematics seeks a mathematician-educator with expertise in teacher education at the elementary, secondary and college levels.
Responsibilities: Teach graduate courses in mathematics and mathematics education. Advise students, supervise student teaching and interns. Conduct research in mathematics teaching and learning, supervise doctoral students, and collaborate with other teacher educators in the College’s professional development projects.
Qualifications: Earned doctorate in mathematics or mathematics education. Extensive elementary/secondary/college teaching experience. Evidence of research and professional productivity; including extramural funding. Commitment to excellence in teaching.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, letter of intent including a statement of research and teaching interests, recent representative publications, three letters of reference to Professor Bruce R. Szymczak, Search Committee Chair, Box 199.

DEPARTMENT OF HUMAN DEVELOPMENT
MEASUREMENT, EVALUATION, AND STATISTICS
Position: The program prepares students for the college teaching of measurement and research methods, as well as in testing agencies and civil organizations, and as a program for researchers in a wide range of educational and governmental organizations.
Responsibilities: Teach graduate research methods courses, including survey design, sampling methods, empirical methods, evaluation design, or related courses. Conduct independent research in areas of research.
Qualifications: Earned doctorate in psychology, sociology, education, or related field. Strong quantitative background with facility in advanced data analysis techniques. Prior work as a program evaluator preferred.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, sample publications or proposals, and three letters of reference to Professor Jane Rodgers, Search Committee Chair, Box 68.

DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES
NURSING EDUCATION
Position: Candidates with demonstrated excellence in scholarship, prominence in teaching, and distinction for appointment to the Isabel Mainland Stenemen Chair in Nursing Education. Provide intellectual leadership and oversight to the program. Connect to a multidisciplinary department, including programs in health promotion, psychology, and social education.
Responsibilities: Teach graduate courses, advise students, supervise doctoral research. Take a leadership role in ongoing efforts in psychology. Maximize active, externally-funded research program. Provide service to both the Department and the College, as well as the profession.
Qualifications: Earned doctorate and experience as a professional registered nurse required. Experience in theory-based educational research, a strong record in peer-reviewed extramural research funding, and publication in peer-reviewed journals necessary.
Rank: Associate/Full Professor, Tenured
Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Maria Brandt, Search Committee Chair, Box 65.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP
SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Position: The Program in Social-Organizational Psychology and to assist in providing leadership for the MA and Ph.D. programs. The program is concerned with the various inter-personal, group, and inter-group and organizational contexts in which human behavior occurs, with the ways in which groups of individuals interact with, are influenced by, and in turn influence one another. Research interests include leadership, power, influence, and the role of social psychology in organizational contexts.
Responsibilities: Teach graduate courses such as theories in social psychology, research methods, group behavior, conflict management, managing diversity, organizational development, survey research, motivation and organizational development. Advise both the masters and doctoral students. Conduct research and supervise doctoral research.
Qualifications: Earned Ph.D. in social or organizational psychology, strong roots in social psychology, or social psychology with organizational interests. The area of research is less important than the quality of research. Demonstrated excellence in teaching. Well-developed professional skills as a practitioner, consultant, organizational psychologist.
Rank: Assistant/Associate Professor, Tenured; or Assistant/Associate Professor, Tenure Track
Send CV, a cover letter stating research and teaching interests, three letters of reference to Professor Debra A. Noumiari, Search Committee Chair, Box 175.

COLUMBIA UNIVERSITY
TEACHER EDUCATION
Position: The School of Education seeks a full-time faculty member with a strong background in the field of special education to teach in the Secondary Education Program. The successful candidate will have teaching experience in secondary education, including coursework in secondary education and secondary education administration.
Responsibilities: Teach graduate courses in the areas of special education, including coursework in special education and related fields. Provide leadership and direction in the field of special education. Participate in the development and coordination of the Special Education Program.
Qualifications: Earned doctorate in special education or related field. Demonstrated excellence in teaching. Well-developed professional skills as a practitioner, consultant, and organizational psychologist.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, a letter of recommendation, a statement of research and teaching interests, and three letters of reference to Professor Barry M. Farber, Search Committee Chair, Box 104.

DEPARTMENT OF BIOBEHAVIORAL STUDIES
SPEECH AND LANGUAGE PATHOLOGY
Position: The School of Audiology seeks candidates for a full-time position at the rank of Clinical Instructor in the Department of Audiology.
Responsibilities: Teach graduate courses in clinical audiology, including coursework in audiology and related fields. Provide leadership and direction in the field of clinical audiology. Participate in the development and coordination of the Audiology Program.
Qualifications: Earned doctorate in audiology or related field. Demonstrated excellence in teaching. Well-developed professional skills as a practitioner, consultant, and organizational psychologist.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, a letter of recommendation, a statement of research and teaching interests, and three letters of reference to Professor Barry M. Farber, Search Committee Chair, Box 104.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu/
THE UNIVERSITY OF VERMONT


Pos. #1: Asst. Professor of Spanish with specialization in U.S. Lannan studies. App. includes teaching intermediate & advanced students in language, literature, culture. Native/near-native ability in Spanish required. 

Ability to teach in English. Pos. #2: Asst. Professor of Spanish in modern Latin American literature & culture. Native/near-native in Spanish required. Ability to teach in Spanish. 

Applications are invited for tenure-track positions in Romance Languages, including teaching intermediate & advanced students in language, literature, culture. Native/near-native in Spanish required. Ability to teach in Spanish.

Apply with letter of application, curriculum vita, complete dossier, at least 3 letters of recommendation by November 20, 1998 to: Catherine Connor, Chair, Romance Languages, Department of Romance Languages, University of Vermont, 517 Waterman Blvd., Burlington, VT 05405. Inquiries: Kathleen Doyle, Kidoyle@uvm.edu; (802) 656-1368.

Equal Opportunity/Affirmative Action Employer.

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

FACULTY POSITIONS

The EECS Department invites applications for tenure-track faculty at all levels. We especially encourage applications from women, members of minority groups, and others who will enhance the diversity of our faculty.

The Department of Electrical Engineering and Computer Science at the University of Illinois at Chicago (UIC) is seeking one or more tenure-track faculty members. The Department offers B.S. and M.S. degrees in Electrical and Computer Engineering. The M.S. program includes an option in Computer Science. The Ph.D. program is offered in both Electrical Engineering and Computer Science.

The Department currently has faculty members in the following areas: Computer Science, Computer Engineering, Electrical Engineering, and Electrical Engineering Technology. Faculty members are engaged in research in areas such as computer networks, computer architecture, computer security, and software engineering.

The Department is located in a city with a diverse population of approximately 3 million people. The city is located in the Chicago metropolitan area, which has a population of approximately 10 million people. The Department is currently housed in a new building, which opened in 2012.

The University of Illinois at Chicago is an Equal Opportunity/Affirmative Action Employer.

The University of Illinois at Chicago is located near downtown Chicago, and is close to other research institutions and universities. The city offers all of the amenities of a major city and a wide range of affordable housing.

For more information about the department, visit our web page at http://www.eecs.uic.edu.

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

Superintendent of Schools

Hartford, Connecticut

The Hartford, Connecticut School Board invites educational leaders to apply for the position of Superintendent of Schools. Hartford, with a population of over 130,000, has an educational system which serves 24,000 diverse K-12 students in 28 elementary schools (K-5), 10 middle schools (6-8), and three comprehensive high schools (9-12). The new Superintendent must be a dynamic, articulate leader with an outstanding work history.

The successful candidate should demonstrate:

Leadership: A record of educational and fiscal leadership as a senior education administrator. Demonstrated strong management skills. A history of effective communication with professional staff, parents and community leaders.

A belief that all students should have appropriate opportunities to excel and should be rigorously challenged.

Commitment to Students: Knowledge and experience with curriculum innovation, issues and a dedication to high achievement for all students.

Qualifications: A minimum of five years' experience in a senior education administration position and a Master's degree (an earned Doctorate is preferable). Must meet Connecticut's Department of Education certification requirements for Superintendent.

A minimum of two years' experience in a senior education administration position and a Master's degree (an earned Doctorate is preferable). Must meet Connecticut's Department of Education certification requirements for Superintendent.

A minimum of three years' experience in a senior education administration position and a Master's degree (an earned Doctorate is preferable). Must meet Connecticut's Department of Education certification requirements for Superintendent.

Applications should be submitted to a human resources officer for the school district. The deadline for applications is March 1, 1999. For more information, contact the Human Resources Department at (860) 522-6500.

UTB/TSC

DEAN - GRADUATE STUDIES AND SPONSORED PROGRAMS

THE UNIVERSITY OF TEXAS AT BROWNSVILLE

and

TExAS SOUTHWEST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader for the position of Dean of Graduate Studies. Located next to the border of Mexico, UTB/TSC is a land-grant institution with a diverse student body. The college offers undergraduate and graduate programs in the School of Education, the School of Business, the School of Liberal Arts and the College of Sciences, Mathematics, Engineering and Technology.

The Dean will be expected to provide leadership in strengthening existing graduate programs in collaboration with the college and school deans while also working with them to develop new graduate programs. Other responsibilities include monitoring graduate academic policies and standards, recruiting and advising graduate students, leading professional development workshops for faculty, promoting grant writing, and managing the graduate studies office.

The University of Texas at Brownsville and Texas Southmost College is an Equal Opportunity/Affirmative Action Employer.

Applications are invited from minority candidates. The search will continue until an acceptable candidate is identified. Applications should include a curriculum vitae and letters of reference. For more information, contact Professor Richard M. Williams at (956) 860-8600.

Human Resources

The University of Texas at Brownsville and Texas Southmost College

80 Fort Brown

Brownsville, TX 78520

1-800-544-1200 - 956-844-8200 Fax 956-981-0168

UTB/TSC offers an extensive range of undergraduate, graduate, vocational and technical degree programs.
FACULTY POSITION IN EDUCATIONAL ADMINISTRATION:
DEPARTMENT OF EDUCATIONAL ORGANIZATION AND LEADERSHIP
COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A tenure-track assistant professor specializing in administration, leadership, and policy at the school district level, including the superintendent position available August, 1999.

The individual should be an earned doctorate or an advanced master's degree in educational administration and have experience and expertise in the field of educational administration. The position requires a commitment to the principles of professional ethics and the highest standards of academic and professional performance.

Responsibilities include teaching graduate and undergraduate courses in administration, conducting research, providing mentorship and advising, and participating in institutional and professional activities.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Nona A. Prestine
F.O.I. Search Committee Chair
333 Education Building
1310 S. Sixth St.
College of Education
University of Illinois
Champaign, IL 61820

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Southern Connecticut State University

DEPARTMENT OF PUBLIC HEALTH

The Public Health Department of Southern Connecticut State University invites applications for two Associate or Assistant Professor of Public Health positions. Send letter of application to Dr. William Stehler, Chair, Department Personnel Committee, Department of Public Health, Southern Connecticut State University, New Haven, CT 06515-1355.

Position 1: Responsibilities: Teach in CEPH-Accredited MPH and BS public health programs; possibly program planning and evaluation, and research courses; provide leadership in MPH and BS community-health/education specializations; supervise theses; secure/coordinate funded research; assume other duties as required.

Qualifications: Doctorate in public health or health education, specialization in community health education, CHES preferred, evidence of successful teaching, publication, and contract/grant procurement.

Search 98-395

Position 2: Responsibilities: Teach in CEPH-Accredited MPH and BS public health programs; and research courses; provide leadership in BS environmental health specializations; supervise theses; secure/coordinate funded research; assume other duties as required.

Qualifications: Doctorate in public health or related discipline, expertise in community environmental health, evidence of successful teaching, publication, and contract/grant procurement.

Search 98-197

SCSU is a comprehensive metropolitan public university of some 12,000 students, located in historic New Haven. The University is an equal opportunity, affirmative action employer, seeking to enhance the diversity of its instructional staff. SCSU encourages women and minorities to apply.

Representatives from the Department will be at the "1998 National APA Convention CareerMart" to meet with interested parties.

Washtenaw Community College

EXECUTIVE DIRECTOR FOR INFORMATION TECHNOLOGY

A competitive two-year college dedicated to student, community, and staff success is presently seeking an individual for the position of Executive Director for Information Technology. This individual will be responsible for coordinating and implementing a comprehensive Information Technology Plan, aligning technology initiatives with institutional and business goals of the College, as well as managing technology staff, research, development, acquisition, implementation, and support services in a multi-campus environment. This position reports directly to the President and serves as the Chair for Information Technology staff officers for the College. The College is located in the city of Ann Arbor, MI, a community over 100,000.

The successful candidate should have a broad understanding of information technologies, strong technical knowledge in computing and communications, and experience in leading technical teams. Experience leading and managing a diverse technology team is also required.

As a member of the Technology team, this position will be responsible for the development, implementation, and maintenance of the information technology infrastructure. This includes all aspects of technology, from hardware to software, and from network to application.

This position will also be responsible for the development and implementation of technology policies and procedures. This includes the development of disaster recovery procedures, the implementation of security policies, and the development of technology training programs.

The successful candidate will have a bachelor's degree in computer science or a related field, and at least five years of experience in information technology management. Experience in higher education is preferred.

Search 98-291

Loyola College in Maryland is actively seeking to increase its number of African American faculty through the following program:

Vita Bank: The College has established a Faculty of Color Vita Bank for candidates interested in being considered for tenure track faculty positions. For the 1998-1999 academic year, the following departments are conducting searches for tenure track positions available through existing searches or other recruitment opportunities: Economics, Education (Dept. Chair), History, Marketing, Speech Pathology and Audiology, Writing (Rhetoric). In addition, these and all other departments participate in the College's targeted recruitment programs.

Loyola College, a private comprehensive university, is a Catholic Jesuit institution dedicated to the liberal arts, rigorous study, and social responsibility. The student population consists of 3000 undergraduates and 3000 graduates. Class size is generally small, and faculty salaries are competitive. Loyola has a strong commitment to diversity. The College's diversity initiatives provide a strong support for the recruitment and retention of faculty of color, and for the education of all students about each race and culture.

To apply for either program, send your vita and cover letter to: Dr. Pamela Paul, Maryland Hall Rm 227, Loyola College, 4501 N. Charles Street, Baltimore, MD 21210-2699. For further information, call: 410-617-2988 or e-mail: PPaul@mailgate.Loyola.edu.

Loyola College is an Equal Opportunity Employer. Women and people of color are encouraged to apply.
Salem State College, a comprehensive liberal arts institution located 25 miles north of Boston, is seeking to diversify its faculty and fill a number of possible tenure track positions for the fall of 1999. A one-year temporary position is also included in the listing. All faculty are expected to serve as role models and mentors for a diverse student body. Salary is competitive and commensurate with education and experience. Positions are advertised pending funding.

**School of Arts and Sciences**

**Biology:** Responsibilities include teaching both general biology and courses in the area of human anatomy and physiology. Required qualifications include a Ph.D. in Biology; 2 years of successful full-time college level teaching, especially introductory biology and human anatomy and physiology lectures and laboratories. Preferred is experience serving as an introductory biology laboratory coordinator.

**Computer Science:** Required qualifications include a terminal degree (Ph.D. or equivalent, documented in Computer Science) and 2 years of successful full-time college level teaching. Preferred qualifications include a Ph.D. and demonstrated teaching excellence at the college level. Preferred is the ability to teach courses in the area of specialization, such as networking, business Spanish, methodology, or other courses; ability to teach a second foreign language, and active research and publication agenda.

**History:** Responsibilities include teaching world civilization and Chinese and/or Japanese History. Required qualifications include a Ph.D., with a specialization in China and/or Japan. Preferred is a secondary field in Asian-American History.

**Interdisciplinary Studies:** Responsibilities include teaching an interdisciplinary Freshman Seminar. Required qualifications include a Master’s degree, college teaching experience. Preferred is research and teaching experience in one or more of the following fields: Freshman Year Experience, Ethnic and Cultural Studies (General and Regional), and Mentoring (Concept and Application).

**Physics:** (Department of Chemistry and Physics) Responsibilities include teaching introductory physics courses in support of major programs in biology, chemistry, and Geological Sciences and in a master’s program. Courses are closely related to astronomy, and radiation physics to students in the Nuclear Medical Technology program. Required qualifications include a Ph.D. in Physics, and a strong commitment to excellence in teaching and research. A record of teaching and scholarly experience is preferred. Two years of college teaching experience are preferred.

**Political Science:** Responsibilities include teaching courses in International Relations/Comparative Politics. Required qualifications include a Ph.D. 2 years of college teaching experience, and the ability to teach the courses. Preferred is the ability to teach a course in gender and politics and to demonstrate excellence in teaching. Please include a writing sample, samples of courses taught and developed, and a statement of teaching and research interests.

Application review begins November 1, 1998 unless otherwise noted, and continue until a satisfactory pool is achieved. Please send applications immediately.

To apply, send letter of application specifying department and position for which you are applying, resume, appropriate transcripts and three letters of recommendation to: Office of Faculty and Student Recruitment, 524 Lafayette St., Salem, MA 01970. FAX: (978) 542-6163. E-Mail: eo-fh@salem.mass.edu (Word or Word Perfect Attachments only).

**Salem State College is an Equal Opportunity/Affirmative Action Employer. Persons of Color, Women, and Persons with Disabilities are Strongly Urged to Apply.**
WILLIAMS COLLEGE FACULTY POSITIONS

Williams College has anticipated openings in several fields. Unless otherwise noted, positions are at the assistant professor level for three-year terms, beginning academic year 1999-2000, with possibility of reappointment and consideration for tenure although advanced candidates with exceptional strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. or complete dissertation within one year of appointment. Names of department chair or contact person and application deadline follow name of field.

- ANTHROPOLOGY (Michael Brown. Nov. 30) One visiting position in anthropology and sociocultural anthropology. Priority given to applications received before Nov. 15.
- ART (Guy Hedreen. Dec. 31) One tenure-track position in medieval art and architecture.
- BIOLOGY (Susan L. Scott. Nov. 15) One tenure-track position in cell biology.
- CLASSICS (Kerry Christiansen. Dec. 1) One tenure-track position in classical language and literature, specialization in Roman literature, preferably Roman poetry, ability to teach both Greek and Latin beginning at advanced level.
- ECONOMICS (Catherine Hall. Dec. 31) One tenure-track position in economics.
- HISTORY (Dennis Cკerson. Dec. 1) One tenure-track position in late 19th and 20th European intellectual and cultural history, with a subfield in the history of science and/or medicine.
- LINGUISTICS (See Romance Languages)
- MATHEMATICS (David A. G. Stock. Nov. 30) One tenure-track position in mathematics.
- MUSIC (David Kechley. Dec. 1) One year-long visiting position and one one-semester visiting position, both in musicology/music literature; specialization needed in medieval or renaissance music, world music, Asian music, 20th c. music, courses for both majors and non-majors, interest in courses which include study of race and gender issues. One three-year term position with possibility of renewal for a second year.
- POLITICAL SCIENCE (Michael Macdonald. Nov. 30) One tenure-track position in political theory, with interest in political theory, liberalism, social theory and Marxism. One visiting position in political science.
- PSYCHOLOGY (Kris Kirky. Nov. 15) One tenure-track position in creative psychology. One visiting position in psychology.
- RELIGION (William Darrow. Oct. 15) One tenure-track position in religion or culture, specializing in religious studies.
- ROMANCE LANGUAGES (Brian J. F. L. Williams. Nov. 30) One tenure-track position in French or Spanish literature.
- SOCIOLOGY (Michael Brown. Oct. 15) One visiting position in sociology.

Further inquiries concerning any of these positions should be directed to: the appropriate department; general inquiries regarding hiring at Williams College, Department of Advancement, Williams College, Williamstown, MA 01267.

Williams College is a coeducational liberal arts institution offering undergraduate education to its 2,000 students. The college has an outstanding reputation for its teaching and scholarship and on the academic excellence of its students. The college is well equipped with buildings, facilities, and well-stocked library and other resources. Among the opportunities that Williams offers its students and approximately 250 faculty members are interdisciplinary programs and centers including the Multicultural Center, the O'Keeffe Center for the Humanities, and the Science Library, computer center, and well-equipped laboratories.

An Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

Dean Marsha L. Randolf, Chair
Advisory Committee on the Chancellor and Dean of the UW Bothell
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230
University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants with expertise in research design, statistical analysis, and measurement to fill an open rank tenure track position. Candidates will be expected to teach at the undergraduate and graduate levels, advise and direct student research, engage in interdisciplinary research within the Department, and seek extramural funding. There currently exists within Kinesiology an interdisciplinary faculty with interests in Lifespan Physical Activity, Human Performance and Fitness, Disability Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support the interdisciplinary research in physical activity. Further information about the Department of Kinesiology can be found by visiting http://www.kines.uiuc.edu.

Qualifications include an academic background in one of the general areas of Kinesiology or related field. Expertise in latent variable modeling and analysis of developmental growth and change over time desired. A doctorate is required. Teaching and post-doctoral research experience are desirable. Women and minorities are especially encouraged to apply. Salary is commensurate with experience and qualifications. To assure full consideration, letter of application, vita and three letters of recommendation should be submitted by November 13, 1998. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications received by November 13, 1998 will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Edward McAuley
Chair of the Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

University of California, Berkeley
Richard and Rhoda Goldman School of Public Policy

The Richard and Rhoda Goldman School of Public Policy invites application for an appointment to the faculty at the Assistant Professor rank to begin July 1, 1999. Preference will be given to scholars with expertise in the application of microeconomics to public policy, who have teaching experience and have demonstrated the potential to make important research contributions relevant to the analysis of problems in the public or non-profit sectors. Qualified applicants must hold a doctoral degree or its equivalent. Experience in the practice of public policy-making is also highly desirable.

The School seeks an individual whose interests will add to the policy breadth of the existing faculty. Such interests include but are not limited to environmental policy, health policy, race relations and affirmative action, and science and technology policy. All members of the School's faculty are expected to contribute to the core curriculum. This curriculum includes courses in microeconomics, law and other forms of qualitative analysis, political and organizational analysis, quantitative methods, and public management. The School expects to appoint an individual who is broadly conversant with the social and behavioral sciences and who will engage with an intellectually diverse faculty.

Candidates should send the following five items to: Professor Eugene Smolensky, Goldman School of Public Policy, 2507 Hearst Avenue, University of California, Berkeley, CA 94720. (1) A cover letter, (2) a vita, (3) an example of an article submitted to or accepted by a refereed journal, (4) a summary of no more than 250 words of that article, and (5) the names of three references. The deadline to submit an application is January 15, 1999. All applications received after the postmark of that date will not be considered. Early applications are encouraged.

The University of California is an Equal Opportunity, Affirmative Action Employer.
ITHACA

Ithaca College
VICE PRESIDENT
for Institutional Advancement

Ithaca College invites applications and nominations for the position of Vice President for Institutional Advancement. The Vice President reports to the President and is responsible for increasing private support and visibility of the College through the leadership, strategic planning, and management of a staff of 45 in a comprehensive advancement program that includes development, alumni relations, college relations, including publications and public relations. The Vice President serves as a key member of the President's Council and works closely with the Board of Trustees in their governance and development responsibilities.

Since its founding in 1892, Ithaca College has become the largest independent, comprehensive, residential college in New York State. The College emphasizes teaching excellence, close personal attention, and joint-faculty research in its 108 fully accredited undergraduate and graduate programs in the Schools of Business, Communications, Health Sciences and Human Performance, Humanities and Science, and Music. Its location in central New York’s spectacular Finger Lakes region combines rich cultural and commercial features in a cosmopolitan community shared with Cornell University. The 5,800 students, mostly undergraduates of traditional age, are taught by 415 full-time faculty. There are 33,000 alumni. The College has an endowment of $162 million, raised $8.9 million in fiscal year 1997-98, and recently raised over $10.5 million in a capital campaign for the James J. Whalen Center for Music.

The ideal candidate will possess the following: a bachelor’s degree (advanced degree preferred), significant successful and diverse development experience at a senior level, preferably in higher education; demonstrated success as a creative, effective manager with the ability to lead a multifaceted advancement program; exceptional interpersonal and communication skills; and the ability to serve as an enthusiastic ambassador of Ithaca College with vision, professionalism and integrity. Please submit nominations and applications to the College’s consultants:

Mary Elizabeth Taylor and Paula Carebelli
Ithaca College
C/o Educational Management Network/
Wilt/Kleiber
3 Park Avenue, 29th Floor
New York, NY 10016
212.686.2676 (phone)
212.686.2527 (Fax)

Screening will begin immediately and continue until the position is filled. Inquiries regarding this position can also be forwarded via e-mail to ithaca-emn@emn.com

Ithaca College is an equal opportuni/affirmative action employer.

ST. LAWRENCE UNIVERSITY

The oldest continuous coeducational institution in the Northeast, St. Lawrence University is an independent private, non-denominational university known for its undergraduate liberal arts education and cross-cultural opportunities. The University's 1,500 students come from 40 states and 75 countries. Located halfway between the high peaks of the Adirondack Mountains and the ancient capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

ST. LAWRENCE UNIVERSITY offers a unique learning environment providing 10 majors, 32 minors, and 12 interdisciplinary programs, including a nationally recognized First Year Program. Under the dynamic new leadership of St. Lawrence is embarked on an ambitious program to solidify its traditional curricular programs, while exploring new initiatives, and is in the midst of many facilities improvements. Underway is a $75 million capital campaign.

ST. LAWRENCE UNIVERSITY is an Affirmative Action/Equal Employment Opportunity employer.

Biography

History

- Established 1888
- Located in Canton, NY

- Enrolled 1,500 students
- U.S. News & World Report: Best Colleges

Chemistry

- Chemistry
- Biochemistry (one-year)

Economics

- Law and economics
- Economic history
- Public economics
- Regional economics

Education

- Undergraduate

English

- Writing Center
- Visiting Assistant Professor of English
- Undergraduate: one-year renewable up to three

Environmental Studies

- Resource management
- Ecological sustainability

Gender Studies

- Feminist theory

Government

- International relations

Library

- Coordinator of Technical Services and Cataloging
- One-year renewable appointment, position currently available

Mathematics

- Computation
- Computer science

- One-year renewable

Philosophy

- Epistemology
- Philosophy of science
- Quantum mechanics
- General philosophy

Psychology

- Social psychology

Religious Studies

- Christian religious studies

- South Asian religions

Sociology

- Quantitative methods

Speech and Theatre

- Communication studies

STAFF POSITIONS

Please see the full job descriptions at the link below for full details:

Head Coach

- Umpires

Modern Languages

- International Technology Specialist for Foreign Languages

University Communications

- College Communications Coordinator

This advertisement provides information accurate as of 9/22/98. Consult the St. Lawrence University website for updated information.

HAMILTON COLLEGE

Clinton, NY

The Computer Science department invites applications for a tenure-track position at the rank of Assistant Professor to begin July 1, 1999. We seek candidates with a serious commitment to teaching in a liberal arts environment and will consider young assistants with any are - "I specialization who can contribute to a progressive and evolving undergraduate curriculum. A Ph.D. in Computer Science or a related field is required. The successful candidate will teach a sequence of courses in an area of expertise. The university provides a strong liberal arts grounding, and all faculty members are required to develop a research agenda.

The candidate will hold a Ph.D. in Computer Science or a related field. The position includes teaching a sequence of courses in an area of expertise. The university provides a strong liberal arts grounding, and all faculty members are required to develop a research agenda.

Please send vita, including the names of three professional references, and official transcripts to:

Dr. Stuart Kirchhoff, Chair, Computer Science Department, Hamilton College, 108 College Hill Road, Clinton, NY 13323.

Review of applications will begin January 15, 1999, and applications will be accepted until the position is filled. Women and minority candidates are encouraged to apply. Hamilton College is an Equal Opportunity/Affirmative Action Employer.

The University of Nebraska at Omaha will recruit for positions in Computer Science; English; Finance, Banking and Law; Foreign Languages; Information Systems and Quantitative Analysis; Psychology; Sociology; Sociology/Black Studies and others. Please see our website for more information: http://www.unomaha.edu
ASSOCIATE DEAN
OF GRADUATE
ACADEMIC AFFAIRS

In a leadership role, the Associate Dean of Graduate Academic Affairs will identify, recruit, retain and graduate students from the underrepresented groups, especially but not exclusively minority groups; and formulate and oversee policy in these areas for the Graduate School. The Candidate will be a liaison to graduate student representative bodies, including the Graduate & Professional Student Assembly and the various minority student groups; advise senior administrative staff on issues related to minority affairs; work with other University offices that handle graduate student academic issues; and provide academic advising and counseling to graduate students as needed. Additionally, the position will obtain external funding for special programs; manage programs; represent the University to other schools, professional organizations, alumni, and government agencies; and work directly with the Dean of the Graduate School on other academic issues as they arise.

Work experience in one or more of the above areas, including experience leading, planning and managing programs is desired. A Doctorate is strongly preferred. Requirements include strong interpersonal, organizational, and written and oral communication skills. The Associate Dean of Graduate Academic Affairs reports to the Dean:

Send cover letter and resume with Job # A03701 to:

Organizational Development and Employment Services,
20 Thorntwood Drive,
Ithaca, NY 14850.

CORNELL UNIVERSITY
Affirmative Action/Equal Opportunity Employer

NC STATE UNIVERSITY

PROVOST

North Carolina State University invites nominations and applications of candidates for the position of Provost and Vice Chancellor for Academic Affairs.

This is a unique opportunity for a strong visionary leader at the largest institution within The University of North Carolina System, a public higher education system.

Application: A statement of interest, a complete résumé and a list of five references should be postmarked no later than October 31, 1998, although applications and nominations will be accepted until the search is completed. Send correspondence to:

Mr. Jerry H. Baker
Baker, Parker and Associates, Inc.
Two Concourse Parkway, Suite 775
Atlanta, GA 30328-5371
E-mail: jbak@bpassearch.com
http://www.ncsu.edu

NC State University is an Equal Opportunity/Affirmative Action Employer

NC State Today: Enhancing its historic strengths in agriculture, science and engineering with a commitment to excellence in a comprehensive range of academic disciplines, NC State University provides leadership for intellectual, cultural, social, economic and technological development within the state, the nation and the world. Situated in Raleigh, one of America’s most livable cities, and adjacent to Research Triangle Park, NC State is a Research I, land-grant institution with an enrollment of more than 27,000 students, an annual operating budget of $632 million, an endowment valued at approximately $250 million, and sponsored programs and research expenditures of $335 million. The university offers 89 baccalaureate degrees, 85 master’s degrees and 52 doctoral degrees in 10 academic colleges and schools, including Agriculture and Life Sciences, Design, Education and Psychology, Engineering, Forest Resources, Humanities and Social Sciences, Management, Physical and Mathematical Sciences, Textiles and Veterinary Medicine.

Provost’s Position: The Provost serves as the chief academic officer and a key member of the Chancellor’s executive team and is responsible for all academic programs. The successful candidate should have an earned doctorate or comparable academic credentials and a distinguished record of scholarly achievement, teaching and service consistent with appointment as professor in one of the University’s academic departments. In addition, the candidate should have a substantial record of fostering a success-oriented academic community for students, faculty, and staff at a large, complex university. The university is a member of NCAA Division I. The position requires an appreciation of a Research I, land-grant university dedicated to integrating teaching, research, service and extension for diverse constituencies.
Wellesley College, a leading liberal arts institution for women, invites applications from experienced relational database report-writing professionals for a full-time position in the Information Services Database Systems department. This position requires technical expertise and project management skills in the continued implementation and support of a large administrative information system. It also offers the opportunity to be a leader in the design, implementation and maintenance of a new data warehouse effort in a Unix and Oracle/SCT Banner client/server environment.

Requirements for the position include a Bachelor’s degree in Computer Science, or equivalent experience, and significant professional experience in information systems, report writing, documentation, training and project leadership. Strong programming and report writing skills (preferably in SQL, PL/SQL, and OBIEE) and experience with Oracle, SQL and report writer software such as Microsoft Access and Crystal Reports or Oracle Reports are also required. Proven interpersonal and communication skills are essential. Experience with Oracle databases, SQL Databases, UNIX, C, and Perl is preferred. Applicants must be able to work well as part of a team and work effectively in a culturally diverse environment.

Wellesley College is proud of its flexible work environment. We will consider a variety of ways to accommodate this position, such as full-time, part-time or a combination of both.

If interested, send a letter indicating your interest, desire, and resume to Patricia M. Busbee, Associate Director of Career Services, on the above date.

Wellesley College is an equal opportunity employer.

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WPI Faculty Opening
MANAGEMENT INFORMATION SYSTEMS

The Department of Management at Worcester Polytechnic Institute (WPI) invites applications for a full-time, tenure-track opening in Management Information Systems (MIS) at the assistant professor level. The position will commence August 15, 1999.

Applications must be received by July 15, 1999.

The ideal candidate will have a Ph.D. in MIS or a relevant field and be able to provide leadership in the following areas:

- Computer Science
- Computer Engineering
- Information Systems
- Management Science
- Operations Research
- Statistics

Interested candidates should submit a letter of application and CV, and two letters of recommendation to:

Professor Ming Zhao
Department of Management
Worcester Polytechnic Institute
100 Institute Road
Worcester, MA 01609-2280

WPI is an Affirmative Action/Equal Opportunity Employer.

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THE UNIVERSITY OF MICHIGAN
COLLEGE OF ARCHITECTURE + URBAN PLANNING

The College of Architecture & Urban Planning at the University of Michigan is seeking a full-time, tenure-track faculty member in architectural history/theory, effective September 1, 1999.

Applications are now being accepted. The Architecture Program and the Doctoral Program in Architecture are seeking a colleague with expertise in architectural history/theory, with a specialty in the history of architecture in non-Western cultures or in contemporary architecture.

Responsibilities will include: teaching undergraduate courses in architectural history/theory; teaching graduate courses and seminars in his/her area of specialization; supervising doctoral dissertations; and contributing to a dynamic architectural history faculty and curriculum.

Applications should be postmarked no later than January 5, 1999.

The University of Michigan is an equal opportunity, affirmative action employer.

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DEPARTMENT OF HISTORY

ACADEMIC HISTORY POSITION

The Department of History and the American Indian Studies Program of the University of Wisconsin-Madison invite applications for a position as Assistant Professor (tenure-track). Associate or Full Professor (tenure-track) in American Indian History. The appointment will be with the Department of History and the American Indian Studies Program. The appointment will be with the Department of History and the American Indian Studies Program.

Applicants are encouraged to submit a letter of application and three letters of recommendation by December 1, 1999.

The University of Wisconsin-Madison is an Affirmative Action/Equal Opportunity Employer and encourages applications from women and minorities.

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EUROPEAN WOMEN'S HISTORY

The History Department at the University of Wisconsin-Madison seeks a candidate with experience in women's history to teach a course in the history of women in Europe since 1750. The position is available for the academic year 1999-2000.

Applications are now being accepted. The History Department at the University of Wisconsin-Madison seeks a candidate with experience in women's history to teach a course in the history of women in Europe since 1750. The position is available for the academic year 1999-2000.

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.
DEAN OF THE HONORS COLLEGE
Ball State University
Muncie, Indiana

Ball State University is seeking an experienced teacher/scholar to direct and coordinate activities at its nationally recognized Honors College as of July 1, 1999. Minimum qualifications are an earned doctorate or the terminal degree in the candidate’s academic discipline; overall qualifications which merit a faculty appointment at a senior rank within one of the academic units of the university. Demonstrated excellence in teaching; strong interpersonal and communication skills; and willingness to collaborate with other areas of the university. Preferred qualifications are: experience in honors education; demonstrated leadership and management skills; commitment to interdisciplinary collaboration; and experience in developing external funding and participation in fund-raising activities.

Created in 1959 as an Honors Program and raised to college status 20 years later by action of the Board of Trustees, the university’s Honors College currently serves 1,400 outstanding undergraduates from all disciplines, providing a small-college atmosphere within the university community of approximately 18,000 students. Ball State University is in Muncie, Indiana, a city of approximately 80,000, located 50 miles northeast of Indianapolis and 230 miles southeast of Chicago.

The Dean of the Honors College reports directly to the Associate Provost and works with the Academic Deans, Departments, and the Office of Admissions to recruit outstanding students to the university. Other primary duties include teaching within the Honors College curriculum, developing and administering the Honors College’s scholarship programs, supervising the Undergraduate Fellows Program, and coordinating the college’s student programs in Oxford, England.

Salary is dependent on qualifications and experience. Review of applications will begin on November 2, 1998, and continue until the position is filled. Send letter of application, curriculum vitae, and the names of five references to: Dean of the Honors College Selection Committee, Office of the Associate Provost, Ball State University, Muncie, IN 47306. Further information is available on the university’s website at www.bsu.edu and www.bsu.edu/honors.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Vice President for Academic Affairs/Dean of the Faculty
GAINESVILLE COLLEGE

Gainesville College invites applications and nominations for the position of Vice President for Academic Affairs and Dean of the Faculty, appointment expected by July 1, 1999.

The Position
The Vice President for Academic Affairs and Dean of the Faculty is the chief academic officer of the College and reports to the President. Responsibilities include leadership and supervision of the transfer, career remedial, and continuing education curricula, library and learning resources center, admissions and records operations, and the professional development office. The vice president provides faculty leadership, is instrumental in program development and community outreach, and works closely with the president and other members of the executive council to devise the budget and make other decisions affecting the welfare of the college community.

Qualifications
- Earned doctorate from a regionally accredited college or university.
- At least 3 years of successful administrative experience at the level of division chair or higher.
- Demonstrated record of teaching and service, preferably at the two-year college level.
- Demonstrated ability to establish and maintain collaborative working relationships with students, faculty, staff, and other administrators within and outside the college.
- Demonstrated ability to manage fiscal and personnel resources to balance competing programs and to implement strategic and innovative strategies.
- Excellent interpersonal and communication skills.

The College
Gainesville College is a two-year unit of the University System of Georgia. Emphasizing the University System approves core curriculum in the liberal arts tradition, the College offers academic opportunities in the humanities, the natural sciences, mathematics, and computer science, and the social sciences. Special education and the professional fields of business and health sciences. It has an enrollment of almost 3,000 students and is located in the foothills of the Appalachian Mountains near beautiful Lake Lanier about 60 miles northeast of Atlanta. Additional information can be found on the College's home page at http://www.gc.peachnet.edu.

The Application
A complete application will include a letter addressing qualifications noted above, a one-page statement of educational and leadership philosophy, a curriculum vitae, transcripts and names, and telephone numbers of at least three references. Salary will be competitive and commensurate with qualifications and experience. Application materials should be mailed to: Human Resources Department, Gainesville College, P.O. Box 1359, Gainesville, GA 30502.

Review of complete files will begin on December 1, 1998, and continue until the position is filled.

Gainesville College is an Affirmative Action/Equal Opportunity Educational Institution.

SETON HILL COLLEGE

The Education Department invites applications for an Assistant or Associate Professor position in Special Education beginning either Spring or Fall, 1999. This position will teach graduate and undergraduate courses in elementary education and special education, with an emphasis in severe and profoundly, and physically handicapped; advise graduate and undergraduate students, supervise student teachers, and facilitate Master’s research projects. Qualifications include Doctorate in Special Education (ABD considered) basic education teaching experience, supervisory experience, and experience in elementary and/or special education certification. Send letter of application, curriculum vitae, official transcripts, a statement of teaching philosophy, and three letters of reference to:

Terry D. DePasquale, Ed.D., Chair Division of Education Communication and Behavioral Sciences Seton Hill College Greensburg, PA 15601

Seton Hill College is committed to having a faculty and staff which is representative of the racial diversity of the global community; women and minorities encouraged to apply.

MICHIGAN STATE UNIVERSITY
PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Michigan State University Research Institute invites applications for a tenure-track position at the rank of Assistant Professor specializing in CHICANO/LATINO STUDIES. The candidate will be jointly appointed by Psychology, the tenure home department, and the Hispanic Studies Research Institute. The Michigan State University Research Institute is the Midwest’s premier research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered. Women and underrepresented minorities are encouraged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first two years to allow work to advance the Institute’s mission, to promote the generation of scholarship on Latinos, and to advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate’s qualifications and experience. Review of applications will begin December 1, 1998, and continue until a suitable candidate is identified. Send a letter of application, vitae, reprints, and three letters of reference to William S. Davidson, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117.

MSU is an AA/EEO employer.
Yakima Valley Community College

HISTORY & SECOND DISCIPLINE INSTRUCTOR (Tenure Track)

Yakima Valley Community College is accepting applications for a Multi-Disciplinary Instructor (History & Second Discipline) at our Grandview Campus. Anticipated date of employment is January 4, 1999. Salary: $39,679-$46,179 (An academic year contract) including a generous benefits package. Minimum Qualifications: Earned Master's degree in history and an earned bachelor's degree (or graduate work) in computer science, economics, philosophy, political science, or a natural science discipline. For application and description contact:

Human Resource Services Dept.
PO Box 22520
Yakima, WA 98907-2252
(509) 574-4470
Website: www.yvcc.cc.wa.us/jobs/index.htm/
e-mail: yvchhr@ctc.edu

EOE

Union College
Schenectady, NY
Faculty Openings 1999-2000

Located in the Capital District, Union College is a private selective 4-year liberal arts college with a long history of strength in science and engineering. More information is available on the web at: http://www.union.edu. Positions generally start at the Assistant Professor level. Visiting Professors may be eligible for renewal. Preferred candidates will have an earned Ph.D. in the discipline, although ABD’s will be considered. Evidence of strong teaching skills, a focused research agenda, and postdoctoral experience is desirable. Some positions may require conducting research with undergraduates, teaching freshman preceptors, and senior thesis supervision. Trimester schedule allows for a normal teaching load of six courses per year.

Union College offers an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan; and tuition remission.

Starting Date: September 1, 1999 (unless stated otherwise).

ANTHROPOLOGY: Sociocultural Anthropology (1-year Visiting). The topical specialty and geographical area for this anticipated vacancy remains open. Starting date is August 1999. For more information please see the Anthropology department's homepage at www.union.edu/PUBLIC/ANTDEPT/index.html. Send ONLY vita, cover letter, and list of references to: Anthropology Search Committee, Department of Anthropology, Union College, Schenectady, NY 12308. Application deadline is December 30, 1998.

CHEMISTRY: ORGANIC/GENERAL - Visiting Assistant Professor (1 Yr. Renewable). Teaching responsibilities will be principally in organic chemistry, with additional obligations in general chemistry courses. The candidate is expected to have a Ph.D. in organic chemistry. Applicants with postdoctoral, industrial, or previous teaching experience are preferred. Applicants should have the potential for excellence in undergraduate teaching and research. Applications should include a CV, a statement on the applicant’s background and interests in teaching, an outline of research interests (three-page maximum, including major equipment needed and cost estimates), and three letters of recommendation. Materials should be sent to Prof. James C. Adrian, Jr., Department of Chemistry, Union College, Schenectady, NY 12308. Application deadline is November 30, 1998, but review of completed applications will begin immediately.

HISTORY: UNITED STATES - Assistant Professor (Tenure Track). Seeking nineteenth-century United States women’s history with ability to teach courses in the following areas: Civil War, Age of Jackson, or popular culture. Teaching duties include both halves of the American history surveys and upper-level courses in the area of specialization. Descriptions of the staff and program of the Union History Department are accessible via the Union College Web page (http://www.union.edu). Candidates should have Ph.D. in hand by September 1, 1999. Teaching experience preferred. Please send a letter of application, resume, and letters of reference to Professor Robert V. Wells, American Search, Department of History, Union College, Schenectady, NY 12308. Application deadline is November 15, 1998.

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are encouraged to apply.

FULTON-MONTGOMERY COMMUNITY COLLEGE

SCIENCE INSTRUCTOR

Full-time, tenured-track position in the Science Division to teach a variety of introductory science courses for majors and non-majors, beginning January 27, 1999. Master's degree with a minimum of eighteen semester hours in biology required. Candidates must have experience in teaching introductory biology courses as well as microbiology, experience teaching plant biology is a plus. Teaching experience, preferably at the two-year college level, desired. In addition to teaching, responsibilities include course and curriculum development and program-related academic advisement. Candidates should possess the ability to and commitment to teaching at a community college and working with students having a wide range of academic abilities. Anticipated academic year salary/rank $32,236/instructor

Application procedure: Submit letter of application outlining qualifications and interests relevant to the position, resume, copies of unoffical transcripts of undergraduate and graduate course work and names of three professional references to: Dr. James J. Abenh Jr., Dean of Liberal Arts and Sciences, Fulton-Montgomery Community College, Johnstown, NY 12095-3798. Screening of applications will begin on October 26, 1998 but the position will remain open until filled.

Fulton-Montgomery Community College, a part of the State University of New York, is located approximately 40 miles west of Albany in a comprehensive two-year institution with an enrollment of approximately 2,000.

FMCC is an equal opportunity, affirmative action employer and actively seeks applications from women and minority candidates.

3 FULL TIME INSTRUCTOR POSITIONS - CALIFORNIA COMMUNITY COLLEGE

ACCOUNTING, ADMINISTRATION OF JUSTICE, CHILD & FAMILY STUDIES.

Tenure track positions responsible for teaching all courses in designated curriculum. Accounting and Child Family Studies require subject matter masters degree or the equivalent. Administrations of Justice requires bachelor's degree and two years experience or associate degree and six years experience. All positions require demonstrated experience working with individuals from diverse backgrounds. $32,789-$46,068. Initial salary placement for all positions commensurate with education and experience according to salary placement guidelines. Extensive fringe benefits package. Start date fall semester, 1999. For application packet contract Office of Human Resources, Napa Valley College, 2277 Napa-Vallejo Highway, Napa, CA 94558. (707) 259-8020 (voice mail).


Situated in the heart of California's wine country, the college is located 90 miles northeast of San Francisco and serves more than 10,000 students overall. As an Equal Employment Opportunity/Affirmative Action Employer, the college maintains a drug-free workplace and requires that employees abide by that policy.
St. Mary's University
Vice President for Student Development

St. Mary's University seeks a Vice President for Student Development who demonstrates leadership, vision, and a dedication to the overall development of each student as a person in the context of a university community. Applicants should be committed to student development which extends beyond intellectual and professional growth, and includes emotional, social, and spiritual growth as well.

The Vice President for Student Development serves as a member of the University's Executive Council and reports directly to the President of the University. Responsibilities include providing leadership in planning, implementing, assessing and improving student services and experiences which meet and support the University's mission and strategic plan. The Vice President provides direct supervision and leadership development for the administrators responsible for the following departments: Campus Ministry, Career Services, Counseling and Testing, Dean of Students/Student Life, Intercollegiate Athletics, Health Center, and Service Learning. Student Life involves the following areas: Athletic Convocation Center and University Center, Greek Life, International Student Services, Judicial Affairs, Orientation-Transition and Leadership Programs, Residence Life, Student Government, Services for Students with Disabilities and Wellness and Recreational Sports. Leadership is also called for in aspects of legal issues in higher education; campus communication and collaboration with faculty and administrative colleagues, budget development, planning and assessment.

Located in the multicultural and dynamic city of San Antonio, Texas, St. Mary's University is a comprehensive liberal arts university founded in 1852 by the Society of Mary (Marist). The culturally diverse enrollment consists of approximately 4,200 students, including approximately 2,800 undergraduates in the Schools of Business and Administration, Humanities and Social Sciences, and Science. Engineering and Technology, approximately 500 students in the Graduate School, and approximately 750 students in the School of Law. The ethnic diversity of the student population mirrors the demographics of San Antonio.

Candidates should possess the following essential traits:

- demonstrated personal/professional value/willingness and ability to provide leadership for the Catholic Marist character of the University community through Student Development.
- demonstrated success in providing direct supervision, direction and support for administrators.
- successful management and leadership experience in student development in higher education; direct knowledge and experience in a broad spectrum of student development areas.
- an ability to interact with and relate to a diverse student population.
- an ability to work effectively with faculty, administration, staff, and students.
- successful collaboration and integration with academic programs and personnel.
- demonstrated knowledge in aspects of legal issues in higher education.
- demonstrated leadership of student development field.
- demonstrated leadership in utilizing technology, budgeting, planning and assessment to improve student services.
- doctorate in Student Personnel Administration, Higher Education Administration or related field strongly preferred.

The position is available on January 1, 1999. Salary and benefits package are competitive. We will begin to review applications November 10, 1998. St. Mary's University is strongly committed to the hiring and advancement of women and minorities in higher education and encourages candidates of all backgrounds to apply. To apply, send a letter of application, current resume, and three current letters of reference to:

Director of Human Resources
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228-8565
Attn: Vice President for Student Development Search
St. Mary's University is an EEO/AA Employer

Fairleigh Dickinson University
PRESIDENT
Fairleigh Dickinson University, one of the largest independent universities in New Jersey, is seeking a President to succeed Francis J. Mertz, who has served with distinction since 1973. The University occupies campuses in Madison and Teaneck with a total enrollment of 9,000 full-time and part-time students. Fairleigh Dickinson University is a comprehensive university (Master's I in the Carnegie classification) and offers associate, bachelor's, master's and doctorate degrees in a range of fields. The student enrollment is divided approximately equally between graduate and professional programs. There are 265 full-time faculty members. The annual budget is roughly $100 million.

The Board of Trustees is looking for an experienced administrator with a deep commitment to academic values, a successful record in fund-raising and management, and the communication skills required to lead the campus communities and the external constituencies of the University.

The University is being assisted in this process by Jean Dowdall and Robert Atwell of A.T. Kearney Executive Search. Dr. Dowdall can be reached at 225 Reinekers Lane, Alexandria, VA 22314; phone (703) 739-4761; fax (703) 518-1782; e-mail: jeann_dowdall@atkearney.com. Candidates are encouraged to review the search website at www. fdud.edu/searches.

Applications and nominations should be forwarded in confidence to:
Joseph Weber, Ph.D., Chair of the Presidential Search Committee
Fairleigh Dickinson University
c/o A.T. Kearney Executive Search
225 Reinekers Lane
Alexandria, VA 22314

The confidential review of candidates will begin in December; materials received prior to that time will receive full consideration. The search will continue until the position is filled. The appointment will become effective July 1, 1999.

FDU is an EEO AA employer committed to a diversified work force. M/F/D/V

ASSISTANT DEAN OF THE FACULTY

A senior-level member of the Office of the Provost/Dean of the Faculty, the Assistant Dean of the Faculty supports the Provost and the Dean for Academic Development on all matters connected with the academic program including the implementation of major initiatives such as the scholarship program, and the engineering and environmental program. The Assistant Dean also conducts research, drafts correspondence and reports on academic matters; oversees supervision and evaluation of support staff; coordinates best practices and communication among academic departments; advises the deans on academic and other campus issues; coordinates the development and evaluation of a variety of services supporting the faculty; and provides leadership for the Office's initiative for the advancement of educational technology.

Requirements: Doctoral degree, preferably in a field taught at Smith. Minimum of five years of relevant administrative experience in higher education, college-level teaching experience highly desirable. Excellent written, research and budgeting skills; strong leadership/management skills; working proficiency in word processing; outstanding presentation, communication and interpersonal skills, and the ability to work with diverse constituencies and maintain confidentiality.

For over 100 years, Smith College has been a national leader in the liberal arts college for women, having been founded in 1875 and dedicated to its students and staff. Our libraries, museums, theatre and athletic facilities, as well as our classes and workshops, are part of our exceptional experience. Located in the diverse and scenic city of Northampton, MA, Smith is a member of the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts).

Review of applications will begin immediately and continue until the position is filled. Interested candidates are invited to submit a letter of application and resume to the attention of Human Resources, Smith College, Box 595, 30 Belmont Avenue, Northampton, MA 01063.

Smith College is an equal opportunity employer encouraging excellence through diversity.
KEAN UNIVERSITY
DEAN OF GRADUATE STUDIES, RESEARCH AND CONTINUING EDUCATION

Kean University invites applications and nominations for the position of Dean of Graduate Studies, Research and Continuing Education. Kean University, the oldest public comprehensive higher education institution in New Jersey, has an established and rapidly growing reputation for excellence in graduate and undergraduate programs and services. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

RESPONSIBILITIES: The Dean of Graduate Studies, Research and Continuing Education reports to the Provost/Vice President for Academic Affairs, serves as a member of Deans Council and supervises and coordinates all aspects of graduate studies. The ideal candidate is expected to provide energetic leadership in all dimensions of graduate study and training, foster research and scholarly inquiry within the University community, work closely with four School deans in the development of new graduate programs, oversee and develop mechanisms for promotion and marketing of graduate programs and serve as representative to off-campus constituencies. The Dean will supervise the staff of the Office of Research and Grants, Continuing Education, Graduate Studies, and Graduate Admissions. The Dean will also chair the Graduate Program Coordinators, serve as the administrative liaison to the Graduate Student Council, oversee graduate student affairs and administer programs that enhance the quality of graduate student life including the appointment of over 100 graduate assistants and other graduate student awards.

QUALIFICATIONS: The successful candidate will have the following qualifications: a record of outstanding achievement in research and graduate education, experience in academic administration, resource management and program formulation and review, demonstrated commitment to shared governance, interest in applications of research, demonstrated excellence in oral, written and interpersonal skills, ability to deal innovatively with governmental agencies, business and industry; breadth of vision as exemplified by multidisciplinary awareness, international and multicultural experience, and sensitivity to diversity; a record of creativity and innovation in the infusion of technology into graduate education; experience with current demographic, economic, scientific and philosophical trends and an awareness of their significance for higher education. An earned doctorate is required.

APPLICATION, SALARY, BENEFITS INFORMATION: Candidacy review will begin on November 9, 1998 and continue until appointment is made. The position is available beginning July 1, 1999. Send letter of interest, current resume, names, addresses and telephone numbers of three references who can comment on candidate's professional qualifications, Official transcripts and a set of three original letters of reference written in the last twelve months required before appointment. Apply directly to: Chair, Graduate Dean Search Committee, Office of the Provost/VPA, Kean University, 1000 Morris Avenue, Union, New Jersey, 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. Kean University is an EEO AA Institution.

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Search For The Vice Provost For Research
Arizona State University

Arizona State University (ASU), in Tempe, invites applications and nominations for the position of Vice Provost for Research. This Vice Provost is the senior research officer of ASU and reports to the SVP/Chief Operating Officer at the Main Campus.

The Vice Provost for Research is responsible for working with faculty, deans, directors, chairs, and other constituencies to focus and enhance the University's capacity for innovative multidisciplinary research and to develop large-scale initiatives in scholarship, teaching, and public service. The successful candidate will provide leadership for future directions of research and creative activity at ASU, including identifying and securing funding for these efforts. Additionally, this person is responsible for working with the University's officers to enhance the regions and the state's economic vitality and quality of life.

The Office of the Vice Provost for Research is responsible for the administration of the University's research policies and the central administration's research support programs. Reporting to this officer in whole or in part are the offices responsible for sponsored programs, the Office of Technology Transfer and Industrial Liaison; the Center for Environmental Studies; and the various offices and committees overseeing compliance areas, such as animal care and human subjects. In addition, this position will share responsibility for economic development and federal relations.

The successful candidate must have a strong academic grounding, evidenced by an earned doctorate, substantial research management experience, and a record of scholarship and/or research leadership in academia, government, or industry as evidenced by an executive rank. The University desires candidates who have demonstrated evidence of entrepreneurial skills, track record of generating and leading complex research processes, leadership and management skills and experience in nurturing and motivating great intellectual institutions, significant experience working with teams, groups of peers, and academic executives; a knowledge of national policy issues; and experience in expanding cultural diversity and promoting affirmative action.

ASU has a faculty of over 1,800 and an enrollment of nearly 45,000 students, of which 10,000 are graduate students. As a multi-campus university, ASU serves the greater Phoenix metropolitan area of over 2 million people with a main campus located in Tempe, a west campus located in Phoenix, and an east campus located in Mesa.

Candidates must send a letter of interest, current curriculum vitae, and contact information for three references (applications will be accepted until the position is filled). Application deadline is October 31, 1998. Applications and related materials will be reviewed on a bi-weekly cycle, as necessary, until the position is filled. This position is eligible for faculty appointment and compensation. For more information contact: Dr. Ruth S. James, Chair, Vice Provost for Research Search Committee, office: 832/388-2803, Arizona State University, Tempe, AZ 85287-3803. For more information about ASU can be found on the Internet at http://www.asu.edu


**UNIVERSITY OF COLORADO**

**AT BOULDER**

**College of Arts & Sciences**

The College of Arts & Sciences at the University of Colorado at Boulder is accepting applications for the following tenured-track assistant professor: (unspecified). Applicants should mail their applications to the appropriate department and address campus box listed below.

**ATTN:** Search Chairperson, University of Colorado at Boulder, Boulder, CO 80309.

For more application information, including search closing date, please consult the following website.

http://www.colorado.edu/ArtsSciences/ASJobPostings

**DEPARTMENT, SUBDISCIPLINE, CAMPUS BOX**

Anthropology-
- Metameric Archeology, CB 233

Astrophysical & Planetary Sciences-
- Instrumentation or Observational Astronomy, CB 341

Chemistry & Biochemistry-
- Inorganic Chemistry, CB 215 (Assistant or Associate Professor)

Classics-Greek History, CB 343

Communication-
- Interpersonal Communication, CB 270

Comparative Literature & Humanities-
- Humanitas: Base in the Arts, CB 311 (Assistant or Associate Professor)

Environmental, Population & Organismic Biology-Vertebrate Neuroendocrinology, CB 334

Fine Arts-Ceramics, CB 315

French & Italian-French Renaissance, CB 235

Germanic & Slavic Languages & Literatures-
- Russian, CB 276 (Assistant or Associate Professor)

History-Anti-American History, CB 234

International Affairs & Economics (multidisciplinary)-International Economics, CB 236

Kinesiology & Applied Physiology-
- Neuromuscular Physiology, CB 354

Mathematics-Algebra; Geometry, CB 256

Molecular, Cellular & Developmental Biology-Molecular Biology, CB 347

Philosophy-History of Philosophy, CB 252 (Assistant or Associate Professor)

Political Science-American Politics, CB 331

Political Science-Comparative Politics, CB 333

Psychology-Behavioral Neuroscience, CB 345

Religious Studies-South Asian Religion, CB 232

Theater & Dance-
- Theater & Dance, CB 208

The University of Colorado is committed to diversity and equality in education and employment.

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**Washtenaw Community College**

**POLITICAL SCIENCE INSTRUCTOR**

A comprehensive two-year college dedicated to student, community, and staff success is presently seeking an individual for the position of Political Science Instructor. This individual will teach first and second year college level courses in Political Science, primarily an American government survey course. The college is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

**Note:** This position is contingent upon funding.

The successful candidate must possess a Masters degree in political science or related discipline, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Reception of official WCC application form in the Office of Human Resource Management is 5:00 p.m. on December 15, 1998.

Anticipated date of appointment for this position is for the 1999 Fall semester. The annual base salary is $34,500-$45,500 dependent upon education and work experience, base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should send official completed WCC application form with credentials (transcripts) to Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box 13-1, Ann Arbor, MI 48105 (313) 973-3479. Job Hotline (313) 973-3510. For job postings see our Web site at http://www.washtenaw.edu/job/.

**Note:** Applicants must submit the application documentation to establish minimum qualifications. Specifically, all college transcripts (student copies acceptable), and documentation of clock hours of classroom teaching. Also please submit a letter of interest, a CV, two letters of recommendation, copies of first-day course handouts and copies of student evaluations. Complete all parts of the official application. Failure to do so may affect your consideration for this position. Resumes will not meet this requirement.

Washtenaw Community College is an AA/EEO/ADA employer.

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**Bates College**

**DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES**

**Visiting Lecturer/Assistant Professor of Spanish, Fall 1999.** A possible replacement position for Fall 1999 with three courses, one of which may be a course on a Peninsular topic. ABD or PhD preferred with demonstrated teaching ability. The search will begin on November 20, 1998, and remain open until filled.

**Please send letter of application, current CV, and three letters of recommendation, one of which addresses teaching abilities to:**

Visiting Lecturer/Assistant Professor of Spanish Search c/o Secretarial Services Bates College 2 Andrews Road, 7 Lane Hall Lewiston, ME 04240

Bates College is an Equal Opportunity/Affirmative Action employer.

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**Hamilton College**

Clinton, NY

**FARMINGDALE STATE UNIVERSITY OF NEW YORK**

Anticipated vacancy for Tenure Track Positions: (unspecified) The Mathematics Department of SUNY - Farmingdale announces anticipated vacancy for tenured-track positions (unspecified) with a salary range of $33,000-$42,000. Minimum qualifications: PhD or D.A. in Mathematics- Applied Mathematics at least two years of teaching experience on the undergraduate level. Strong commitment to teaching at all levels of undergraduate mathematics and interest in the reform curriculum. Application deadline: Must be postmarked no later than January 15, 1999. Send resume with a brief statement of your teaching philosophy and the names and numbers of three references to Chair of the Search Committee, Department of Mathematics, SUNY - Farmingdale, NY 11735-1021 AA/EOE.
DEAN
College of Arts and Science

The University: Miami University is a state-assisted university located in southwestern Ohio and is noted for its excellence in undergraduate education. Established in 1809, Miami has developed into a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal education with an increasingly strong record of scholarly achievement. Miami has an enrollment of more than 21,000 students on four campuses. The University awards baccalaureate degrees in about 70 fields, master's degrees in 60, and doctoral degrees in 9 disciplines. The central campus is at Oxford, a small city with a population of approximately 10,000 located 35 miles north of Cincinnati and 45 miles southwest of Dayton. The enrollment on the Oxford campus is limited to 16,000 with 7,000 students living on campus. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European center in Luxembourg.

Responsibilities: The Dean is responsible for the overall leadership of the College including but not limited to academic planning, enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development and evaluation, student recruitment, advising and placement, improvement of physical facilities and equipment, and allocation of resources. The Dean is responsible for fundraising, for fostering diversity, and support of university-wide goals.

Qualifications: Miami University will consider candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff, and alumni, and to the leadership of the larger community. Desirable qualifications include earned doctorate in one of the disciplines represented in the College, excellence in teaching, excellence in scholarship or creative activities, demonstrated commitment to diversity, significant administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the College.

Application: Applications should include a letter of application and a resume addressing the qualifications stated above. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number, if available. Please also provide 5 references whom the committee may choose to contact. All nominations and applications should be sent to:

Karen K. Shaffer
Secretary of the University
101 Roudabush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610; Fax (513) 529-1737

For more information, visit our Home Page:
http://www.muohio.edu

The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 27,000 students. Facilities include 6 campuses and approximately 40 learning centers distributed throughout the four county districts. CCSN is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in January, 1999.

SPRING FACULTY POSITIONS

BIOLOGY
EDUCATION
ELECTRONICS/TELECOMMUNICATIONS-PC REPAIR
ESL
NURSING-MEDICAL/SURGICAL
PRACTICAL NURSING
SONOGRAPHY
SPEECH

TO APPLY CONTACT:
Human Resources Office
Community College of Southern Nevada
3200 E. Cheyenne Avenue
North Las Vegas, NV 89030
Phone: (702) 651-4312
Fax: (702) 651-4310
Website: http://www.ccsn.unlv.edu

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approval to hire tenure-track faculty members to join us in Fall 1999. For the first position, we seek a tenure-track professor with a distinguished and ongoing program of original research. For the second, we seek an assistant professor of exceptional scholarly promise and commitment to excellence in teaching. The School's needs are dynamic, and it seeks candidates with interests that will be a valuable addition to existing strengths in the field of criminology and criminal justice.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In 1999, the School will move into new building on the Newark campus, which will also house the Rutgers-Newark LaSalle School, the Center for Crime Prevention Studies, the Center for the World Criminal Justice Library Network, and the Criminal Justice/NCCOC Library. This library is well-grounded as the best specialized criminal justice collection in the nation, and it is attracting international visitors as part of its Fellows program. The campus at Rutgers Newark is ranked by U.S. News & World Report as #1 in the nation for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Candace McCoy, Chair
Search Committee
School of Criminal Justice
Rutgers University
15 Washington Street, 12th floor
Newark, NJ 07102

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

Deadline for applications is December 1, 1998.
Irvine Minority Scholar
1999-2000 Dissertation Year Fellowship Program
Deadline Extended

The College of Arts and Sciences at the University of San Francisco invites applications from 20 participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 1999-2000. Positions will be available for the following disciplines: History, Political Science, Sociology, Communication, Psychology, Nursing, Business and Education.

PROGRAM: USF Senior Faculty serve as mentors and resources to the scholar. The scholar completes the dissertation and implements an ongoing program of scholarly or creative work, develops a repertoire of potential course offerings, and familiarizes himself or herself with the usual service responsibilities of a university faculty member.

Scholars teach one undergraduate course in the discipline each semester, serve as resources to students and faculty, and contribute to USF's multicultural program environment through activities that celebrate ethnic diversity and cultural pluralism.

COMPENSATION: The James Irvine Foundation provides a stipend of $24,500 and limited support for relocation and housing costs, and research-related expenses.

QUALIFICATIONS: Irvine Minority Scholars are members of one of the following ethnic groups: African Americans, Asian Americans, Hispanics/Latinos, or American Indians, and are U.S. citizens or permanent residents. Candidates must have completed all core coursework leading to the Ph.D. by Summer 1999. Candidates must be considering a career in college teaching.

University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, transcripts, dissertation prospectus and proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Irvine Minority Scholar Program
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by December 15, 1999, to ensure full consideration.

The University of San Francisco is an equal opportunity/affirmative action employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

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Washtenaw Community College

COMPUTER OPENINGS

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for the positions listed below.

Manager Systems Development-Has major responsibility for the design of the college's computer information. Bachelor's degree in Computer Science. Data Processing or related field. Masters degree in same areas preferred. Major responsibility of five years of full-time work experience in programming, systems analysis and development, demonstrated ability to perform in higher level computer languages, and equivalent of two years full-time work experience as part of a team effort in creating and implementing information systems to be used by more than ten concurrent users.

Senior Helpdesk/Database Specialist-Responsible for resolving technical issues related to enterprise and desktop software applications and coaching to maximize productivity. Bachelor's degree in computer-related field or degree in a non-computer related field with two additional years of experience providing technical support services to users through a helpdesk system, equivalent of two years full-time experience providing technical support services to users through a helpdesk system, and equivalent of two years full-time experience developing applications and maintaining SQL databases and experience teaching/mentoring software applications. Competitive salary on a twelve month base with numerous fringe benefits.

Database Analyst/Administrator-Will provide database administration of the institutions information systems environment. Bachelor's degree in a computer related field, proficient in 3 levels of Information architecture - external (user), conceptual (logical data model) and internal (physical schema), and demonstrated ability to perform a full range of programming, system design, and system analysis.

Competitive salary on a twelve month base with generous fringe benefits for all positions.

Applications will be accepted until the positions are filled.

Interested persons should send complete application form, all college transcripts (student copies acceptable) and related certification to Washtenaw Community College, Office of Human Resource Management, 4800 E Huron River Dr., PO Box D-1, Ann Arbor, MI 48106 (734) 973-3497. Job Hotline (734) 973-3510. For job postings see our web site at: http://www.washtenaw.cc.mi.us/jobs/

Washtenaw Community College is an AA/EO/AADA employer.

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UNIVERSITY OF CALIFORNIA, BERKELEY

Chancellor’s Postdoctoral Fellowship Program for Academic Diversity

The Program: The Chancellor’s Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals who are members of ethnic minority groups that are underrepresented in American universities, but all qualified applicants will be considered without regard to race, gender, color or national origin. Special consideration will be given to applicants committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus.

Awards and Tenure: Awards will be made to applicants who show promise for tenure-track appointments on the Berkeley campus. The Fellowship will be for two academic years in residence by the Bay Area.

Stipend: $31,000 for the 1999-2000 academic year (11 months plus one month vacation). Costs associated with one-way transportation to Berkeley for the Fellow and immediate family members and removal expenses are reimbursable up to $2,000. Funds are available each year for supplies and expenses ($500), research-related expenses ($1,000), and health insurance ($1,000).

Eligibility: Applicants must be U.S. citizens or permanent residents and must have received a doctorate within two years of the start of the appointment on September 1, 1999.

Application: Application form is not required. Send two copies of the following: curriculum vitae, a statement of proposed research (one to five pages), sample publications, and a dissertation chapter. In addition, three letters of reference are required. One letter must be from the dissertation advisor. A minority need not be selected prior to applying. Application materials must be postmarked by December 1, 1998. Awards will be announced in March. Inquiries regarding the program may be directed to (510) 642-1935.

Send application materials to:

Chancellor’s Postdoctoral Fellowship Program for Academic Diversity
Office of the Chancellor
200 California Hall
University of California, Berkeley
Berkeley, California 94720-1500

http://www.chance.berkeley.edu/fellowships

The University of California is an Equal Opportunity, Affirmative Action Employer.
ANNOUNCEMENT OF OPENING FOR DIRECTOR, CENTER FOR EXCELLENCE IN MUNICIPAL MANAGEMENT AND FACULTY MEMBER

Applicants are invited for appointment as the Director of the Center for Excellence in Municipal Management (CEMM) at George Washington University’s School of Business and Public Management. Depending upon academic credentials, the appointment may include a contract faculty position at the associate or full professor level in the School’s Department of Public Administration or another department in the School.

The Center is an administrative unit established to develop and deliver a variety of executive education programs and other related advisory and analytical services to the District of Columbia government and other local governments. It is funded almost entirely from private contributions and Department grants. The Director’s responsibilities include: developing plans and budgets for executive education programs; identifying and organizing faculty for the Center’s various programs; and overseeing the delivery of a comprehensive, training curriculum for senior D.C. managers, serving as an instructor in that curriculum as needed; evaluating the quality of the curriculum on behalf of the city and the Founders; and assisting in fund raising and development activities.

Candidates should demonstrate that their center has established records of excellence in curriculum development, executive training and development, executive training and development, and organizational development. Graduate training in a relevant field is required. Applicants with a doctoral degree in public administration or another related field may be considered for a faculty position as well.

Review of the applications begins immediately and continues until the position is filled.

Interested candidates should submit a letter of application and include a curriculum vitae and three references. For further information and to apply for the position please contact:

Kathryn E. Newcomer, Chair
Department of Public Administration
George Washington University
202 Moore Hall
2115 G Street, NW
Washington, D.C. 20052
Fax: 202-994-4732
Email: newcomer@gwu2.circ.gwu.edu

The George Washington University is an Equal Opportunity/Affirmative Action Employer

BRYN MAWR COLLEGE
Faculty Positions 1999

ARCHITECTURAL/URBAN HISTORIAN—tenure track—assistant professor—Ph.D. or equivalent teaching experience required—a specialist in history of architecture and urban design, prior teaching experience in modern Europe, special field, in earlier period and/or non-European areas—an unusually versatile and effective teacher who demonstrates extraordinary scholarly potential. Candidate will be expected to teach at all undergraduate levels including the senior research seminar, and graduate teaching in History of Art. 5 courses/year.

CITIES is an interdisciplinary program combining history of architecture and global urban design with socio-cultural studies.

Send application, curriculum vitae, list of three recommenders, sample publication and manuscripts to:

Deadline—December 4, 1998. (Search Committee Chair—Gary McDonough)

BIOLOGY—tenure track—assistant professor. Ph.D. required. Experience in post-doctoral research experience desirable. Candidates are expected to teach courses in cellular and developmental biology. Applicants should have strong commitment to teaching. Teaching experience preferred. Send application, curriculum vitae, three letters of reference and publications to:

Deadline—December 6, 1998. (Search Committee Chair—Margaret Hollyday)

EAST ASIAN STUDIES: Chinese Language and Culture—tenure-track, assistant professor. Ph.D. in Chinese language or culture, substantial language teaching experience required, at least one year of professional language teaching experience required. Send application, curriculum vitae, three letters of reference, and evidence of teaching and research experience to:

Deadline—January 1, 1999. (Search Committee Chair—Margaret Hollyday)

ECONOMICS—tenure-track—assistant professor—new Ph.D. expected by 1999. Send application, curriculum vitae, three letters of reference, and evidence of teaching and research experience to:

Deadline—December 22, 1998. (Search Committee Chair—Richard Litowitz)

HISTORY—tenure-track—assistant professor—Ph.D. required. Medieval comparative history (c. 1500 to c. 1700) focus on migration of peoples and ideas including intellectual history, history of science, culture, exploration, comparative state formation, or economic connections. The successful candidate is expected to contribute to department's introductory courses in global and European history. [Send application, curriculum vitae, three letters of reference, and evidence of teaching and research experience to:

Deadline—November 15, 1998. (Search Committee Chair—Marvin Lieberman)

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
40 Fort Brown
Brownsville, Texas 78520
956-351-2208 or 956-351-2256 Fax: 956-943-7775

DIRECTOR OF DEVELOPMENTAL EDUCATION
The University of Texas at Brownsville
and Texas Southmost College

Texas's first reorganization and reconceptualization of its development education program. Ninety percent of our incoming students are placed in developmental education.

Master's degree required. This position requires experience appropriate for a tenure-track position in any of our departments. A record of teaching and research in developmental education required. Outstanding ability to lead faculty in different disciplines, both full-time and part-time. Experience working with Spanish speaking students desired. This position is contingent upon funds. For more information, visit our web site at http://www.utb.edu/edevelopment

Send a letter of interest, curriculum vitae, and list of references to:

Deadline—November 15, 1998. (Search Committee Chair—Elizabeth Allen)

TEACHER EDUCATION PROGRAM DIRECTOR
-tenure track—assistant professor—Ph.D. required. Experience in education or related field required. Teaching experience college level required—teaching experience at secondary level desirable. Candidate will be expected direct a b-college (Bryn Mawr College and Haverford College) program designed to prepare study interest in careers in secondary education, coordinate curriculum, advise students, over collaborative program with local schools, teach four courses per year and supervise students. Send application, curriculum vitae, three letters of reference, and evidence of teaching and research experience to:

Deadline—December 1, 1998. (Search Committee Chair—P. Briggs)

Bryn Mawr College is an equal opportunity/affirmative action employer. The College particularly wishes to encourage applications from women interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply

Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010-2898
http://www.brynmawr.edu/Admin/Provost/
ASSOCIATE PROVOST CAMPUS LIAISON
(Comprehensive Colleges)

The State University of New York, the nation’s largest system of public higher education, invites nominations and applications for the position of Assistant Provost for Campus Liaison (Comprehensive Colleges). This position is based in Albany, New York at the University’s System Administration office.

The Associate Provost will have primary responsibility for enhancing communication and programmatic coordination between System Administration and the University’s 13 comprehensive arts and sciences colleges. He or she will work closely with the colleges’ leadership to enhance the quality, visibility, and strength of their institutions. This will require a thorough understanding of the academic, financial, and political environment in which the arts and sciences colleges operate.

The Associate Provost will be actively involved in System-wide academic strategic planning and other programs and initiatives intended to enhance academic quality across the University. Current efforts include working with campuses to assess student learning outcomes; the identification and promotion of opportunities for inter-campus collaboration; enrollment planning; professional development of administrative staff; and the development of performance measures. The Associate Provost will also assist other staff in conducting program reviews.

This position will involve frequent travel to campuses. To be considered for the position, candidates should submit a cover letter describing their qualifications, a current resume, and names of three references to: Provost’s Office, State University of New York, 89 Washington Avenue, Albany, NY 12224.

Review of applications will begin immediately and will continue until the position is filled.

The State University of New York is an EEO/AA employer. Applications from women, minorities, persons with disabilities, and Vietnam Era Veterans are especially welcome.

Please send applications and nominations to:

Assistant Provost for Campus Liaison Search Committee
c/o Giorgio Crabb, State University of New York
State University Plaza, Room S-301, Albany, NY 12240
The Columbia University School of Social Work invites nominations and applications for four

**ENDOWED PROFESSORSHIPS**

The Maurice V. Russell Professorship in Social Policy and Social Work Practice. The appointee to the Russell Professorship must have a distinguished record of teaching, research, and practice in social policy or in clinical or advanced generalist practice. Candidates must have a master’s and/or a doctoral degree in social work. The appointment may be either on a visiting or permanent basis.

The John Smart Centennial Professorship. The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master’s and/or a doctoral degree in social work.

The Ruth Harris Ottman Professorship in Family and Child Welfare. The appointee to the Ottman Professorship must have a distinguished record of teaching, research and practice in family, youth and children’s services. Candidates must have a master’s and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work. The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean

**COLUMBIA UNIVERSITY**

**SCHOOL OF SOCIAL WORK**

622 West 113th Street, New York, NY 10025

Columbia University is an affirmative action/equal opportunity employer. Minorities and women candidates are especially urged to apply.

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**CORNELL UNIVERSITY**

**ASSOCIATE DIRECTOR, ILR EXECUTIVE EDUCATION**

Cornell University’s School of Industrial and Labor Relations is the foremost institution of its kind in the world, devoted entirely to the study of workplace issues. Its Executive Education department provides public and custom programs for mid- and senior-level executives in human resources and general management from leading organizations.

Responsibilities: Manage the design, development, selling, and delivery of state-of-the-art public and custom executive education programs. Strong emphasis is placed on the application of research and leading-edge concepts to critical strategic and operating business issues. The successful candidate may reside in the ILR School’s NYC office or at Cornell’s main campus in Ithaca, NY.

Qualifications: Master’s or Ph.D in HR or related field or equivalent combination of education and experience. Ten to fifteen years experience in HR management, consulting, platform education and training with senior executives, or in a similar university/college position. Progressive knowledge of HR, leadership, change management, and best practices.

Application Process: Application closing date is 12/15/98. Please submit a letter of application and resume to:

Sally Klingen, Chair, Search Committee, Cornell University, ILR Extension Bldg., Ithaca, NY 14853-3901

Cornell is an affirmative action, equal opportunity employer.

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**Bates College**

DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES

Lecturer in French. To begin in September 1999. Two language courses per semester. Most likely language courses at different levels. M.A. minimum with ABD or Ph.D. preferred. Superior proficiency in French and English and demonstrated ability to teach various levels of French language and culture. Possible opportunity for 1999-2000. The search will begin on October 11, 1998 and remain open until filled.

Please send letter of application, current c.v. and three letters of recommendation, one of which addresses teaching abilities to:

Lecturer in French Search

c/o Secretarial Services

Bates College

2 Andrews Road, 7 Lane Hall

Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

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**CSU Cleveland State University**

**Visiting Assistant, Visiting Associate, or Visiting Full Professor of Law**

Cleveland State University, Cleveland-Marshall College of Law seeks three visiting faculty positions starting in the 1999-2000 academic year. We will consider those with teaching interests in any areas but have particular need in the areas of business and corporations, civil procedure and federal jurisdiction, trusts and estates, torts, evidence, environmental law, and health law.

Qualifications include a J.D. or equivalent degree with a good academic record from an accredited university, teaching or practice experience, and evidence of teaching ability or potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school, and an excellent record of scholarly research and publications. The duties include teaching, scholarly research and writing, student counseling and law college committee service.

Salaries are negotiable, and competitive. Deadline is until positions are filled. Starting date is August 16, 1999. Please send resume and statement of teaching and scholarly interests to: Professor Linda L. Ammons, Cleveland Slat University, Cleveland-Marshall College of Law, 180 Euclid Avenue, Cleveland, OH 44115-2223.

Please visit our website at:

http://www.law/csuohio.edu/faculty_appointments

Cleveland State University is an AA/EEO committed t nondiscrimination @M/F/DY encouraged.
DEAN
COLLEGE OF PROFESSIONAL STUDIES

The University of San Francisco invites applications for the position of Dean of the College of Professional Studies, anticipated to begin July 15, 1999 or as mutually agreed to.

The College of Professional Studies (CPS) was established in 1975 to meet the needs of working adults. With 15,000 alumni and a current enrollment of 1,400, CPS offers undergraduate and graduate degree programs in organizational studies and public management at the main campus and five regional campuses.

The Dean, reporting to the Academic Vice President, serves as an Executive Officer of the University, provides vision and leadership, and participates in strategic planning and budgeting. As Chief Academic Officer of CPS, the Dean guides the learning community of faculty, students, and staff within a milieu characterized by a spirit of inquiry and a commitment to lifelong learning. The College is poised to embark on a new phase of growth and change, and seeks an individual to lead this participatory process.

Qualifications include:

- Understanding of and appreciation for the Jesuit, Catholic tradition of higher education
- Earned doctorate
- Demonstrated experience in academic administration (department chair or above), including budgeting and enrollment management
- Demonstrated experience in recruitment, development, and support of full and part-time faculty
- Demonstrated excellence in teaching and scholarship; eligible for appointment as a tenured professor
- Demonstrated achievements in creative and entrepreneurial leadership
- Knowledge of and interest in educational technologies and distance learning
- Familiarity with educational assessment issues
- Willingness to participate in fundraising activities

We particularly encourage minority and women applicants for this position. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and provides reasonable accommodations to qualified individuals with disabilities upon request. Review of applications will commence on 11/1/98. Applicants should submit a letter of application, curriculum vitae, and statement of educational philosophy and vision concerning leadership of an adult learning community to:

David Fox, PhD
Chair, Search Committee:
Dean of the College of Professional Studies
University of San Francisco
College of Professional Studies
2130 Fulton Street
San Francisco, CA 94117-1080

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 5,000 students in arts and sciences, business, education, nursing, law and professional studies. The University is a private Catholic and Jesuit institution and particularly encourages candidates who will provide an environment of such an institution.

Director—
Division of Education

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Director, Division of Education. The Director reports to the Provost through the Vice Provost for Academic Personnel, and has responsibilities equivalent to those of a dean, including academic planning, program management, policy development, personnel evaluation, and collaborative administration.

Established in 1988, the Division supports several innovative programs that link research, instruction, and service to K-12 schools, including a campus-wide Ph.D. program that is administered jointly by a group of 34 faculty from the Division and other UC Davis departments, an Ed.D. program offered jointly with CSU Fresno and four other UC campuses, the CRESS Center, home to a wide range of collaborative research and development projects with K-12 schools, and experimental teacher education programs, one offered collaboratively with CSU Sacramento. The Division also offers courses for undergraduates, an undergraduate minor, and a master's degree program.

In addition to several dozen faculty from other campus departments and from other campuses—who participate in these programs, the Division itself has 15 full-time ladder faculty, 11 non-ladder faculty, and over 35 professional staff. Major research projects in the Division include threats to second language acquisition and in science education. The selected candidate would be encouraged to provide leadership to expand upon these programs as well as lead us into other areas that build on campus strengths.

We seek candidates with a deep commitment to academic excellence who have the vision to lead the Division in its continuing development. Applications are sought from individuals in other disciplines who have background training and have done research in the broad issues concerning education as well as those whose primary scholarly work has been in education.

Qualifications include credentials appropriate for a tenured professorial appointment in the Division of Education; a record of effective administrative experience, particularly in collaborative environments, and strong leadership skills.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 1999 or as negotiated.

Screening of files will begin November 30, 1998; the position will remain open until filled. Nominations and applications, including a curriculum vitae and the names of five references, should be submitted to:

Barry M. Klein, Vice Provost for Academic Personnel
Office of the Provost, University of California
One Shields Avenue, Davis, California 95616

The Division of Education at UC Davis is committed to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.
Bloomfield College, a 130 year old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society.

We seek an experienced professional for the Office of College Relations. Responsibilities include public, government and media relations, marketing programs, and publications.

Requirements for qualified candidates include a Bachelor's degree preferably in journalism, communications, or marketing with 3 or more years of related experience. The successful candidate will have high level writing and editing skills. Media contacts and proven effectiveness as a spokesperson are critical. Knowledge of information technology and computer fluency in Microsoft Word are required.

Salary is competitive and commensurate with experience. Excellent benefits package. Qualified candidates should send cover letter summarizing interest in the position, resume, three writing samples and three references to:

Betty K. Heinig, Vice President for College Relations, Bloomfield College, Bloomfield, NJ 07003.

Review of applications will be begun immediately and will continue until an appointment is made. NO CALLS PLEASE.

See our website at www.bloomfield.edu

Affirmative Action/Equal Opportunity Employer Women and minorities are encouraged to apply.

HUNTER COLLEGE
THE CITY UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR
OF SOCIOLOGY

The Department of Sociology at Hunter College announces a search for an Assistant Professor of Sociology, to begin employment in the Fall of 1999. The areas of specialization are open, although the Department has a particular interest in candidates in Urban Issues, Criminology, Medical Sociology, International and Comparative Sociology and qualitative methods. Candidates should be interested in teaching in an urban University with a highly diverse student body. Documented successful teaching experience and an active research agenda are expected.

SALARY: $30,829-$53,779 depending on qualifications and experience. Centrally located in Manhattan, Hunter College is a unit of the City University of New York. The Department grants both B.A. in Sociology and M.S. in Applied Social Research, and is affiliated with the Doctoral program in Sociology at the CUNY Graduate Center. Please send vita, cover letter and the names and addresses of three references by November 27, 1998 to: Professor Charles Green, Chairman, Department of Sociology, Hunter College, 695 Park Avenue, New York, NY 10021.

= Equal Opportunity/Affirmative

Director of the Maryland Applied Information Technology Initiative (MAITI)

The University of Maryland invites applications and nominations for the position of Director of the Maryland Applied Information Technology Initiative (MAITI).

MAITI is an innovative initiative designed to make Maryland a national leader in information technology business development. Principal goals of MAITI include: 1) doubling the number of information technology (IT) professionals produced by Maryland's institutions of higher education to meet the needs of Maryland IT companies over the next five years; and 2) strengthening our IT research and development activities at Maryland's higher education institutions to enable them to serve the R&D needs of existing Maryland IT companies and to attract new IT companies to the state.

The higher education institutions currently involved in MAITI are the University of Maryland, College Park (lead institution), Johns Hopkins University, the University of Maryland, Baltimore, the University of Maryland Baltimore County, Morgan State University, Bowie State University, Towson University, and the Maryland Association of Community Colleges. It is possible that additional institutions will be added in the future.

The Director of MAITI will be expected to work with Co-Directors from all of the participating institutions under the guidance of a MAITI Board of Directors with a majority of members drawn from the private sector. The Director will also be expected to interact positively with the Maryland Higher Education Commission and the Maryland Department of Business and Employment Development. The Director will report annually to the MAITI Board of Directors and to MHED and DBED on progress toward MAITI goals. State funding for MAITI is $1.3 million for FY98 and is projected to grow to as much as $10 million by FY03. The Director will also be responsible for working toward the generation of additional funding for MAITI from State, federal, corporate, and private sources in amounts comparable to State funding. At the University of Maryland, the Director of MAITI will report to the Vice President for Academic Affairs and Provost.

The successful candidate for this position will likely be an individual with a background in information technology and significant administrative experience. Women and minority candidates are especially encouraged to apply. Applications or nominations should be submitted by November 1, 1998 to:

Dean William Bestler, Chair
MAITI Director Search Committee
1137 Engineering Classroom Building
University of Maryland
College Park, MD 20742

DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES

Lecturer in Spanish Language. To begin in September 1999. Two language courses per semester. M.A. minimum with ABD or Ph.D. preferred. Demonstrated ability to teach various levels of language courses and upper proficiency in Spanish and English. Possible continuation for 2000-2001. The search will begin on November 20, 1998 and remain open until filled.

Please send letter of application, current c.v. and three letters of recommendation, one of which addresses teaching abilities to:

Lecturer in Spanish Language Search
c/o Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College is a coeducational liberal arts college in Maine dedicated to the education of students for a lifetime of creative achievement. It is a member of the New England Small College Association and is a Participant in the National Brown-B wesley Survey. Bates College is committed to diversity and encourages applications from all qualified candidates.

Cleveland State University
Assistant, Associate or Full Professor of Law

Cleveland State University, Cleveland-Marshall College of Law seeks to fill a full-time permanent teaching position starting in the 1999-2000 academic year. We are looking for a person with teaching experience in any area but have particular need in the areas of business and corporations, civil procedure, federal jurisdiction, trusts and estates, contracts, environmental law, and health law. The position is for a one-year term, with a possible renewal at the discretion of the Assistant Professor of Law. We will also consider a lateral hire at the rank of Associate or Full Professor of Law.

Qualifications for the entry-level position include a J.D. equivalent degree or a good academic record from a accredited university teaching or practice experience, an evidence of teaching ability, potential potential, or potential scholarship potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience as a law student and scholarly research or publication experience. Qualifications for the higher position include a J.D. or equivalent degree with a good academic record from an accredited university, teaching experience and an excellent record of scholarly research or publication. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience as a law student and an excellent record of scholarly research or publication. The duties of this position include teaching, research, and writing (including student counseling, law review, and university or community service). If the position is filled by August 16, 1999, please send a letter and supporting materials to:

Dean William Bestler, Chair
MAITI Director Search Committee
1137 Engineering Classroom Building
University of Maryland
College Park, MD 20742

MARYLAND
**Associate Vice Chancellor—Resource Management and Planning**

**University of California, Davis**

The University of California, Davis invites applications and nominations for the position of Associate Vice Chancellor—Resource Management and Planning. The Associate Vice Chancellor reports to the Provost and Executive Vice Chancellor and has primary responsibility for campus financial planning and analysis in support of the operating and capital budgets. The Associate Vice Chancellor will assist the Chancellor, Provost and Executive Vice Chancellor, vice chancellors, vice presidents, academic deans, and department heads with campus resource management and planning.

The Davis campus is a research university consisting of three colleges (Agricultural and Environmental Sciences, Engineering, Letters and Science), four professional schools (Graduate School of Management, School of Law School of Medicine, and School of Veterinary Medicine), the Division of Biological Sciences, and a University Medical Center in Sacramento. The Davis campus has 19,500 students and the annual budget is $1.2 billion.

The Associate Vice Chancellors specific responsibilities include financial planning and budgetary operations, facilities planning and capital budgets, and institutional studies and statistical information management. These functions encompass preparing the strategic plan for the campus operating budget including projecting revenue streams, preparing the Campus Target Budget, including the annual detail (operating) budget and the Capital Improvement Budget; coordinating planning studies related to the development of the Long-Range Development Plan; developing and maintaining the Campus Space Plan; preparing the strategic plan for the Capital Program, including historical data on students, faculty and staff for projecting enrollment and faculty FTE; and for budgetary and space planning, maintaining an up-to-date inventory of available space, developing workload criteria for campus activities, coordinating comprehensive statistical reports serving as the “data bank” for official statistics and the office responsible for official release of statistical information to other organizations and the media; and overseeing the campus data administration and data warehouse programs.

We seek candidates with considerable administrative experience in a research university, exceptional understanding of complex financial and budget planning matters, ability to conceptualize broad institutional goals, ability to systematically analyze complex issues and data, ability to plan well, excellent speaking and writing skills, excellent interpersonal skills and a deep understanding of organizational dynamics. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. Review of candidates will begin November 16, 1998. The position will remain open until filled. Nominations and applications should be addressed to:

Gerald R. Haller
Assistant Executive Vice Chancellor
Office of the Provost
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC Davis is an affirmative action/equal opportunity employer.

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**Southern Connecticut State University**

**COMMUNICATION:**

The Communication Department at Southern Connecticut State University is seeking three talented new colleagues.

**Position 1: Assistant/Associate Professor in Organizational Communication to teach from among the following courses: Interpersonal, Small Group, Professional Presentations, Fundamentals of Managing Communication, Organizational Communication, Communication Theory, and Research Methods. Search #98-401A**

**Position 2: Assistant/Associate Professor in Organizational Communication to teach from among the following courses: Small Group, Professional Presentations, Fundamentals of Managing Communication, Decision-Making, Conflict Resolution, Training and Development, and Communication Consulting. Search #98-401B**

**Position 3: Assistant/Associate Professor in Advertising and/or Promotion Communication to teach from among the following courses: Communication Concepts in Advertising, Product Information, Creative Message Construction, Creating Persuasive Copy, Professional Presentations, and Research Methods. Applicants for this position must be conversant with emerging communication technologies. Search #98-402**

2-3 years teaching experience required. Applicants must demonstrate experiential teaching experience. Ph.D. preferred. Applied experience highly desirable. In addition to teaching approximately 50 majors in improved BA and BS programs, student advisement and committee work is required.

These are tenure-track positions beginning in August 1999. Send a letter of application, CV, statement of teaching philosophy, and three letters of reference to: Dr. Bonnie Farley-Lucas, Search Committee Chair, Department of Communication, Southern Connecticut State University, 581 Crescent Street, New Haven, CT 06510-1330. Please indicate search number on CV. Application closing date is January 15, 1998.


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**SCHOOL OF EDUCATION**

**Assistant Professor of Secondary Education**

Loyola Marymount University is currently accepting applications in the Graduate Division’s School of Education, for a tenure-track position as Assistant Professor/Assistant Coordinator, which will be available in the Fall 1999. Candidates must possess an earned doctorate in Education, teaching experience in secondary multicultural urban educational settings, ability to teach graduate and undergraduate courses, a commitment to research and publication, eligibility for California Single Subject Credential and compatibility with the University and the School of Education mission, goals and conceptual framework. Desired qualifications in one or more of the following areas: Multicultural education, curriculum and instruction, teaching and supervision.

A letter of application, current curriculum vitae and four letters of reference, with phone numbers, should be submitted no later than December 15, 1998, to:

Brian P. Leung, Ph.D.
Director, Search Committee
School of Education
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8425

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. With Graduate Programs in Education, Business Communication Arts, Engineering, Marshal and Family Therapy, over 6,000 students, both graduate and undergraduate, are enrolled in the University for purposes of re-employment, tenure and promotion consideration. Salaries are competitive and commensurate with background and experience. Women and Minorities are strongly encouraged to apply.

Equal Opportunity/Affirmative Action Employer.
The University of New Mexico

PRESIDENT

The University of New Mexico invites nominations and expressions of interest for the position of President. The President is the chief executive officer of the University and is directly responsible to the UNM Board of Regents for directing the programs and administration of the University under policy established by the Board. The Board of Regents is seeking a president whose leadership experience, skills, and qualifications are uniquely suited to the University of New Mexico and the challenges it faces in the coming years.

The University of New Mexico, a Carnegie Research 1 university, is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a diverse student population of nearly 30,000 on five campuses approximately 250 miles at its Albuquerque main campus and operates on a budget of nearly $1 billion, about half of which is devoted to the Health Sciences Center. UNM has 11 degree-granting schools and colleges including the state's only schools of Medicine, Law, Pharmacy, and Architecture & Planning. It offers more than 165 undergraduate and graduate degree programs and includes nationally recognized programs in several disciplines. UNM is one of the fastest-growing research universities in the country, having more than doubled its research funding in the past seven years to approximately $775 million in FY1997-98, and is ranked in the top 50 libraries by the Association of Research Libraries. In addition to its long-time national prominence in a variety of fields including those related to Latin America and the Southwest, UNM is also known for its health care, public service and leading-edge scientific and engineering research, which includes a number of cooperative programs with the federal laboratories located in New Mexico, including Sandia and Los Alamos.

Candidates for the position of President should have the ability to lead a diverse, complex, public research university that has an extensive range of academic, public service and patient care activities and serves the entire state. The University seeks a proven leader with a distinguished record of scholarly and professional achievement, superior leadership and management skills, a commitment to diversity and excellence, strong external relations capabilities, outstanding personal integrity, and dedication to achieving the University's goals for scholarship, leadership and stewardship. Candidates should possess the ability to work collaboratively and effectively with state legislative and executive officials to articulate the mission of the University and obtain support for its programs. The University actively seeks and encourages nominations and expressions of interest from candidates who are members of underrepresented groups.

The Search Committee will begin screening candidates on or about November 30, 1999 and continue until the position is filled. The new President is expected to take office by July 1, 1999. Nominations and letters of interest should be submitted to:

R. William (Bill) Funk
Korn/Ferry International
3232 Lincoln Plaza
500 North Akard Street
Dallas, TX 75201

Additional information about the University of New Mexico and the Albuquerque community as well as a more detailed description of the responsibilities of the president and the qualifications for the position may be obtained from the address above or from the Office of Equal Opportunity, University of New Mexico, Albuquerque, NM 87131, 505-277-5251, prewrec@unm.edu, or on the University's web page: www.unm.edu

(Equality opportunities/affirmative action statement)

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

The Cinema and Photography Department at Ithaca College invites applicants for two faculty, tenure-eligible positions starting August 15, 1999.

POSITION 1: FILM PRODUCTION

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. An ideal candidate should also demonstrate evidence of: 1) teaching effectiveness; 2) a thorough background knowledge in traditional analog 16mm and sound film production technology and techniques, and 3) a strong commitment to and a primary teaching interest in encouraging filmmaking as a creative practice. Primary assignments will be across the range of film production courses which include the techniques of 16mm synchronous sound film production and traditional double system film postproduction. Depending on the candidate's areas of expertise, additional teaching responsibilities may include courses in one or more of the following specialized areas: directing, production sound recording, digital postproduction, traditional and computerized animation, documentary, experimental, hybrid narrative, and new media. It is required that the candidates demonstrate qualifications to teach at all skill levels. The candidate appointed to this position will also act as academic advisor to students and serve on department, school and college committees. Tenure-eligible position. Assistant/Associate Professor rank and salary open, depending upon experience and qualifications.

Applicants should forward a resume/vita and statement of interest including areas of teaching and professional experience, along with names and telephone numbers of at least three references to: Pierre H. Dierk, Assistant Professor and Chair, Film Production Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251. Sample of creative works and any applicable publications will be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin October 30, 1999 and will continue until the position is filled.

POSITION 2: SCREENWRITING

Ph.D./M.F.A. in film and/or related discipline and strong record as a practicing screenwriter required. An ideal candidate should also demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate film program with a mission of integrating theory and practice; 2) exceptional record in screenwriting and creative writing with a knowledge of critical studies, and 3) a commitment to teaching screenwriting as a creative practice. Primary assignments will be across the range of screenwriting courses which include introductions to the theory and practice of screenwriting, advanced screenwriting (an analysis of both classical and contemporary screenplays) and screenwriting workshop (an upper level course in writing fiction/nonfiction scripts). There may also be an occasional opportunity to teach critical studies in the Department and Park School. In addition to teaching assignments, the candidate appointed to this position will also act as academic advisor to students and serve on department, school and college committees. Tenure-eligible. Assistant Professor rank. Salaries competitive. Depend upon experience and qualifications.

Applicants should forward a resume/vita and statement of interest including areas of teaching expertise and two writing samples, a screenplay and an additional creative writing sample, along with names and telephone numbers of at least three references to: Janice Levy, Associate Professor and Chair, Screenwriting Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251. Additional samples/materials may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin October 30, 1999 and will continue until the position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the seven graduate departments (Television-Radio, Cinema, and Photography, the B.A. in Journalism, a B.S. in Telecommunications Management, the B.F.A. in Film, Photography, and the Visual Arts, and the B.A. in Media Studies). Professional programs are also offered in these forms: a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and the B.A. in Media Studies. Additional forms may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin October 30, 1999 and will continue until the position is filled.

Ithaca College is an equal opportunity/affirmative action employer.
Chair in Bioethics

Loyola Marymount University and St. John’s Hospital and Health Center invite applications for the position of Chair in Bioethics. The Chair is a part of the Bioethics Institute, a professional educational institute jointly created and operated by the two institutions. Applicants must have a Ph.D. in a field related to Bioethics, a distinguished record of scholarship and publications in the field, a familiarity with the Catholic tradition, and the legal issues arising from Bioethics, understanding of the hospital’s clinical concerns, and an ability to manage activities related to both the Chair and the Institute. The successful candidate will have an appointment in an appropriate department of Loyola Marymount University, will teach a minimum of three classes per academic year and will direct the Bioethics Institute.

The Bioethics Institute was created in 1993 with a following mandate: “To identify and respond to the needs of health care professionals in Southern California, to provide continuing education services to the professional staff of St. John’s Hospital and Health Center in Santa Monica; to respond to the needs of the general public in understanding the ethical and legal issues in health care, such as the rights of patients, appropriate treatment at the end of life, and the meaning and reality of death.

The position is available July 1, 1999. The salary range is highly competitive and dependent upon qualifications and experience. Applications for the position should be received by December 15, 1998. Applicants should submit a letter of application, a current curriculum vitae, and the names, addresses and telephone numbers of at least three professional references. Correspondence should be addressed to:

Dr. Joseph J. Jabbar
Academic Vice President and Chair
Bioethics Search Committee
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8316

Equal Opportunity/Affirmative Action Employer

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

Dean of Education and Human Services

The College at Oneonta invites applications for the Dean of Education and Human Services. SUNY Oneonta, a four-year arts and sciences college with a professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is on technology and community service across all disciplines. The campus will have a universal computer-access program by Fall 1999 for entering students. The college has 1,550 students and 225 full-time faculty, and is located in the scenic Catskills, three and one-half hours from New York City. See Oneonta home page (http://www.oneonta.edu).

TheDean reports directly to the Provost. The Division of Education and Human Services consists of Educational Psychology, Counseling, Education, Elementary Education, Advising and Field Experience, Secondary Education, Dietetics, Food and Service and Restaurant Administration, and Human Ecology. The Professional Education Unit and College are currently in NCATE candidacy.

Required Qualifications: Earned doctorate in Education, thorough working knowledge of the new NCATE accreditation standards, high energy level, currently tenured with a record of teaching, service and scholarship leading to achievement for appointment at the rank of full professor. Preferred qualifications: Administrative experience including budget management, demonstrated leadership experience in pre-K-12 education including supervision in technology-based learning, ability to work collaboratively with faculty, staff, students, administration, and public school personnel.

To apply: Submit letter of application and resume to Dr. Lorraine Tyler, Chair, Education Human Services Search Committee, Box 3, SUNY College at Oneonta, Oneonta, NY 13820.. Reviews of applications will begin immediately and continue until the position is filled. The target appointment date is July 1, 1999.

SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

TRANSFORMATIONS
A Resource for Curriculum Transformation and Scholarship

Fall 1998

"How Could You Not Hear It?": Writings on Race * Color * Whiteness

Felicity Journal,"Race, Gender, and the Making of Poets"
Faith Jones, "Spell It?": Complicating Race in the Classroom at the Turn of the Century
Peter Nino, "Purple Writing from the Past, Writing for the Future: Healing Effects of Asian American Studies"
Jean Lacorte, "Race, Memoir, and the Transformation of the Self"
Amy Ling, "Where America Is It?"
Richard Michael "Worldwise"
Beverly Handy, "Resistance to Race: The Paradox of Normative Whiteness"
Nancy Raye, "Love?": Human, Transgendered, Transhuman
Janet Boris, "Black and White"
John Fluschnik, "Black and White"
and many more

Transformations SUBSCRIPTIONS/ORDERS

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For more information about subscriptions or to order a single copy, please call Emeritus Books at the phone number.

Chair of Education and Human Services

Loyola College in Maryland invites applications and nominations for the tenure-track position of Chair of the Department of Education. The position includes primary responsibility for leading a complex department of two dozen faculty and administrators which enjoys a position of prominence in the mid-Atlantic region. The Department offers both bachelor's and master's degrees. The Chair will lead the implementation of the Department's new doctoral program.

Applications must be received. The Chair must have a strong record of excellence in faculty development, program development, and curricular development.

The position will be shared on leadership of graduate and undergraduate programs, budget development, and the oversight of faculty affairs. The Chair must have a broad and deep understanding of the educational mission of the college and its role in the larger community.

The Chair will lead the development of a strong program of research and scholarship. The Chair must have a strong record of excellence in faculty development, program development, and curricular development.

The Chair should be a scholar with a record of research, teaching, and scholarship. The Chair must have a strong record of excellence in faculty development, program development, and curricular development.

The Chair should have a strong record of excellence in faculty development, program development, and curricular development.

The Chair will lead the implementation of the Department's new doctoral program.

Applications should include a current CV, a personal statement of interests, and a letter of nomination and recommendation. A search committee will meet at the College in the spring to make recommendations to the Provost for approval.

John Hollins, Ph.D.
Dean of College of Arts and Sciences
Loyola College in Maryland
1390 North Charles Street
Baltimore, MD 21210
(410) 617-2653
Internet: hollins@loyola.edu

Please review the position announcement for more information.

Loyola College in Maryland is an affirmative action/equal opportunity employer. Applications from women and minorities are encouraged. Please visit our web site at http://www.loyola.edu.
Search Announcement: Dean of the Undergraduate College and Graduate School of Arts and Sciences.

The University of St. Thomas invites applications and nominations for the position of Dean of the Undergraduate College and the Graduate School of Arts and Sciences. The dean works with over 5000 undergraduate students in 31 departments and 74 major programs, and graduate students in three masters programs, plus a full-time faculty of 265.

The qualified candidate must:
- possess an earned doctorate and be eligible for senior rank and tenure in one of the departments of the College.
- be strongly committed to liberal education
- have successful teaching experience at the college level.
- provide evidence of scholarly achievement,
- have had successful administrative experience in an academic setting,
- possess an understanding of and commitment to Catholic higher education,
- be able to relate to and effectively lead faculty in both traditional and professional disciplines.

The successful candidate will possess a vision of education which encourages the creative integration of the intellectual, emotional, and physical development of the faculty and students who learn together at the University of St. Thomas.

The University of St. Thomas is a private, Catholic, urban, coeducational, comprehensive, doctoral university with over 10,000 students. It was established in 1885 in St. Paul on the banks of the Mississippi River. A second major campus was opened in 1992 in downtown Minneapolis. In addition to the undergraduate College and the Graduate School of Arts and Sciences, the university includes the Graduate School of Business, Graduate School of Applied Science and Engineering, Graduate Department of Professional Psychology, School of Education, St. Paul Seminary School of Divinity, School of Social Work, and School of Continuing Studies. The university is a member of the Associated Colleges of the Twin Cities (ACTC), a local five college consortium which facilitates undergraduate cross-registration.

More information about the university may be found at www.stthomasi.edu

The search committee will begin reviewing applications and nominations on December 1, 1998 and continue to accept them until the position is filled. Candidates should submit a letter in which they express their interest in the position, and a curriculum vitae. References should be sent separately.

Dr. Ralph Pearson, Vice President for Academic Affairs
Department of Human Resources
Mail Code 201271
University of St. Thomas
2115 Summit Avenue
St. Paul, Minnesota 55105

The University is an equal opportunity employer and is committed to a program of Affirmative Action. Women and persons of color are strongly encouraged to apply.

Michigan State University

Michigan State University Career Services & Placement seeks individuals with experience in job development/recruiting, student advising and related experience for the position of Career Services Coordinator to develop job opportunities and assist students. Applicants, particularly Latino and Asian American students, with job placement experience who have a minimum of one year of work experience in a college or university setting are especially encouraged. This position requires an MA in student personnel, higher education administration, or related field, and 3-5 years related experience in career planning and development. MSU offers a challenging, diverse environment and excellent benefits. Contact Human Resources at 517/432-1662 to request application for position #780496.

Michigan State University is an equal opportunity/aaffirmative action university encouraging diversity.

Northeastern University

Faculty Position

Northeastern University School of Law

Northeastern University School of Law, located in Boston, Massachusetts, anticipates an entry-level tenure track position commencing in the 1999-2000 academic year. Candidates should possess a JD or equivalent degree, be qualified by interest, experience and training in teaching and research in the areas of Intellectual Property and Computers and the Law, possess outstanding academic and professional qualifications, and demonstrate a strong commitment to teaching, scholarship and community service.

Applicants should send a curriculum vitae and letter of application outlining their areas of expertise and teaching interest to Professor Deborah Ramirez, Chair, Faculty Appointments Committee, Northeastern University School of Law, 400 Huntington Avenue, Boston, MA 02115. Applications from members of minority groups, women and others of diverse background are strongly encouraged.
STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEWHTA

The College at Oneonta invites applications for seventeen Tenure Track positions at the rank of Assistant Professor. SUNY Oneonta, a four-year arts and sciences college with a professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UniCAS) for its students. The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one-half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu).

The expectations of all positions include teaching, research, advisement, and college service. All positions begin with Fall, 1999. Semester Review of applications begins immediately and continues until positions are filled. Send applications (letter, resume, names, and telephone numbers of three professional references, transcripts, and additional materials as specified below to:
Chair Search Committee, Box 815, SUNY Oneonta, Oneonta, New York 13820-4815. SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

DEPARTMENT OF ART

Qualifications: Ph.D. or MFA in an approved field to teach computer art and sculpture. Experience with Macintosh and standard graphics design software and college teaching experience required. Applicants are expected to be teachers and advisors in this field and to have a demonstrated ability to teach and advise students. Applicants should have demonstrated ability to develop curricula and to be active in both research and publication.

Submit to: Dr. Allen Farber, Department of Art. Include a copy of your resume with your application.

DEPARTMENT OF BIOLOGY

Qualifications: Ph.D. in molecular biology or molecular genetics or related field and a broad background in basic biology and molecular biology. Applicants who also have teaching experience in undergraduate biology will be given preference. Include a copy of your resume with your application.

Submit to: Dr. William Petrella, Department of Biology.

DEPARTMENT OF CHEMISTRY

Qualifications: Ph.D. in Chemistry or related area and strong background in analytical chemistry. Experience in analytical instrumentation is also required. Applicants should have a broad knowledge of chemical and biochemical processes and be able to integrate computer-based technology into the curriculum. Deadline for applications is September 1, 1999. Include a copy of your resume with your application.

Submit to: Dr. Edward F. Armstrong, Department of Chemistry.

DEPARTMENT OF ECONOMICS AND BUSINESS

Qualifications: Ph.D. or A.B.D. in Economics or related area and strong background in business administration. Applicants who also have teaching experience in undergraduate economics and/or business will be given preference. Include a copy of your resume with your application.

Submit to: Dr. Edward L. Thomas, Department of Economics and Business.

DEPARTMENT OF EDUCATION

Qualifications: Ph.D. in Reading and Literacy, specializing in Education. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Ronald R. Crumwell, Department of Education.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Qualifications: Ph.D. in Educational Psychology. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Mary Jane Stalew, Department of Educational Psychology.

DEPARTMENT OF ENGLISH

Qualifications: Ph.D. in English and Multicultural Literature. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Paul J. A. L. Department of English.

DEPARTMENT OF FOREIGN LANGUAGES

Qualifications: Ph.D. in Spanish, Italian, or Russian. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. José M. Topping, Department of Foreign Languages.

DEPARTMENT OF HUMAN ECOLOGY

Qualifications: Ph.D. in Human Ecology. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Joseph L. F. Topping, Department of Human Ecology.

DEPARTMENT OF MATHEMATICAL SCIENCES

Qualifications: Ph.D. or A.B.D. in Mathematics. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Leo Alex, Department of Mathematical Sciences.

DEPARTMENT OF SPEECH COMMUNICATION AND THEATER

Qualifications: Ph.D. or A.B.D. in Speech Communication. Applicants must have a strong background in research and teaching experience at the graduate level. Include a copy of your resume with your application.

Submit to: Dr. Robert T. Zych, Department of Speech Communication.
FACULTY POSITIONS

The University of Puget Sound invites applications for the following tenure-line Assistant Professor positions for the 1999-2000 academic year:

**Accounting:** Teach introductory, intermediate, and advanced undergraduate accounting courses. Ph.D. in Accounting, or in another area of business with a strong emphasis in accounting (ABD considered if completion anticipated within a year). Teaching and business experience preferred. Experience in case teaching and ability to teach in another area of business desirable. Submit interest letter, resume and three reference letters by November 16, 1998 to: Accounting Search.

**Education - Cultural Foundations and Human Development:** Assistant or Associate Professor. Teach courses in post-baccalaureate, MAT teacher preparation and counselor and principal preparation programs to include courses in human development and classroom learning with a strong component of cultural diversity and a course in program evaluation. Possibility of teaching in undergraduate Arts and Sciences program. Will include summer session courses. Doctorate in education or related field. Must be willing to work collaboratively with other faculty in a highly integrated program and with students in the field to assure integration of theory/practice. K-12 experience highly desirable. Submit interest letter, resume and three reference letters by December 4, 1998 to: Cultural Foundations Search.

**Education - Secondary Curriculum/Foundations:** Assistant or Associate Professor. Teach integrated, secondary curriculum methods, including social studies, and social studies foundations courses in post-baccalaureate MAT teacher preparation program. Foundations areas must include philosophy; social foundations highly desirable. Will include summer session courses. Doctorate in education or related field. Must be willing to work collaboratively with other faculty in a highly integrated program and with students in the field to assure integration of theory/practice. K-12 experience highly desirable. Submit interest letter, resume and three reference letters by December 4, 1998 to: Secondary Curriculum Search.

**French:** Teach all levels of language, culture, and pre-1800 French literature. Ph.D. (or near completion) in French. Preferred specialization in Medieval, Renaissance, or Classical period. Native or near-native command of French and English. Must be lawfully employable in this country as a result of citizenship, visa, or resident alien status. Submit interest letter, resume and placement file (or transcripts and three reference letters) by November 20, 1998 to: French Search.

**International Relations:** Teach introductory and advanced courses in international relations and contribute to international political economy program. Ph.D. in political science (ABD considered). Ability to teach a comparative course in areas of the Middle East, Africa, or Central/Eastern Europe preferred. Submit interest letter, curriculum vitae, graduate transcripts, writing sample, three reference letters and evidence of a commitment to excellence in teaching (syllabi, evaluations, etc.) by November 23, 1998 to: International Relations Search.

**Marketing:** Teach introductory, intermediate, and advanced undergraduate marketing courses. Ph.D. in Marketing (ABD considered if completion anticipated within a year). Teaching and business experience preferred. Experience in case teaching and ability to teach in another area of business desirable. Submit interest letter, resume and three reference letters by November 16, 1998 to: Marketing Search.

**Molecular Biology:** Teach junior-level genetics course with lab and advanced elective in area of specialty. Participate in teaching introductory biology. Conduct active research program involving undergraduates. Ph.D. strong preparation for teaching genetics from molecular and classical perspectives. Commitment to continued research in molecular biology with focus on molecular mechanisms in, but not limited to, cell biology, development, immunology or microbial genetics. Postdoctoral research and previous undergraduate teaching experience desirable. Submit teaching statement (including philosophy, course descriptions and research interests), curriculum vitae, and three reference letters by November 2, 1998 to: Molecular Biology Search.

**Organizational Communication:** Teach undergraduate courses in organizational communication, business and professional communication, group communication and areas of special interest including one or more of the following: intercultural communication, international studies, bargaining/negotiating, health communication, family communication. Ph.D. (or near completion) in communication studies with emphasis in organizational and business/professional communication. Previous teaching experience in organizational communication, business/professional communication, and group communication desirable. Submit interest letter, resume, teaching materials and three reference letters by December 18, 1998 to: Organizational Communication Search.

**Psychology - Animal Learning and Behavior:** Teach lab course in animal learning/behavior or related field that incorporates a small animal lab; team taught interdisciplinary course in area of expertise, occasional upper and lower division elective courses in psychology, animal behavior, or related behavior; and introductory psychology. Ph.D. in Psychology (ABD considered). Emphasis in animal learning, motivation, psychobiology, or related field. Submit interest letter, curriculum vitae, evidence of teaching excellence, reports, and three reference letters by January 4, 1999 to: Animal Learning/Behavior Search.

**Psychology - Cognitive Science:** Teach lab course in cognitive science (emphasis in a field related to sensation/perception, neuroscience, or artificial intelligence); team taught interdisciplinary cognitive science course, occasional elective courses in area of expertise, and introductory psychology. Ph.D. in Psychology (ABD considered). Emphasis in cognitive science or related field. Submit interest letter, curriculum vitae, evidence of teaching excellence, reports, and three reference letters by January 4, 1999 to: Cognitive Science Search.


**Victorian Literature:** Teach advanced courses in Victorian literature. Sophomore-level survey course in British literature 1840 to present and freshman seminars in writing. Ph.D. in English with emphasis on Victorian literature. Submit interest letter, resume and three reference letters by November 15, 1998 to: Victorian Literature Search.

Send requested application materials to:
(Specify Search)
University of Puget Sound
P.O. Box 7297
Tacoma, Washington 98407

For additional information about the University of Puget Sound, visit http://www.ups.edu

An Equal Opportunity, Affirmative Action Educator/Employer
UNIVERSITY OF NORTHERN COLORADO

VACANCY ANNOUNCEMENT

Dean, College of Education
Position # 81648

The University of Northern Colorado, which is NCATE accredited, invites applications and nominations for the College of Education Dean. The college delivers a variety of nationally recognized high quality graduate degree and licensure programs to more than 3000 students. Some indicators of high quality include a Grade Point Average minimum of 2.5 for admission into the preservice teacher education preparation programs, three Fulbright Scholars over the past two years, the selection of two faculty members over the last three years for the highest level university award for faculty excellence, and a Graduation Record Examination score of 1.650 required in several doctoral programs. The college works with 24 Partnership Schools for the delivery of preservice and inservice programs with a legislative mandate to be the lead institution for the delivery of education related programs throughout the State of Colorado. The university has a unique campus-wide commitment to teacher education with over 27% of undergraduate students enrolled in teacher licensure programs. Further information about the college of Education is available at www.redehr.unco.edu

Position Description: The dean is responsible for the programs and faculty within the college and reports to the provost. The dean is directly responsible for eight faculty members and indirectly responsible for an additional eight teacher education faculty members in the cooperating colleges. The dean provides visionary leadership to the college, particularly in support of graduate education, and encourages diversity of thought. The dean is in a position to exist statewide in leadership decision on Colorado leading on state standards, statewide assessment and accreditation. The position demands sustained interaction with the legislature and university office and other political entities that impact all levels of education in the state and nation.

Qualifications and Experience: Candidates must hold an earned doctorate in education or a closely related field. The candidate must have administrative and supervisory experience and evidence of effective leadership. The candidate must have a strong research record, including publications and presentations demonstrating a commitment to scholarly excellence, and must have an academic record that qualifies for appointment at the rank of professor in an academic program at the college. The candidate must have demonstrated national leadership experience in areas such as accreditation, licensure, and research relevant to teacher education, graduate education, educational assessment and instructional technology applications.

Salary and Benefits: Commensurate with qualifications and experience. Benefits include health, life and dental insurance as well as a selection of several defined contribution retirement programs.

Starting Date: June 1, 1999 or as soon as possible thereafter.

Contact and Application Deadline: Candidates are requested to submit a letter of application, a current curriculum vitae, and the names, addresses and phone numbers of five references. Screening will commence by December 1, 1998 and continue until the position is filled. Send applications and nominations to:

Attention: Office of Academic Affairs-Carter Hall, Room 400 Chair of Search and Screen Committee, Dean Sandra Flake for Dean of the College of Education University of Northern Colorado Greeley, CO 80639 FAX # 970-351-1880

Federal regulations require that all documents submitted by applicants be retained by the University. Materials will not be returned or copied for applicants.

Location and Environment: The University of Northern Colorado is a Carnegie Doctoral I institution enrolling 10,670 graduate and undergraduate students. The College of Education is one of four colleges in the university. The university located in Greeley is a small city with a population of 25,500. Greeley is an hour north of Denver and 23 miles east of the Rocky Mountains. Further information about UNC and Greeley is available at www.unco.edu

This position is contingent upon funding from the Colorado State Legislature, approval of the Board of Trustees, and subject to the policies and regulations of the University of Northern Colorado.

The University of Northern Colorado is an Affirmative Action/Equal Opportunity Employer. Women, minority, and disabled persons are encouraged to apply.

AMERICAN UNIVERSITY

Tenure Track Position

ASSISTANT PROFESSOR
(Reading/Language Arts)

The School of Education at American University seeks applicants for tenure track positions to begin the Fall, 1999 to support its undergraduate and graduate teacher education and Ph.D. programs.

RESPONSIBILITIES. The new faculty member will be responsible for teaching undergraduate and graduate courses and practica. Advising, working with students in the Ph.D. program, and will be expected to pursue an active program of research and scholarly writing.

QUALIFICATIONS. Requirements for the position include an earned doctorate, elementary or secondary classroom teaching experience, evidence of scholarly ability and potential, and university teaching experience. The successful candidate will have a doctorate level specialization in reading and language arts, substantial study and experience in the use of instructional technology, and additional expertise in one of the following: children's literature, multicultural education, or literacy. Review of applications will begin immediately and continue until the position is filled.

Send letter of application, c.v., and three letters of reference to:

Charles Tesconi, Dean
School of Education
American University
4400 Massachusetts Avenue, NW
Washington, DC 20016

American University is an affirmative action/equal opportunity employer committed to a diverse faculty, staff and student body. Women and minority candidates are encouraged to apply.

MANAGER
RECRUITMENT AND RETENTION
The Gem Consortium

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (Gem), headquartered at the University of Notre Dame, has as its primary mission enhancement of the value of the nation's human capital in engineering and science by increasing the participation of under-represented minorities at the masters and doctoral levels. Through comprehensive nationwide programs which include fellowships, mentoring workshops, academic enhancement activities, and publications, Gem works to identify, recruit, enrol, and retain minority science and engineering students in graduate programs.

The Gem Consortium seeks an experienced admissions/recruitment professional to recruit and counsel students and promote strategies which improve the effectiveness and impact of Gem programs. As part of these responsibilities, this position assists in the design, development and implementation of programs which encourage and prepare undergraduates to enter graduate school and which promote the retention of existing fellows. The Manager also takes a leading role in developing strategies and materials which market the Gem Consortium to current and prospective organizational constituents in the business and academic fields, with primary responsibility for the Southwest region.

Applicants should have a Master's or higher level degree in engineering, science, higher education, or student personnel services. Experience should include 3-4 years of experience in admissions/recruitment or other student personnel experience. University faculty experience is especially desirable. Candidates should be computer literate and familiar with use of standard business software applications. Excellent communication and interpersonal skills are essential to deal with a variety of clients and publics. Please submit resume and cover letter to:

GEM R&R Manager Search
Job #8010-311
Department of Human Resources
University of Notre Dame
Notre Dame, IN 46556

EEOAA

272
PROVOST & VICE CHANCELLOR
FOR ACADEMIC AFFAIRS

The University of North Carolina at Wilmington seeks applications and nominations for the position of Provost and Vice Chancellor for Academic Affairs to assume office by July 1, 1999.

UNCW is in Wilmington, North Carolina—an historic, coastal seaport community of 160,000 between the Cape Fear River and the Atlantic Ocean. Founded in 1947 as Wilmington College to serve the needs of the region, the institution became UNC Wilmington in 1969 with the consolidation of the University of North Carolina system.

UNC Wilmington is a Comprehensive Level I institution with approximately 9,500 students seeking bachelor’s and master’s degrees in Arts & Sciences, Business, Education, and Nursing, as well cooperative doctoral degrees in marine science. The university honors a commitment to planned growth and excellence in undergraduate education, marine science, graduate research, and professional programs: regional public service, international education, the application of technology to teaching and learning, and diversity in enrollment and employment.

The Provost reports to the Chancellor and is responsible for implementing and administering academic programs, overseeing faculty recruitment, promotion, and tenure, and planning and administering academic budgets. Working with the Dean’s Council, the Provost provides academic leadership for the university, functions as the chief academic officer, and represents the university’s academic programs to external constituencies. The Provost & VCAA also supervises Enrollment Affairs, Libraries, the Center for Marine Science Research, the Honors Scholars Program, International Programs, the Office for Information Technology, the Technology College Information Technology, Management Information Support, and the Science & Mathematics Education Center.

The successful candidate must have an earned doctoral or terminal academic degree and academic credentials sufficient to justify the award of tenure as a professor, a distinguished record of teaching, research publication, and scholarship, and should possess the following qualifications: experience in academic administration, dynamic and creative leadership, initiative and vision, superior interpersonal and intrapersonal skills, and working knowledge of the use of educational technology to support teaching and learning.

Interested candidates should forward a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of five references to: Provost Search Committee, UNCW Human Resources, 601 S. College Road, Wilmington, NC 28403-3397; phone: 910-962-3855; e-mail: provost@uncw.edu. Screening of applications will begin November 2, 1998, and continue until the position is filled.

UNCW is an affirmative action equal opportunity employer. Minors and women are encouraged to apply.
Associate Director
The GEM Consortium

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM), headquartered at the University of Notre Dame, has as its primary mission enhancement of the value of the nation's human capital in engineering and science by increasing the participation of under-represented minorities at the masters and doctoral levels. Through comprehensive nationwide programs which include fellowships, mentoring workshops, academic enhancement activities, and publications, GEM works to identify, recruit, enroll and retain minority science and engineering students in graduate programs.

Within this organization, the Associate Director supervises the Consortium's administrative and business management functions and has primary responsibility for day-to-day management of the GEM Central Office. The Associate Director oversees qualitative and quantitative assessment activities, and assists the Executive Director with the development and coordination of a comprehensive program. Principal responsibilities include coordinating the development, operation and refinement of GEM activities as they relate to budget and finance, marketing, publications and media relations, and proposal/grant writing.

Qualified candidates for this position will possess, at minimum, a Master's degree or equivalent experience in the natural sciences, engineering, or higher education administration. A Ph.D. is preferred. Candidates should have at least four years of progressive managerial responsibility, including at least three years managing professional staff. Experience interacting with public and private fellowship providers and administrators, graduate deans, and research supervisors is essential, as is demonstrated awareness of public policy issues in the design and administration of fellowships. Experience in budgeting and program planning, excel, communication skills, computer literacy, and the ability to motivate others and work in a collaborative and collegial fashion are expected.

Applications will be accepted until the position is filled. Applications received by November 15, 1998 will be given preference. Applications should include a letter expressing interest and qualifications, along with a current resume and salary history.

GEM Associate Director Search
Department of Human Resources
University of Notre Dame
Notre Dame, IN 46566

EEO/AA
Eastern Michigan University
ASSOCIATE DEAN, COLLEGE OF EDUCATION

The associate dean is the university's chief officer in charge of the Office of Academic Services, and also works in concert with the associate dean for administration and department heads in the college, and represents the college and its schools to the university's administration. The dean is responsible for the overall management of the college, and for the development and implementation of policies and procedures designed to achieve the college's mission.

The dean's responsibilities include:
- Setting academic goals and priorities for the college
- Developing and implementing strategies to achieve those goals
- Overseeing the budget for the college
- Working with the provost and other university administrators to ensure the college's compliance with state and federal regulations
- Providing leadership and guidance to the college's faculty and staff

The associate dean is expected to have a strong background in higher education administration, with experience in academic leadership and management. The ideal candidate will also have a commitment to diversity, equity, and inclusion, and a demonstrated ability to work effectively with a wide range of stakeholders.

Qualifications:
- A doctoral degree in education or a related field
- At least 5 years of experience in higher education administration
- Experience in academic leadership and management
- Strong interpersonal and communication skills
- Demonstrated commitment to diversity, equity, and inclusion

Applications are accepted until the position is filled. Review of applications will begin immediately.

Chair, Search Committee
Position APAA9904
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applicants are especially encouraged from members of traditionally underrepresented groups.

EMU is an Equal Opportunity Employer

Rochester Institute of Technology
Faculty Position in English Department

Applications are now being accepted for a full-time, 10-month, tenure-track faculty position in the English Department at the National Technical Institute for the Deaf (NTID), a college of the Rochester Institute of Technology (RIT).

RIT is a privately endowed educational university composed of seven colleges with over 12,000 full-time and part-time students. NTID is a federally funded institution created by an Act of Congress in 1966. NTID is the largest post-secondary program in the world offering mainstreamed higher education opportunities to deaf and hard-of-hearing students and has more than 1,100 students enrolled in undergraduate and graduate programs.

NATURE OF THE POSITION: The successful applicant will provide English language instruction with an emphasis on reading skills development, and reading comprehension.

REQUIRED QUALIFICATIONS:
- Master's degree in English, reading, linguistics, ESL, or a closely related field.
- Experience in teaching reading to deaf students.
- Skill in American Sign Language.

STRONGLY PREFERRED QUALIFICATIONS:
- Doctoral degree in one of the fields above.
- Experience with computerized instruction.
- Experience with language assessment methodology.
- Experience teaching English language structure.

Applicants should be able to contribute meaningful ways to the college’s continued commitment to cultural diversity, pluralism, and individual differences. People who are deaf or hard of hearing, with a disability, or are a member of a minority group are encouraged to apply.


Send a letter of application, curriculum vitae, two letters of reference, and examples of professional and curriculum work to:

Dr. Eugene Lyall, Search Committee Chairperson
Department of English
National Technical Institute for the Deaf
52 Lomb Memorial Drive 602/237
Rochester, New York 14623-5604

RIT EOE/AA
Assistant Professor for Educational Administration and Foundations
College Student Personnel

Qualifications: Earned doctorate in Student Personnel Higher Education Administration or related area; individuals who are actively pursuing a doctorate and who reasonably expect to complete the degree within two years will be considered.

Preferred Qualifications: Demonstrated capacity for advising, experience in teaching, experience teaching in higher education or student personnel, experience as a research assistant or former personnel, experience in a position of leadership in the professional development of students in associations, professional organizations, and activities on and off campus. Participate in service activities in the Department, College, University and the Profession.

Review of applications will begin November 15, 1998, and continue until a qualified applicant is selected. In keeping with the College's policies of affirmative action and diversity, women and minorities are encouraged to apply.

Indian River
Community College
Fort Pierce, Florida

ASSISTANT DEAN
OF HEALTH SCIENCE

Earned doctorate degree in a health-related field, prior teaching experience, and a minimum of five years of relevant experience in an administrative and supervisory capacity is required. The ability to articulate a vision for health science education in a changing healthcare environment is also required. Additionally, the successful applicant must provide evidence demonstrating the necessary skills and interpersonal skills, including consensus and team building, to achieve those goals. Applications will be accepted until the position deadline of November 6, 1998. Interested applicants should contact (561) 462-4866 to request job description and employment application.

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For information, contact Peralta
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in Oakland, CA
(510) 466-7297
www.peralta.cc.ca.us

Loyola College
IN MARYLAND

DIRECTOR OF DEBATE & FORENSICS

Assistant Professor: Entry-level, tenure-track appointment as founding Director of Debate and Forensics beginning August, 1999. The Director will establish a Parliametary/LD debate program within the Department of Writing & Media Studies. The Director will recruit students for national and international competition in Parliamentary and LD. sponsor on-campus debate program, and develop other activities commensurate with the position. Secondary specialty sought in organizational interpersonal or applied communication. Applications, including letter of interest, c.v. and the names and addresses of at least three references are due by January 8, 1999 to Prof. Andrew Ciofalo, Dept. of Writing and Media Studies, Loyola College in Maryland, 4501 North Charles St., Baltimore, MD 21210.

Loyola is a Jesuit, Catholic institution which welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an AA/EEO employer which encourages women and minorities to apply.

School of Human Services
Wilmington Campus

Admissions/Recruitment Coordinator

Springfield College School of Human Services, a growing multi-campus program, invites applications for the position of Admissions/Recruitment Coordinator at its Wilmington campus. Responsibilities include recruitment and admissions of BS and MS adult students, interviewing prospective students; providing academic advisement; chairing Admissions Committee. Bachelor's degree required. Master's degree preferred. Minimum of three years' experience in the field of human services and/or higher education; the equivalent in combined education and experience. Experience in admissions and marketing; records maintenance and retention; making public presentations and interviewing. Job Code ARC

Prior Learning Assessment Coordinator

We are also inviting for the position of Prior Learning Coordinator at our Wilmington campus. This position requires a person familiar with human services and a commitment to academic excellence. Responsibilities include advising students in all aspects of portfolio development; creating and conducting workshops; evaluating transcripts; establishing administrative procedures and systems to assist students; assigning advisors/evaluators and monitoring all stages of portfolio process. Bachelor's degree required. Master's degree preferred. Minimum of three years' experience in the field of human services and/or higher education; the equivalent in combined education and experience. Experience in adult education and transcript evaluation; records maintenance and retention; interviewing; effective oral and written communication skills. Knowledge of CAEL guidelines. Job Code PLAC.

If you are prepared to meet the challenges of these opportunities, please send a letter of application and your resume to: Maria F. Bush, Assistant Director of Administration, Job Code 60, Springfield College, 501 Shipley Street, Wilmington, DE 19801.
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Nebraska Wesleyan University

Nebraska Wesleyan announces assistant professor, tenure-track positions beginning August 1999 in the following areas:

Department of Business Administration/Economics:
(1) Accounting: Ph.D. in accounting or MBA preferred, ABD considered. (2) Marketing: Ph.D. in marketing, preferably ABD, considered. Send letter of application, statement of educational philosophy, curriculum vitae, and names of three references to: Dr. Thomas K. Hudson, Department Chair.

Department of Education, Department Chair: Elementary-Middle Grades:
M.S. or M.Ed., Ph.D. or Ed.D.; three years of classroom teaching experience in Math/Science and Multi-cultural Education. Experience in department chair and preference in instructional technology desirable. Send letter of application, vita, three letters of recommendation, official transcripts to: Dr. Timothy Anderson, Department Chair.

Department of Health and Human Performance:
(1) Athletic Training Specialist: Ph.D. or Ed.D. or M.S. or M.Ed. in sport management, exercises science and fitness studies. (2) Curriculum and Pedagogy: Ph.D. or Ed.D. or M.S. or M.Ed. in educational studies, exercise science and fitness studies. Send letter of application, vita, three letters of recommendation, official transcripts to: Dr. Patrick Donoh Feitl, Department Chair.

Department of Political Science, Department Chair/Assistant Professor:
Ph.D., teaching experience preferred, experience to complement current faculty. Send curriculum vitae, brief statement of teaching/research interests, three letters of recommendation to: Dr. Jan Venter, Department Chair.

Review of applications begins December 1 (Full Source). Nebraska Wesleyan is an undergraduate liberal arts institution, ranked nationally for the quality of its academic programs. The University, an equal opportunity employer, actively seeks a culturally diverse faculty and encourages applications from women and persons of color.

Chemistry
Sarah Lawrence College

A coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained chemist for a tenure-track position beginning August 1, 1999. The successful candidate will teach general chemistry, either undergraduate courses of interest to liberal arts students, and some upper-level courses, preferably including biochemistry. An interest in working closely with students on an individual basis is essential. A Ph.D. in chemistry or related fields is required. Please send resume, copy of graduate transcripts, and three letters of recommendation to: Dr. Mallory, Sarah Lawrence College, Bronxville, NY 10708. Deadline for receipt is November 15, 1998. An equal opportunity employer, Sarah Lawrence College encourages applications from minorities and women.

The Colorado School of Mines (CSM) is a public university which is devoted to engineering and applied science related to the Earth's resources. CSM is currently seeking to hire faculty members in a variety of departments and divisions. The departments or divisions, areas of specialization, and ranks are listed below:

Department of Chemistry and Geochemistry: Assistant or Associate professor.
Division of Economics and Business: Assistant Professor (management science/operations research/management).
Department of Environmental Studies: Assistant, Associate, or Full Professor (environmental studies).
Division of Engineering: Assistant Professor (Civil Engineering: structures, environmental engineering).
Department of Environmental Science and Engineering: Assistant or Associate Professor (applied environmental microbiology).
Department of Geophysics: Professor of Computer Science: Computer/Physics.
Division of Liberal Arts and International Studies: Assistant, Associate, and Full Professor (philosophy and political science: Russian).
Department of Mining Engineering: Assistant Professor (mining engineering).
Department of Physics: Instructor and Laboratory Coordinator: Assistant or Associate Professor (applied physics).

For detailed information, please contact the CSM office at 303.273.3045 or visit the school's website at www.mines.edu.

Southern Connecticut State University

Mathematics Department

Two tenure-track positions at the Associate Professor level, one in discrete mathematics, the other in applied mathematics, are available. The positions require a Ph.D. in mathematics or a closely related discipline, and a commitment to excellence in teaching. The starting date is September 1, 1999. Interested candidates should submit a letter of application, curriculum vitae, statement of research interests, and three letters of recommendation to: Dr. Leo Katznelson, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515. The application packet must be received by January 20, 1999.

SCSU is an AA/EOE. Minorities and women are encouraged to apply.

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CALL FOR APPLICATIONS
AND NOMINATIONS FOR FELLOWSHIPS

The Institute for the Advanced Study of Religion at Yale invites applications and nominations for Junior and Senior Fellows for the 1999-2000 academic year.

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale is directed by Harry S. Stout, Jonathan Edwards Professor of American Christianity and John B. Madden Master of Berkeley College, and Jon Butler, William Robertson Coe Professor of History.

The Pew Charitable Trusts established the Institute in September, 1998 with a grant of $2.2 million. Its four-fold mission is to:

- encourage and coordinate the study of religion in American life and history;
- increase awareness of the role and importance of religion in the life of our country and world;
- address moral and spiritual concerns of leadership in national and international contexts; and
- remedy the relative inattention to and ignorance of the role of religion in American history and contemporary life among policy-makers, scholars, and practitioners.

1999-2000 RESIDENTIAL FELLOWSHIPS

Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures, and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide panoply of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence ordinarily from September through May and to attend all Institute functions and to produce significant scholarship individually or in conjunction with the other fellows, and will be given the option of teaching an undergraduate or graduate course.

The theme for the 1999-2000 academic year will be American Religion, Race and Ethnicity.

2000-2001 FELLOWSHIPS: RESIDENTIAL AND NON-RESIDENTIAL

In addition to welcoming a second class of residential fellows in 2000-01, the Institute will also award non-residential dissertation and post-doctoral fellowships on a semester- or year-long basis. Awards will range from $17,000 for dissertation fellows to $34,000 for post-doctoral fellows.

Non-residential fellows will be expected to complete their dissertation or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the Fall Fellows Seminar and again for a national conference during the spring term. As participants in the conference, fellows will share their work with their colleagues and invited critics.

The theme for the 2000-2001 academic year will be Religion and Economic Policy.
FEATURES

Esther Madriz: Compassionate Criminologist
The UC professor shares her views on women, crime and war

Juan Andrade: Planting the Power
The Hispanic Leadership Institute's ambitious empowerment goals

Teaching Spanish to Hispanics
Different strategies are called for when Spanish is not "foreign" to the students

Courageous and Compassionate Reporting
Columbia University honors four journalists who report on Latin America with Cabot Awards

HONOR ROLL
Florida International University
It opened its doors with the largest enrollment in U.S. history and continues to grow

Ecology Textbook Breaking Publisher's Records
University of New Mexico professor Manuel C. Malles Jr. talks to HO about his teaching and writing

DEPARTMENTS
OUTLOOK ON WASHINGTON: A CAPITAL VIEW
ERIC Digests—Endless Fountain of Information

SUCCESS STORIES
Hispanic Headliners in Kansas
Staff and students of Garden City Community College earn praise

People, Places, Publications, Conferences
Knowledge, if not literally exploding, certainly grows exponentially. Keeping up with the literature on a subject we are interested in can be difficult.

But there is help. The Education Resources Information Center (ERIC), a repository of documents related to education. A searchable database containing abstracts of items available in the ERIC system as well as relevant journal articles is accessible online at: <www.ERIC->.

If an item in an ERIC Digest or one mentioned in the ERIC Database begins with a ED, it is usually available in the ERIC system.

Many universities have the complete series of ERIC documents on microfiche. If access to a microfiche collection is not possible or practical, it is possible to order a document over the phone by calling: 1-800-434-ERIC.

A good place to start for information about ERIC is: <http://www.aspensys.com/eric/faq/faq.html>. More than 1,800 ERIC Digests have been collected by the Department of Education. They provide a quick, useful way to gain information or current thinking on a wide variety of topics. An ERIC Digest presents a summary of the major ideas on a topic prepared by a knowledgeable person.

Digests are short but comprehensive—1,000- to 1,500-word reports. Written without jargon, they provide a succinct introduction, an overview, together with major pertinent references on a wide variety of education-related topics.

Targeted specifically to teachers, administrators, policy makers, and other practitioners, they can be useful to the general public. They cover pre-kindergarten as well as postgraduate issues and virtually every topic in between.

Each Digest provides a bibliography containing up-to-date references as well as significant previously published research sources. Some of the bibliographic entries are books and journal articles, but many publications are also available through ERIC. The Department of Education issues new Digests every six months or so.

Types of Digests

The Department of Education has identified six types of Digests. They are not mutually exclusive, and many Digests contain elements of two or more.

1) "Overview"—Serves as an "introduction to the topic." Its target audience is both professionals and the general public.

2) "Fact Sheet"—Provides current information of a factual nature for policy makers, administrators, and other decision makers.

3) "Issue"—Defines and describes a controversial topic. It doesn't resolve the issues but presents various perspectives to those who wish to consider alternative educational issues.

4) "Practice Application"—Designed for educational practitioners; these provide specific, concrete examples of how practitioners can apply research results in practical settings.

5) "Research Findings"—University professors, researchers, graduate students find these Digests, which report on the current status of research, particularly relevant.

6) "Synopsis of Syntheses Paper"—This type of Digest is based on one or more primary publications, which provide "a review and synthesis of many publications."

The Digests can be viewed on the World Wide Web. Links to the new Digests as well as links to all the previously issued Digests are available at: http://www.ed.gov/databases/ERIC_Digest/index.

To provide Hispanic Outlook readers with an idea of the range of topics available in ERIC Digests, the following were among the 100 most recently released Digests.

ESL and Language
ED407685 Myths about Language Diversity & Literacy in the United States
ED407686 Needs Assessment for Adult ESL Learners
ED409746 Improving ESL Learners' Writing Skills
ED409747 Citizenship Preparation for Adult ESL Learners
ED410227 Content Assessment in the Native Language

Parental Involvement
ED408902 Los Héroes entre Padres y Maestros (Teacher-Parent Partnerships)
ED408903 El Papel de los Padres en el Desarrollo de la Competencia Social (The Role of Parents in the Development of Peer Group Competence)
ED408904 Parent & Community Involvement in Rural Schools

Education and Minority Students
ED402146 Multicultural Mathematics & Science: Effective K-12 Practices for Equity
ED409600 Underachievement among Gifted Minority Students: Problems & Promises
ED410332 How Well Are Charter Schools Serving Urban & Minority Students?
ED410333 Strategies for Identifying the Talents of Diverse Students
ED410367 The Education of Latino Students: Is School Reform Enough?
ED410368 Staff Development in Multilingual Multicultural Schools

Female Students
ED408934 El Apoyo a las Niñas en la Adolescencia (Supporting Girls in Early Adolescence)
ED410390 Career Development for African American & Latina Females

Higher Education and Careers
ED411873 Growing a Diverse Workforce in the Library & Information Science Professions
ED412862 Early Intervention Programs: Opening the Door to Higher Education

Dr. Mellander is a professor and dean emeritus at George Mason University.
Esther Madriz: Compassionate Criminologist

University of San Francisco Professor Interviewed by HO

BY PATRICIA HANSON

Madriz draws on official statistics to inform readers about the types, frequencies, and likely victims of crime, but also asks and answers more important qualitative questions about "why" instead of "how many." Her book is a compelling feminist analysis of how women's perception of fear controls their behavior, keeping them in subservient and self-limiting social positions.

A passionate, articulate, and deeply spiritual woman in her early 50s, Esther I. Madriz, author of Nothing Bad Happens to Good Girls: Fear of Crime in Women's Lives, is a professor at the University of San Francisco. A picture of her fifteen years ago with César Chávez hangs on her wall. As a graduate student at Vanderbilt, for a brief time she studied with American farmworkers.

She holds a master's degree in criminal justice administration and a Ph.D. in sociology. Her 12-page resume details eight academic awards and honors, and more than 50 publications and international presentations at professional organizations. Her well-documented, fascinating, and thoroughly readable book draws on interviews and focus groups that she conducted over a five-year period with Latina, African American, and White women in New York City and surrounding areas while she taught at Hunter College in New York. It frames women's fear in the context of past research and explores the sources of that fear in media and in reality.

It is a compelling feminist analysis of how women's perception of fear controls their behavior, keeping them in subservient and self-limiting social positions. Madriz draws on official statistics to inform readers about the types, frequencies, and likely victims of crime, but also asks and answers more important qualitative questions about "why" instead of "how many." She examines the images embedded in women's fears and demonstrates how these are constructed to reinforce existing structures of power.

The title of the book was inspired by a phrase Esther's mother used to repeat to her: Si eres una niña buena, nada malo te pasará ("If you are a good girl, nothing bad will happen to you").

Madriz offers this book to criminology students and the general public in hopes that it will help restore the reputations of some of the brave 'bad girls' who refuse to let the fear of crime rule their lives.
HO interviewed Escher last fall at her office high atop a hill in San Francisco.

HO: Please tell me about your background. How did you get to where you are today?

MADRIZ: I was born in Venezuela, daughter of a mother who never went to college but who really instilled in me the love for education. My mother was a teacher at a time when women only went to escuelas normales (normal schools) for higher education. She understood very clearly that women especially needed to be educated. Of course at the time when she lived, her philosophy was "you never know what will happen to your husband, so you should be educated." But it was really her love of knowledge, of learning, that she instilled in us. When she died in her late 70s, she was still studying French. She loved learning for the sake of learning. I think I owe my success to her.

HO: What drew you to the field of Criminal Justice and to the theme of your book, crime in women's lives?

MADRIZ: I always considered myself an advocate for social justice. That's my purpose in life. As a very young girl, my mother used to tell me, "You are always looking for injustices, for places where justice needs to be served." In many ways, I think my choice of criminal justice as a major in college maximized that. If you look at injustices in society, criminal justice theory can help you examine it through a microscope. All the little injustices become magnified, the racism is increased, the class issues, and now the gender issues seem greater. So this field is a great magnifier. I began to work in criminal justice under the leadership of a wonderful Latina woman, Rosa del Olmo, who is a very well known Venezuelan criminologist. She was my mentor. She'd say, "Read this" and then "read that," and I found myself reading what was happening in the United States.

I began to explore more social and radical criminology. Then I'd say, "Wow! Now I understand why this is happening!" I began with the practice and learned what's behind the theory of all this.

HO: Were there any other mentors at any point in your career?

MADRIZ: Ruth Sidel inspired me to write this book. She is a widely I was talking about.

But one day at Hunter where Ruth Sidel and I worked side by side, she took me to a restaurant on Lexington Avenue and asked me, "Why are you writing these silly articles for these male magazines? They will never appreciate them." She told me that my interest in crime and women was the best subject she could imagine for a book. Every time I talk about fear of crime, and tell people of its effect on women's lives, I am grateful that Ruth told me, "Just write a proposal and send it to five publishers and see what happens." I did, and they
crime in women's lives.

HO: Do you think there is any hope for the media portraying women as less victimized and more empowered, such as you suggest in Nothing Bad Happens to Good Girls?

MADRIZ: Yes, I do. Let me give you a very specific example. Very recently I was interviewed by Ray Suarez for Talk of the Nation. I love his show. He began by citing some carefully researched statistics and then showed examples of poor media representation of women.

But I am not sure the blame for fear of crime in women's lives lies completely with the media. That's only one aspect. Politicians try to gain our votes. They use fear of crime as an issue and recount the horror happening in the streets of America. But interestingly enough, crime rates are actually going down while fear of crime is on the rise.

Politicians benefit from our fears; they make it appear crime is increasing, and suggest they can do something about it. They promise..."if you vote for me, I can make you free of this." That's simply not true.

Another source of women's fears is fairytales, stories we all heard as small children. Remember the story of Little Red Riding Hood? A little girl, walking through the woods, is suddenly swallowed by this dark figure coming from the darkness. Danger is often represented by men of color coming from the darkness, and women are portrayed as innocents. In reality, men are more likely to be victims of street crimes than are women.

I do believe there are a couple of good programs where women are perceived as strong and that portray women as taking control of their lives and not keeping them in specific isolated roles. But at this moment I cannot think of any good realistic major movie that has taken the position of portraying women strongly.

"I want to document scapegoating. I am especially interested in the identity of Latino immigrants and the enormous hardships the new immigration laws are imposing on them."

known sociologist who wrote On Her Own and Keeping Women and Children Last: America's War on the Poor. I do believe we all need a guide. I don't think anyone does it on his or her own. I think we all need someone. In my life, at many different points in time, someone has always been there for me, and each time that person has been a woman. My mother, my first mentor. Ruth Sidel—especially supported me at the precise moment I needed them. I never dreamed I could write a book. Vanderbilt University in Tennessee was a very conservative school. You were supposed to write articles. I'd write them, and at first they weren't too radical. Criminology is a male-dominated field. My articles on feminism, racism, and gender weren't accepted very well. They didn't know what jumped! I actually had to choose between publishers. And right now the book is doing very well in college markets and starting to get visibility in the popular press.

HO: What is your impression of the current fascination of the media with the fear of crime?

MADRIZ: I think that the media is one of the major elements that exacerbates and misrepresents crime. Print and television and movies make it look more likely women are about to be attacked on the streets by a stranger, when in reality you and I are more likely to be attacked by someone we love or have loved, by someone who knows us. The media feeds on fear of strangers, fear of the dark, fear of the streets, anything that sells. Popular culture feeds on fear of
There are some very good examples in South America of women taking a very strong position. The Mothers of La Plaza De Mayo, for instance. Rigoberta Menchu from Guatemala, and of course the millions of women as mothers who defend their kids every day. In New York City, a Latina woman named Irene Báez founded a group called Mothers Against Police Brutality. I interviewed her, and I tell you, when I was sitting in her house in the South Bronx, her presence filled the room. Her son was killed by a bullet, and she founded this organization to protect all the children.

HO: Your book is a feminist analysis of crime. What do you think about women’s studies and feminism? How do you see the evolution of the acceptance of those words in Latina culture now as contrasted with 20 years ago? Is there more acceptance of feminism in your generation or in young women coming of age today?

MADRIZ: Latina women have a different kind of feminism than U.S. feminists. In some ways, we Latinas feel we are permanently pregnant.

MADRIZ: I was a very fearful person my whole life. I believe that the only way to break through fears is to walk through them to see how many of those fears are real. Many fears are very well-founded. Women should be afraid of acquaintance rape. There is a very high incidence of assault and battery at home, of domestic violence. We all need to look at these fears face to face and ask what the reality is. Why is this so, and examine these fears.

I believe that fear of crime is an assault on women’s rights, a violation of your right and my right of freedom. If you need to leave some place early because you are going to be afraid of driving by yourself at night, or if you lose or have to change a job or move because of fear of crime, that is a violation of your rights. If you have to take cabs, and pay more to do it, because you’re afraid of the subway, that is a violation of your rights. I could go on and on. So instead of looking at these fears as your problem, perhaps we need to examine the culture and the policies that create the conditions we fear.

Let me give you an example. Remember the woman who was jogging in Central Park and was raped? I recall that the first comment I heard from a newscaster was, “How did she come to be jogging by herself?” My question is “Why is it that women don’t have a place where they are safe?” The answer to that question places the responsibility on the social system or the government.

HO: Moving from the political to the personal, what do you think is the role of spirituality in handling fears?

MADRIZ: Very high. Let me tell you something on a personal level. My husband died three weeks ago. I am now living by myself for the first time in my life. I have always been a very fearful person. I have many friends, but the only thing that has sustained me is my spiritual beliefs. I believe I am protected. To give you an example, on Tuesday I came back home from a lecture at St. Mary’s at 10 at night. I opened my door and, in spite of my early fearful conditioning, because I have a spiritual core, I felt fine and comfortable coming home late at night alone. I feel this comes from believing that I’m part of something larger than myself.

I know that I am not alone really, that who we are, you and I, we are part of the universe. You may want to call it God or Goddess, whatever. I have faith that everything in my whole life has happened for a reason. My husband was very committed socially; he contributed a great deal to this world. I feel I have a strength that has come from all the people in my life, including him. These people I’ve known and loved, my husband, my mother and father—they all were and still are part of my spiritual life.

Nowadays each of us can construct our own type of spirituality. Mine concerns this feeling that we’re all part of something much bigger. Yesterday I was feeling very sad so I walked on the beach, I took my shoes off and walked in the sand and looked and said, “This is life; this is the universe. I’m part of it; my husband, wherever he is, is part of it;” and at that moment, I felt very much in tune. Sometimes love can make you feel connected with everything on a grand scale.

HO: What’s the next book about?

MADRIZ: I want to document scapegoating. I am especially interested in the identity of Latino immigrants and the enormous hardship the new immigration laws are imposing on them. I’m interviewing community leaders, community activists, trying to discover how these people are hurt by the rejection and stereotypes of their people...
Juan Andrade: Sowing Power Seed by Seed

The U.S. Hispanic Leadership Institute

BY
MICHÈLE ADAM

First you clear the weeds, then you plant the seeds, and finally, after extensive hard labor, you've got a great harvest.

For farmers, that's a solid method of securing a good yield. For Juan Andrade, president of the United States Hispanic Leadership Institute, it's an effective way to build Latino empowerment and representation in this country. As a one-time farmer himself, helping his family on their land as a young boy in Texas, Andrade learned how to patiently and diligently harvest crops. And now he's farming something much bigger.

He is cultivating a field—one seed at a time—of Hispanics practicing democracy and leadership in a country where they've been sorely underrepresented. His organization, formerly called the Midwest Voter Registration Education Project, is running a two-year campaign to register 30 million new Latinos and develop 150,000 Latino leaders by the turn of the century, with 50,000 of them to be public officials by 2025. Although many describe Andrade as ambitious, he's confident that his experience and know-how will pay off.

"As long as we keep clearing the weeds and planting seeds...when the day comes there will be a great harvest," he said.

Andrade's an endangered species, though. There aren't many like him—people who are willing to build change from the ground up. Many are out for a quick fix. Fewer can patiently nurture and maintain a grassroots organization—root by root.

"We have looked at this as a lifetime vision...changing things from the ground up," said Andrade. "It means taking one step at a time...one voter at a time...one election at a time."

Who exactly is Andrade, and what makes him so sure the institute can accomplish his demanding campaign, called "Partnership for Democracy"?

Andrade launched the Midwest Voter Registration Education Project in 1981, after completing research that demonstrated Latino underrepresentation and potential voting power throughout the country, especially in the Midwest. "Our vision was to increase the number of Latino registered voters in the Midwest and to increase the number of elected officials," said Andrade.

What began as a seemingly straightforward task became more complicated, however. To begin with, "there was a lot of weeding to do," said Andrade. While the institute...
worked hard to register new Latinos in Chicago, their numbers were not appearing on the official roster of eligible voters. It took years of research to discover that ward committeemen were canvassing voters and selectively purging from the roster those that didn’t support the preferred political leaders.

“It was one of the real political problems we had to overcome,” said Andrade. The institute worked with the board of election commissioners to change the political game, at which time Latino registration numbers finally increased. Andrade recalled similar barriers Latinos successfully challenged in his home state of Texas, from fighting laws requiring literacy tests and homeownership in order to vote, to removing poll taxes and one-year registration requirements that hindered Mexican Americans from voting.

“The electoral process was a lot like having to clear the weeds in order for us to grow—to breathe,” said Andrade.

Since the organization began, registration of Latinos has nearly doubled in its home town of Chicago, from 82,000 to 150,000.

The Midwest Voter Registration Education Project also grew twofold in size since its inception, becoming the Midwest Northeast Voter Registration Education Project in 1987, and then the United States Hispanic Leadership Institute in 1996. The name changes serve as accurate reflections of the growing responsibilities and accomplishments of the organization.

During its 18 years, the institute has registered 1.3 million voters through 890 local campaigns, disseminated printed material on US citizenship to 500,000 immigrants, and trained 25,000 local volunteers in organizing and conducting registration, voter education, and get-out-the-vote campaigns. With an important emphasis on youth, it has spent $183,000 on ten-week internship programs for 20-30 college students, teaching them the hands-on dynamics of social change, as well as $40,000 in financial aid for college students since 1994. From organizing the largest Hispanic conference in the nation, with over 30,000 present and future leaders attending since its inception, to publishing 320 studies and reports on Hispanic demographics, the Institute has grown to become a center of inspiration and support for Hispanics throughout the country.

The Hispanic Leadership Institute has also been training leaders throughout the Midwest and Northeast to give back to their communities and build a more powerful Latino voice. Already, 2,000 public officials and grassroots community leaders have participated in its leadership training programs.

Andy Hernández, former president of Southwest Voter Registration Education Project and active participant in the institute’s mission, described the shift as the following: “It’s not about voting any more. It’s about it meaning something.”

The leadership courses last nine weeks and are developed in cooperation with local city officials and key members of the community. Local Latinos, who are often unrecognized leaders outside their community, meet with key people such as the mayor and the school superintendent to learn what it takes to become influential partners in the larger community. And often, as Hernández described, this more opening of dialogue begins a process of local Latino empowerment. Within a matter of time, Latino leaders are active on committees and local boards, and running for offices they would have earlier ignored.

“Building these relationships helps us build social capital,” said Hernández. “We think that as you do this, you build a community-based movement. You are creating a culture of participation.”

There are towns in the Midwest where few would expect large Hispanic populations. But it is in places like Garden City in Kansas, with 35 percent Latinos, that leadership programs are held. Lydia González, who has been involved with the institute there for over half a decade, has seen the benefits firsthand.

“They had a lot to do with us becoming more active. They are the ones that provided tools and training to achieve our rights,” said González. Although Garden City has numerous Latino leaders, said González, they lacked sufficient political awareness.

González has volunteered with the institute in its registration drives, and in the past three years has both participated in and coordinated participants for the leadership programs. She finds 20 to 25 Latino leaders and invites them to the free nine-week leadership course—three weeks with county officials, three weeks with school officials, three weeks with city officials—and soon they’re asked to bring in their resumes and begin more active involvement in the community.

“We have a team effort out here,” said González.

She was recognized for her hard work at the Institute’s 16th annual Leadership Conference. The USHLC prides itself on being the largest national Hispanic conference in terms of registered participants, with annual attendance now of more than “1,000 people from 32 states. Participants include 200 high school and 1,500 college students, 1,000 young Hispanic professionals, and 2,500 elected and appointed officials, corporate and labor leaders, entrepreneurs, senior citizens, and representatives of local, state and national organizations. In 1997 alone, 20 presidential appointees and 5 members of President Clinton’s Cabinet were invited as speakers to the conference, as well as many other prominent Hispanic leaders.

For many, the conference is their first introduction to the institute, one that brings them back each year for inspiration and advice. During a four-day weekend in October, community members, as well as students, attend leadership seminars, workshops, forums, exhibits, dinners, and speeches. The college fair, for which students are bused in, makes up a large portion of the conference as well. More than 200 volunteers prepare workshops and seminars with topics of technology, employment, and education in relation to Latino empowerment. The conference itself is both a fundraiser for the organization and a meeting ground where Latinos learn, inspire, and
take back to their communities.

Last spring the institute held its first Hispanic Youth Leadership Conference for students from various states.

While former students such as Eduardo Garza and Juan Rodriguez became involved with the larger conference many years ago, today's youth will have an opportunity to attend a conference for their age group.

"I have come to the conference since 10th grade," said Garza, a recent college graduate and institute employee. "My grandfather was involved with the Institute back then. He took my brother and me because he had extra tickets to come to the dinners."

Garza also attended a few workshops back then, and from the very beginning was inspired by Andrade and by Andrade's belief in an empowered Hispanic community. "I was impressed. He talked about Latinos in the U.S. and our potential as leaders...I thought maybe I would be a leader."

Garza saw a lot of neglect and problems in his community. From his vantage point of selling newspapers on the street corner, he saw it all at an early age—teenage pregnancy, gangs, poor education, and—his roof caving in. And he unable to do anything about it. "I think...I think I would rather have been a leader...I think it's my duty to help people."

The institute announced it's Partnership for Democracy Campaign, and since then its workload has doubled. With a group of staff of five to seven people, the Institute is working hard to accumulate funds and personnel to make its ambitious mission come true.

"I have a lot of work to do," said Garza. "I believe in him [Andrade]. I believe in this institute. I think we are going to do it."

To begin with, the institute will need to raise $5 million to successfully run its campaign. A minimal part of the expenses will cover the Southwest Voter Registration Education Project's participation in the campaign. Another portion will be used to hire staff so that the entire country can be targeted.

What is in place, however, is a strategy—something that years of experience should make effective this time around. In order to register 30 million new Latinos, the institute will have to do a lot of networking: "from the ground up." The plan is to form partnerships with a thousand groups across the country, from predominantly Latino labor organizations, publications, financial institutions, and churches to high schools, college groups, and Latino organizations. "We want to penetrate every level of the Latino community," said Andrade.

A second, even more ambitious goal is to develop 150,000 new leaders by the year 2000, and increase Latino officials from the current 5,000 to 50,000 by the year 2025. The answer: more leadership programs that by the year 2000 exist in every state throughout the country. While the institute primarily targets the Midwest and Northeast, the goal is to spread "deep," as Hernandez put it. It is expected that offices will be opened in key Hispanic areas, such as California, Florida, and Rhode Island.

"We want these programs to have a life of their own," said Hernandez. "We have seen many communities implement programs on their own, once established.

Andrade calls it "leadership within various spheres of influence," and says, "we need leaders in the workplace, in high schools, on campus, in professional associations and community-based organizations." The leadership programs will also expand to include high schools and colleges, primarily in the Midwest and Northeast, teaching students the importance of voting, engaging in the political process, and impacting decisions. Other areas of outreach will be community programs in policy development, candidate training, and campaign management. Although many community members and students learn from seminars and workshops at the conferences, the institute wants to bring more of its programs into home towns and cities.

Many would say that Andrade's vision is a big stretch of the imagination, that strategy may be one thing, but getting there is another. To that, Andrade responds, "When they've seen what we've done, people have given us the benefit of the doubt."

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Teaching Spanish to Hispanics

Good Programs Need Replicating

BY NELLY MELLANDER

recall with mixed emotion those who tell me how beautifully their grandparents spoke French or Italian or what have you. They apologize for not speaking or understanding the language of their ancestors. There is a sense of loss.

It is even more painful to me, being Hispanic, when Hispanic Americans or, more precisely, Americans of Spanish or Latin American heritage, proudly proclaim the fluency of their forebears. More often than not, they themselves, can’t speak Spanish. Not well enough to preclude embarrassment when they try. They have lost part of their heritage.

A Growing Population

The number of Hispanics in this country is not insignificant. Due to continued immigration and a prolific natural increase, those numbers are destined to rise. It has been projected that U.S. Hispanic population figures will increase from approximately 22,692,000 in 1995 to 34,818,000 in the year 2000. Young Hispanics, ages 19 or lower, are already the largest subgroup of America’s youthful population.

It is also estimated that Spanish—the world’s fourth-largest language—will have 400,000,000 speakers by the year 2000. It will then have as many native speakers as English.

Given the normal desire of immigrants and first generation children to “integrate” as fully and as completely as possible, many wish to learn English as quickly as possible. Their desire to learn and speak English is strong and pervasive.

There are many other reasons why they drift away from Spanish. If they are born in this country, they attend English-language schools. So they could hardly learn formal Spanish in their elementary years. Later, when they are in high school, many are not permitted to enter regular Spanish-as-foreign-language classes because they are...

“Chicanos, Cubans, and Puerto Ricans enjoy their own different ways of doing things, of organizing their thoughts, and of expressing their realities.”

FRANCES APARACIO

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too proficient.

"Proficient," for many have learned to speak Spanish, albeit with a high degree of slang. Unfortunately, what has been termed Spanglish (a mixture of English and Spanish words), therefore, incorrect and incomplete as their knowledge of Spanish may be, many are not permitted to study Spanish in high school.

A logical solution, employed by far too few high schools, is to offer Spanish classes for native speakers or for those whose verbal skills deny them entrance into regular foreign language Spanish classes.

College Teaching

Those of us who teach at the college level always have a collection of Spanish-speaking Hispanics in our classes. They come for many reasons.

A few believe it will be an easy class. After all, they speak Spanish at home so they think they can float by. But for many, their inability to read Spanish, much less understand grammar, classifies them not that far ahead of non-natives in the class who had the benefit of studying Spanish in high school. In fact, they are sometimes painfully behind.

Many students study Spanish in college because they realize that it is an important part of their heritage. They know their lives can be enriched when they learn the native tongue of their grandparents or parents. They have a passionate yearning to know, to understand, to connect.

Others are more pragmatic. They know there are business advantages internationally and also domestically. There is a growing market for Spanish-speaking businesspersons.

In most of our colleges and universities, Spanish is taught as a foreign language, just like any other foreign language, and it is geared to non-native speakers. Well-designed programs for Hispanic bilingual students rarely exist.

The few that do have well-articulated programs are located in heavily Hispanic-populated areas. Exceptional ones can be found at the University of Miami, Florida International University, Miami-Dade Community College, the University of Florida at Gainesville, the University of Nevada at Las Vegas, and the University of Arizona at Tuscon. These courses are frequently dubbed "Spanish for native speakers."

But the majority of our colleges and universities have not designed programs to meet the specific needs of these students. I am sure that Spanish teachers throughout the country have learned that different approaches have to be developed and utilized with these students. Yet, definitive procedures and guidelines have not been widely adopted. Each teacher adapts as best she or he can.

Key Elements

But the issue has become of such moment that teachers, researchers and authors have begun to address it. Their recommendations fall into three general categories.

1. The Teacher

Perhaps the most important ingredient in successfully helping native speakers is the effectiveness and empathy of their teacher. If a teacher is critical of varying linguistic styles or regional differences, the student is not well served.

I remember teachers who worked with me in California who embarrassed Chicano students over their regionalisms. Other teachers ridiculed students by asking such question such as, "You mean you are Mexican and you have never heard of Octavio Paz?" Puerto Ricans and Cubans have long been criticized for their pronunciation and syntax.

Those attitudes are uncalled for and counterproductive.

Teachers of English do not, by and large, denigrate nor make fun of native English students who bring their mid-western, southern, or "Brooklyn" accents, and linguistic variations to the classroom.

Grammar and correct usage must, of course, be emphasized. But regionalisms are neither a sign of, nor characteristic of, uneducated persons. As Professor Frances Aparicio has noted, teachers "should be sympathetic to all Hispanic groups and their differences, flexible toward regional linguistic differences, nonimposing of his/her own dialect or mode of speech." (Aparicio, 1983)

2. Proficiency

These students' levels of expertise vary widely. Some are orally articulate and quite proficient but many others aren't. Even among those who can speak effectively, many can neither read nor write—at even an elementary school level. Grammar and syntax are as alien to them as one can imagine.

3. Similarities and Differences

Hispanic-Americans are united by customs, languages, religion, and values. That is a given—and it is accurate. However, there are also many differences. Students particular cultural heritage influences their specific variety of Spanish.
point made elegantly by Professor Aparicio when she wrote, "Chicanos, Cubans, and Puerto Ricans enjoy their own different ways of doing things, of organizing their thoughts, and of expressing their realities."

Teachers wishing to help those students are well-advised to acquaint themselves with the learning styles and cultural differences of their students.

Teaching Materials

Another scholar, Ana Roca, has surveyed the variety of textbooks specifically designed to teach Spanish to native speakers. She points out that since Spanish has traditionally been taught as a foreign language, most of the textbooks and other teaching materials were prepared in that format.

What little has been produced for this discrete population of Spanish speakers has highlighted the linguistic variables, the culture, and the literature of Mexicans first and Puerto Ricans second. Specific teaching materials for Cuban Americans and other more recent immigrant groups, i.e., Nicaraguans, Guatemalans and Salvadorans hardly exists.

Teachers have been forced to scramble-to improvise-to meet the needs of students desirous of learning Spanish, who bring a wide variety of reading, speaking, and writing skills. Degrees of motivation and at times a latent resentment of the majority culture impregnates the classroom dynamics.

A few textbooks have been developed for them. A highly respected one is *Español Escrito*, by Guadalupe Valdes and Richard V. Teschner. The expanded fourth edition includes a student workbook, a cassette, and other additions.

Another popular text is *La lengua que heredamos*, by S. Marques.

Ana Roca has pioneered efforts on how best to serve these students. She has developed a series of pragmatic suggestions on teaching Spanish to native speakers at various levels of instruction. She recommends the following:

- Dialogue journals. Students can keep a journal in which they communicate in writing with the teacher. Dialogue journals provide the student with writing practice and show the teacher how the student is progressing in the development of writing skills.
- Vocabulary expansion assignments. These are exercises that allow students to use new words, through activities such as creating sentences that include the new vocabulary.
- Translations. Students can develop writing skills and learn vocabulary through translation of literature and other materials. Translation "offers students the opportunity to discuss linguistic differences between both languages at the written level and to realize that there are alternatives, or various ways of expressing an idea" (Aparicio, 1983).

Regionalisms are neither a sign of, nor characteristic of, uneducated persons.

- Composition writing. Individual and group edition of sample compositions can provide students with writing practice and allow feedback from peers.
- Oral and aural practice can be provided through class discussions and oral presentations, opportunities to listen to guest speakers, interviewing and reporting in Spanish, and use of audiovisual materials, such as films on video. (Sample films include *El norte: Yo soy Pablo Neruda: El hombre mirando hacia el sur*.) Also, several Spanish language television stations are available in the United States.
- Satellite television can also internationalize the class through live transmissions from Spanish-speaking countries.

For details on these and other recommendations, see Roca, 1992.

Conclusion

The need exists to help Hispanics learn Spanish. There are cultural, societal, as well as pragmatic reasons to do so. A few good textbooks exist to address the issue. Perhaps more colleges and universities will now understand the uniqueness of this need and move to address it. If more or new courses are offered, it is important to remember that the attitude and the empathy of teachers are the most important ingredients in helping Hispanics recapture part of their heritage.

**Selected References**


Courageous, Comprehensive, and Compassionate Reporting
Columbia University Awards Cabot Prizes

BY
Kim Brockway and Virgil Renzulli

Four journalists from Mexico, Peru, and the United States have been selected by Columbia University to receive the 1998 Maria Moors Cabot Prizes for courageous, comprehensive, and compassionate reporting on Latin America.

In their 60th year, the awards are presented to those who have reported on the southern hemisphere with a longtime commitment to inter-American understanding and freedom of the press.

Prizes were presented October 22 by Columbia President George Rupp and Journalism Dean Tom Goldstein to:


Founded in 1938 (and first awarded in 1939) by the late Godfrey Lowell Cabot of Boston as a memorial to his wife, the Maria Moors Cabot prizes are administered by the Columbia University Graduate School of Journalism.

Each winner receives a Cabot gold medal and a $1,500 honorarium. With this year's awards, 218 prizes and 97 special citations will have been conferred on journalists from more than 30 countries.

The prizes, the oldest international awards in journalism, are awarded by the Trustees of Columbia on the recommendation of the dean of the Journalism School. An advisory committee of journalists and educators concerned with hemisphere affairs assists the dean. Nominations are also sought from news organizations and individuals throughout Latin and North America. Director of the advisory committee is Frank N. Minitas, who has reported from Latin America since 1960 as correspondent for the Associated Press, McGraw Hill News Service, CBS, NBC and ABC.

Minitas, former Latin American Bureau Chief for ABC News, is himself a Cabot Prize medalist.

J. Jesus Blancornelas, 61, of Mexico, has consistently pushed during four decades as a journalist to uncover wrongdoing by corrupt government officials, drug traffickers, and plotters of political homicide. His courage and willingness to face personal risk almost cost him his life last year, when he was gunned down by triggermen of a leading drug car-

Blancornelas was brutally ambushed on November 27, 1997, by a half-dozen gunmen, who sprayed his car with bullets, killing his driver and critically injuring the editor.
tel who were angered by revelations in his articles.

Born in San Luis Potosí, Blancornelas began his career in 1956 as a sports reporter at El Sol de San Luis and then joined El Mexicano in Tijuana, where he became editor of the Center de Baja California edition. In 1964, he went to work for La Voz de la Frontera of Mexicali and four years later was named editor-in-chief.

There his reporting on corruption began to draw fire. He was ousted from his post at La Voz de la Frontera in 1974 and from subsequent jobs as editor of El Imparcial of Hermosillo, Sonora, in 1975 and editor of Nacionales de Tijuana in 1976. He decided he had to create his own publication and helped found, as chief editor, ABC of Tijuana, the first daily in Baja California, to share ownership with its workers. He published a book, BIEBRICHI: Crónica de una infamia, an expose of a young rotege of then-President Luis Echeverría. Within the year, police assault troops entered the ABC offices and threw the editor out. Blancornelas fled to exile in the U.S., where he remained for the next two years.

In 1980, he co-founded ZETA, which initially was printed in the U.S. and distributed in Mexico. When the government withdrew its charges against him in 1982, Blancornelas moved ZETA to Tijuana, but threats continued. The paper’s machines and automobiles were seized by the government, bullets ripped through the front of ZETA offices in 1987, and, in 1988, his partner and co-founder, Hector Felix Miranda, was assassinated.

Blancornelas was brutally ambushed on November 27, 1997, by a half-dozen gunmen, who sprayed his car with bullets, killing his driver and critically injuring the editor. The bullets traversed his liver and lungs, and a fragment lodged in his spinal column near his heart. The attack nearly killed him, but it did not break his spirit; within three months, he again began writing his weekly column in ZETA, often about the grip that drug traffickers have on Tijuana.

Blancornelas has received many honors, including the International Press Freedom Award by the Committee to Protect Journalists, the Freedom to Write Award by the PEN Club of Los Angeles, and the Media Freedom Award by the San Diego Press Club.

He is writing his fourth book on Mexico’s politics, Caso Colosio (The Colosio Case), about the promising political career of Luis Donaldo Colosio Murrieta, who was killed in 1984. Last year, his third book, Una vez nada mas (Once. Not More), also about politics and corruption, was published.

Edmundo Cruz Vilchez, 60, of Peru, has covered military and intelligence issues for more than a decade. His work has discovered and documented corruption in arms purchases, military assassinations of suspected civilian leftists, and executions of intelligence officers within the ranks. He has also covered Peru’s border conflicts.

Graduated in 1960 from the Universidad Nacional Mayor de San Marcos in Lima with a degree in journalism, Cruz was named editor of the Marxist weekly UNIDAD in Lima and also taught journalism at the Escuela Superior Jaime Bausate y Meza and at the University San Martin de Porres.

His career began at the daily La Razón, where he became co-editor in 1986, and the weekly Sí, where he was an investigative reporter from 1989 to 1994. From 1995 he worked at the prestigious daily El Mundo and at El Sol, moving to La República in 1996.

Among his major reports, Cruz uncovered the abortive coup d’etat in 1990 against then-Pres ident Alan García; revealed in 1992 the embezzlement of money for arms purchases by naval officers in the Peruvian embassy in Washington; disclosed in 1993 the sale of military secrets of Peru to Ecuador by alleged American spy Frederick Hamilton; pieced together in 1993 the identity of the secret intelligence unit that executed nine young persons in retaliation for a terrorist act that they had not committed; revealed in 1996 a plan to assassinate a well-known television commentator and constant government critic César Hildebrandt; and documented with photographs in 1997 the army’s tunneling under the Japanese embassy in Lima, which had been captured by terrorists.

Cruz has won the National Journalism Award in Human Rights, given by the National Coordinator of Human Rights in Peru, and the Gold Pencil Award by the Press Club of Lima.

Andrés Oppenheimer has covered Latin America for more than 20 years and is widely known throughout the Americas for his books on Cuba and Mexico. His bi-weekly column, a cutting-edge analysis of the hemisphere’s contemporary affairs, appears in The Miami Herald and in the Spanish publication El Nuevo Herald, which is syndicated to 30 newspapers in Latin America.

Born in Buenos Aires, Oppenheimer studied law at the University of Buenos Aires and left Argentina after the military coup in 1976. He received a fellowship from
William Lawrence Rohter Jr., 48, has been Caribbean and Central American correspondent for The New York Times since 1994 and will become bureau chief early next year in Rio de Janeiro. He has covered Latin America for the past 25 years, serving as Mexico City bureau chief for the Times, Brazil correspondent and Latin America bureau chief for Newsweek, and correspondent for a Brazilian communications company.

Topics of his recent reporting have included the exhumation of mass graves in Guatemala, the continuing problems of United States bases in Panama, the impact of deporting Salvadoran gang members home from American jails, investigations of the Cuban exile community in Miami, and the abortive efforts by exile leaders to overthrow or assassinate Fidel Castro.

Rohter began at the Times as a metropolitan reporter in 1984. Three years later, the paper named him bureau chief in Mexico City. He became a cultural correspondent in the Los Angeles bureau in 1990 before beginning his present post in July 1994.

Before joining the Times, Rohter worked in the New York bureau of Rede Globo, the Brazilian communications conglomerate, from 1971 to 1974, contributing to news and entertainment programs. He moved to The Washington Post in 1974 as cultural reporter and arts critic. In 1977, he went to work for Newsweek in Brazil as correspondent and then bureau chief, later transferring halfway around the world to China to become its Peking bureau chief and Asian regional editor.

Rohter was born in Oak Park, Ill., and studied politics and modern history at the Columbia University School of International and Public Affairs and East Asian Institute.

Andres Oppenheimer has covered Latin America for more than 20 years and is widely known throughout the Americas for his books on Cuba and Mexico.

Andres Oppenheimer has written for The New York Times and columns in 1989 and 1994, Spain's Ortega y Gasset Award in 1993, as well as the print reporting prize from the National Association of Hispanic Journalists in 1997.


Andres Oppenheimer, 1998 Cabot Winner

Andres Oppenheimer has covered Latin America for more than 20 years and is widely known throughout the Americas for his books on Cuba and Mexico.
Modesto A. Maidique, the fourth president of Florida International University (FIU), proudly offers an anecdote from the occasion of FIU’s 25th anniversary. He recalls that Butler Waugh, professor of English and the first university employee hired by founding President Charles Perry in 1969, reminisced at the ceremony about FIU’s early days. Maidique says he was heartened to hear Waugh observe, “FIU is one of the most diverse universities in the United States. It’s no accident. FIU’s diversity was planned from the beginning.”

Maidique cites Waugh’s first-hand personal recollection to illustrate that diversity is not an afterthought at FIU; that inclusiveness came from a blueprint as exacting as those drawn up for the university’s many beautiful buildings. Maidique agrees with Waugh’s assessment, adding, “The diversity of the FIU community, students, faculty, staff, and alumni, is one of the university’s greatest strengths, and we have designated diversity as one of the strategic management philosophies guiding the university’s operations.”

Few locations in the United States have a greater Hispanic presence than do Miami and South Florida. Maidique further reminds us that no institution can match Miami’s Florida International University for reflecting and serving its community. For a phenomenal quarter century of growth and for community service, we welcome Florida International University to the Hispanic Outlook Honor Roll.

President Maidique believes that another key strength of FIU is the close relationship that the school has enjoyed throughout its history with the residents of Greater Miami. “When we opened our doors in 1972,” Maidique remembers, “we were fulfilling a vital community need: Miami was the largest city in the country lacking a public baccalaureate-granting institution. Over the years, we have done all we can to ensure that our programs of teaching, research, and service...
help solve the problems of our diverse urban community. The College of Education's programs with the Miami-Dade County Public Schools, the Southeast Florida Center on Aging, the Small Business Development Center, the Immigration and Ethnicity Institute—these are but a few examples of programs that reach out to enhance the quality of life throughout South Florida.

Florida International University is one of Florida's 10 state universities. This public doctoral-granting institution offers nearly 250 degree programs, conducts basic and applied research, and provides public service. For the past three years, U.S. News and World Report has ranked FIU among the top 100 public national universities in its annual survey of "America's Best Colleges." FIU has also been recognized as one of the nation's top 10 public commuter universities by Money magazine. Perhaps of greater interest to those who must foot the higher education bill, the September 15-98 issue of Kiplinger's Personal Finance Magazine designated FIU among the top 20 "Best Values" in U.S. higher education.

FIU is a member of the National Association of State Universities and Land-Grant Colleges, one of the nation's oldest and most prestigious higher education associations.

Florida International University opened its doors for classes in 1972 with 5,667 students. That's the largest opening-day enrollment in U.S. collegiate history. Today, the school enrolls more than 30,000 students, has 900 full-time faculty, and boasts approximately 80,000 alumni. That makes the institution the largest university in South

Honor Roll Facts in Brief

INSTITUTION:
Florida International University

LOCATION:
University Park
Miami, FL 33199
(305) 348-2000

ESTABLISHED:
1965

ENROLLMENT:
Over 30,000

DEGREE OFFERINGS:
Certificate
Associate's
Bachelor's
Master's
Doctorate

ANNUAL TUITION:
$1,875 (in-state, tuition and fees)

NUMBER OF FACULTY:
1,083

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Accounting
Biology
Chemical Engineering
 Cuban & Cuban American Studies
Logistics
Music Education
Performing Arts

INTERNET (Website) ADDRESS:
http://www.fiu.edu

Florida, with the largest university alumni group in Dade County. That enrollment figure also places the school among the nation's top 25 largest colleges and universities.

Today, more than half of all degrees awarded by universities in Dade County are conferred by FIU.
The school has two campuses—the 344-acre University Park Campus in western Miami-Dade County and the 195-acre North Campus on Biscayne Bay in northeast Miami-Dade County. There are also two educational sites that serve neighboring Broward County. In addition, Florida International offers classes on the Homestead Campus of Miami-Dade Community College and recently established a major research facility, the 40-acre Center for Engineering and Applied Science, near University Park. The school has grown in other ways as well. The university’s 1996-97 operating budget has grown to $286 million. Its 2,500 full-time employees now make the institution Dade County’s 20th largest employer with an estimated economic impact of more than $1 billion on the South Florida economy.

In the Spring of 1997, the Florida Board of Regents approved the establishment of a School of Architecture at FIU. The new school offers a bachelor’s degree in architectural studies and in interior design, a master’s of architecture, and a master’s of landscape architecture. The school enrolls approximately 300 students. FIU’s Future Aerospace Science and Technology Center (FAST) for Space Cryoelectronics is a program created by the College of Engineering to provide career opportunities, particularly for undergraduate minority students, to get involved in the high-tech field of scientific research. The program offers hands-on experience and focuses on low-temperature microwave electronics and advanced materials for space applications. The center is made up of approximately 30 percent Hispanic students, 22 percent women, 20 percent African Americans, and 24 percent representing other nationalities. University-wide, Hispanic students make up 50 percent of the FIU student body. The male percentage grows to 56.7 at the University Park Campus. African Americans account for 45 percent of the student body. Fifty percent of FIU students are female. According to reports of its Office of Institutional Research, FIU awarded 2,716 degrees to minorities (68 percent of the graduating class) for the 1997-98 academic year. Statistics also show that FIU is a leader among U.S. institutions of higher education in the number of Hispanics it graduates. Students can select from 103 bachelor’s, 102 master’s, or 42 doctoral programs in 15 colleges and schools. Ninety percent of the university’s faculty hold doctorates or terminal degrees in their field. The ratio of full-time students to faculty is 18:1.

Research, a major component of the FIU mission, is becoming a more important part of the FIU picture. Sponsored research funding such as grants and contracts from external sources grew nearly fivefold over the last decade, from $6 million in 1985-86 to more than $30 million in 1996-97.

Everything about the school reflects unprecedented growth. A quarter century ago, FIU art students found themselves painting and sculpting inside old airplane hangars that had been hastily converted to classroom space. The hangar doors were kept wide open to take advantage of faintly stirring breezes because there was no air conditioning. Today, FIU is raising funds to build a $10 million art museum that will showcase the works of world-renowned artists, students, and faculty.

Eduardo Hondal, director of the Office of Alumni Affairs, agrees with President Maidique that FIU has come a long way in its first 25 years. Both suggest that the next 25 years should be even more dynamic. Maidique and Hondal predict the establishment of new professional schools, including a law school and a medical school; an increase in sponsored research and recognition as the premier research university in the region; a student body of 45,000 students; and even a Division-I football program.

FIU’s intercollegiate athletic teams compete in the National Collegiate Athletic Association (NCAA) Division I, the nation’s most competitive sports division, and in the Sun Belt Conference. At present, 16 sports programs are offered, including basketball, track and cross country, golf, tennis, soccer, volleyball, softball, and baseball. The university’s primary sports facilities include Golden Panther Arena, a building that seats 4,500, the FIU Community Stadium, and lighted baseball and soccer fields.

Maidique envisions an FIU future as phenomenal as its past. By its 50th year, he predicts, “FIU will climb into the top five or ten of the largest universities in the United States.”

“The math is simple. If we’ve accomplished in 25 years what it has taken other institutions over 200 years... then at the rate FIU is moving now, it’s going to happen sooner [rather] than later.”

He then adds whimsically, “What I wouldn’t give for immortality! If I had FIU for just a hundred years more...”
Ecology Textbook Breaking Publisher’s Records

University of New Mexico Author Molles Talks about His Work

BY CAROLYN GONZALEZ AND ADALYN HIXSON


The publishers tell him too that people find the book “accessible and interesting” and that it’s exceeding all their expectations.

Molles’ e-mail tells him that it’s being adopted as a textbook at the University of Wisconsin, at San Diego State, and at points in between—one of them very close. An associate at the University of New Mexico, Bruce Mulne, is using it for Biology 310: Principles of Ecology.

“It feels good to produce something respectable and accepted by colleagues,” says Molles, who expresses surprise at the book’s success. “Biostatisticians are excited about it. It removes the mystique of the mathematical side of the study—both through the prose and the graphics.”

One outcome of the book’s readability is that Molles has been invited to work on the nature of scientific evidence for the National Center for Ecological Analysis and Synthesis.

Molles, the grandson of Portuguese immigrants, has been on the faculty of the UNM biology department since 1975, and has taught general biology for 14 years.

“My undergraduate work,” he tells *HO,* “was at Humboldt State University in California, my Ph.D. work was at the University of...
Arizona in Tucson, and then I did my graduate research in Guaymas, Mexico, at the University of Monterey's marine lab.

"One of my objectives in writing this book was to write something that anyone could sit down and read, understand, and enjoy. I wanted to communicate clearly to a broad spectrum of people as possible. That is one of the goals that I have in my own teaching, and I've tried to do that in the book."

Molles had worked as an apprentice on the widely used text Biology, by Curtis and Barnes. And he paid attention to the questions students had about other texts.

Each section in his own textbook begins with a quote. Initially, Molles sought quotes from the sciences then that people in the arts and the humanities, as well as students from his classes, also expressed with eloquence his thoughts and sentiments.

Asked about his teaching experience, Molles tells HO he has taught general biology, field ecology, general ecology, oceanography, and more, and that his favorites are general biology, "which deals with the most basic, fundamental aspects of the field," and field ecology, "which is centered on the ecology of the Rio Grande. The course is called Bosque, which means forest in Spanish. It is the local New Mexican name for the riverside forest that grows along the Rio Grande. Everyone calls it the bosque."

"I had spent a lot of time taking students down to Mexico and Jamaica and, some years ago, decided to focus on a local ecosystem, in particular the ecosystem that I spend most of my time working on as a researcher. It really has been a great thing for the students and for my own research."

"I wanted to show the students here at UNM what an amazing and fascinating and complex place was right in their back yard. You don't have to cross to the other side of the world to find really interesting systems."

Molles says his course is open to everyone from the typical undergraduate student to local artists, interested community members, and graduate students. And in my course this semester are two women responsible for managing a whole Rio Grande State Park. They're taking the course just to find out how academic types think about the place. They're the people who issue me my Special Use Permit. And it's really useful to the students to have their management perspective...

"The course attracts more students than any other course in our department. I have to turn students away because we have to limit it to about 20, and I have about 60 or so that try to sign up every semester. It is the kind of course that just grows and helps me and the students grow."

Molles says he has two major objectives for the course: one is to teach the ecology of the particular ecosystem, and the other is to teach students "how to do science—how to formulate hypotheses, design experiments, gather data, manage data, write professional papers, give professional talks." He finds that using a local ecosystem of special significance as a vehicle makes the course seem easy to the students, as well as enjoyable.

"In ecology in particular...women have made major contributions since the earliest times—not only in North American ecology but in other parts of the world as well."

Professor Manuel C. Molles, Jr.
Hispanic Headliners in Kansas

Families and Faculty at Garden City

A Lifetime of Unselfish Commitment

In October, Lydia González, director since 1978 of the LULAC Education Service Center in Garden City, Kansas, traveled to Chicago to receive a Lifetime Achievement Award from the United States Hispanic Leadership Conference.

"This award is presented to individuals whose lifetime of unselfish commitment to serving humanity has improved the quality of life for others," said USHLC president Dr. Juan Andrade.

González, who recently became assistant director of the Talent Search federal grant program at Garden City Community College, has served at the LULAC center based on the college campus, since it opened. LULAC stands for League of United Latin American Citizens.

"Over the years, Lydia has been incredibly involved with educational issues as well as with political issues on a local as well as a national level," said Yvonne Vázquez, Kansas-Missouri director of the LULAC National Education Service Center. Vázquez was one of three people who nominated González for a place in the LULAC National Women's Hall of Fame, an award that she received in March.

Kansas LULAC Director Michael L. Martinez cited González for her service in voter registration and senior housing as well as for other activities.

"The respect and admiration of her fellow Kansas LULAC members is something she has earned through years of hard work in the areas of civil rights and civic involvement," he said.

Garden City Commissioner Ti Cruz cited González for establishing scholarships for students, boosting voter registration, implementing a community Hispanic leadership program, helping through petition efforts to defeat English-Only legislation in Kansas, serving on the National Hispanic Council on Aging, and playing an instrumental role in starting and helping to oversee Garden City's Mira Vista senior housing project.

"Lydia has worked with it..."
LU LAC Education Service Center for 20 years has received numerous awards, and has been a role model for all generations,” Cruz said.

“Working with young people in Southwest Kansas—that’s what has really been the most rewarding,” said González. “This award isn’t just my award. I think it’s a recognition of Garden City and Southwest Kansas. It’s a team effort as we work to expand the opportunity for education to young people, because this is an effort that involves so many individuals.”

The LLAC center has helped Hispanic students stay in school and advance to college, take career-inventory tests, attain financial aid for college, involve themselves in educational field trips, manage fees for ACT testing, and receive individual counseling for education and career decisions. Her new job, based on the GCCC campus, will also be aimed at helping young people stay in school and attain maximum success.

González added that she considers it gratifying to be involved in HALO. She sponsored the HALO chapter at GCCC, which is among the most active student organizations on the Garden City campus. HALO has also benefitted from the honoree’s support at all levels.

Among the high-profile activities involving LLAC and HALO is an annual Hispanic Student Day that draws hundreds of Southwest Kansas high school students to Garden City.

González earned an associate degree from GCCC in 1975, and a bachelor’s in education from St. Mary of the Plains College, Dodge City, in 1980.

She was appointed by the Kansas governor to the White House Conference on Families, was named the Garden City Business and Professional Woman of the Year, earned the Outstanding Service Award of the Kansas Advisory Council for Vocational Education, was listed in a Kansas journal of Hispanic profiles called The King’s Highway, was named the GI Forum Woman of the Year, earned recognition for service to students from the University of Kansas, received a recognition award from the Hispanic Youth Empowerment project of the United States Hispanic Leadership Institute, and was selected as a role model for all generations by earning a 1997 Buena Gente Hispanic Leadership Summit Award.

Mamakita, This Plaque Is For You

During her keynote address at the 28th annual commencement ceremony of Garden City Community College, new graduate Gabriela Amada Vega recalled a memory from her seventh year. Her parents were laborers who struggled to earn a living in the farm fields of Colorado.

“My mother, a delicate woman, worked very hard,” said Vega. “On one occasion I proudly proclaimed...that when I was older, I would work and help them out.”

“She turned to me, gently caressed my cheek, and said something that has followed me throughout life.

“...I had an image of my small, delicate mother as a maid, as a field laborer. I had an image of her working for 10 long years in the beef plant. I realized that it is because of my mom’s hard-working hands that I’ve become the person I am today.”

COMMENCEMENT KEYNOTER GABRIELA AMADA VEGA

“Mi querida hija, my beloved daughter. I don’t care about material possessions. All I want is for you to go to school and become an educated and enlightened lady. A person who works not just with her hands, but with her mind, is more precious than one who works with her hands alone.”

Vega, who was headed for Washburn College with a scholarship, wore the cap and gown that symbolizes the accomplishment that her mother had always hoped she would attain. Draped over her gown was the gold stole signifying membership in Phi Theta Kappa, a selective academic honor society.

Vega also captained the GCCC forensics team, and competed at the national level; earned numerous scholarships; took an active role in the Hispanic American Leadership Organization; served as student government vice president; and balanced her studies with a dispatching job in the communications division of the Garden City Police Department.

“Traveling the unworn path has not been a simple task,” Vega explained. “It has taken additional tutoring, dedication, time, and the devotion of all the people at our college.”

She reminded her listeners that it also took others to create success for each of the graduates in the
crowd—those who had completed college degrees as well as a corps of students who had come to receive GED equivalency high school diplomas.

And she had another recollection to share with the crowd.

"Three weeks ago, I got home from work, told my mom that I had been chosen to speak at graduation, and showed her the plaque I received for being selected." Vega recounted. "She was ecstatic. She told me excitedly that she wanted to put it in the living room so everybody could see how talented her Gabby was."

"I started to tell her that I was taking it when I moved," Vega continued. "but in mid-sentence I had an image of my small, delicate mother as a maid, as a field laborer. I had an image of her working for 10 long years in the beef plant. I realized that it is because of my mom's hard-working hands that I've become the person I am today. It is because of her lifelong struggle to educate and enlighten me that I have achieved my goals. It is because of her devotion and love that I forge ahead in search of new dreams."

"It is true, your options are wider when you can work both mentally and physically," said the determined future attorney, "but it often takes the work of one person's precious body to make us appreciate the value of the mind."

Vega then pulled the award from behind the podium and held it high for all to see.

"Mamacita," she said as she focused on the face of Rose Acosta, her mother, seated deep in the crowd, "this plaque is for you."

Grateful for an Even Start

"Two years ago, I began because a friend invited me, and I'm grateful because I had very poor skills in English," a young father told the Board of Trustees one evening at Garden City Community College as his wife and family stood quietly behind him.

Luis Reyes, who emigrated to the U.S. four years ago from Mexico, had come to the trustee meeting to explain how he had benefited from the Even Start Family Literacy program, which makes parents and family members work together in building their speaking and writing skills.

In the process, Even Start also addresses one of four key objectives the board has established for the college-development of essential skills.

"I came from Mexico and spoke almost no English, and now I think I'm getting better," Reyes said with a grin at his progress. "It has been a lot of help."

Luis Reyes

In the process, Even Start also addresses one of four key objectives the board has established for the college—development of essential skills.

"I came from Mexico and spoke almost no English, and now I think I'm getting better," Reyes said with a grin at his progress. "It has been a lot of help."

"What helps is that they take care of the children, so you don't have to worry about them while you're learning," added Claudia Reyes, who stood near the door of the board room, holding the hands of the couple's two small daughters.

During the meeting, the college trustees also focused on concerns ranging from state-of-the-art learning technologies to cooperative efforts with other community agencies, to campus construction possibilities and a series of contracts. But they reserved the evenings only round of applause for the quiet determination of the Reyes family.

They and 113 other families are participants in a GCCC Adult Learning Center partnership program with USD 457 that uses classrooms at Garden City elementary schools throughout the year.

The mothers, fathers, and children gather several evenings a week, learning separately and together as they tackle a language that's new to parent and child alike, according to Even Start Coordinator Cheryl Sweley.

The program moved to the college campus for the summer, due to seasonal space needs, but returned to USD 457's classrooms in the fall.

Funded by a $100,000 grant, Even Start operates nine programs at seven Finnet County sites, allowing parents to work toward their GED degrees or learn ESL while their sons or daughters participate in early childhood education.
Mora, Colón Receive Tomás Rivera Book Award

Author Pat Mora and illustrator Raúl Colón are to receive the third annual Tomás Rivera Mexican American Children's Book Award, given by Southwest Texas State University (SWT) for Tomás and the Library Lady.

Established in 1995, the award recognizes and honors writers and illustrators of Mexican American children's literature. Books submitted must authentically represent the Mexican American experience of the Southwest.

The award is named for Rivera, a Mexican American author and educator and the first minority chancellor in the University of California system. He earned a bachelor's degree and a master's from SWT.

Mora has published 11 children's books in English and Spanish, as well as five collections of poetry and two volumes of nonfiction.

She has been a recipient and judge of poetry fellowships from the National Endowment for the Arts and recipient of and advisor on the Kellogg National Leadership Fellowships, and has received four Southwest Book Awards and many children's book awards.

Excellence Awards to Álvarez and Vázquez

Josefina Álvarez, professor of mathematical sciences, and Luis A. Vázquez, assistant professor of counseling and educational psychology, received awards of excellence at New Mexico State University (NMSU).

Álvarez, recognized nationally for her achievements in teaching mathematics appreciation to non-science majors, received a $3,000 El Paso Energy Foundation Faculty Achievement Award, which recognizes faculty members for extraordinary efforts to assure that students receive a high-quality education.

Vázquez, described by students as an inspirational mentor, received a $500 Patricia Christmore Faculty Teaching Award, named for a former faculty member and given to junior tenure-track faculty members for excellence in teaching.

Pizarro Researches Unsuccessful Chicana/o Students

Research shows that failure in school is common for Chicana/o students. Marcos Pizarro, Washington State University (WSU) Comparative American Cultures faculty member, has been trying to find out why and hopes to develop an intervention program that can be used in Chicana/o communities throughout the western U.S.

“Despite decades of investigation into their school failure, as many as half of the Chicana/o students in a given class drop out of school....Addressing this failure has become a matter of urgency,” said Pizarro.

Pizarro has been conducting, at UC-Berkeley, a comparative analysis of data he collected over the past three years.

His mentor at Berkeley is Eugene García, nationally known and honored linguistic and cultural diversity expert and dean of the UC-Berkeley Graduate School of Education.

Pizarro has received a $25,000 Ford Foundation Postdoctoral Fellowship for Minorities.

Eva Maya Art Exhibit at USIU

"El Verde de Mexico," an exhibit of Mexican landscapes painted by Latina artist Eva Maya, was shown recently at United States International University (Calif.). The exhibit featured 41 vivid, colorful works created since 1994 by the self-taught native of Jalisco, Mexico.

Born Eva Cisneros de la Torre, Maya has lived and worked in Los Angeles since 1971. She has exhibited since 1993 in California, Utah, Washington, Oregon, Texas, and Florida.

Serna Named to Legislation and Finance Committee

San Joaquin Delta College (Calif.) trustee Maria Elena Serna has been named to the 1998-99 Advisory Committee on Legislation and Finance of the California College League of California.

The committee works on the development of advocacy strategies as well, and members provide position recommendations.

In November 1990, she became the first Hispanic woman elected to the board of trustees, and has since served as board president, vice president, and clerk, and chair of its Committee on Relations with Minority Communities. Serna is president of the California Association of Community College
Trustees and a member of the National Latino Trustees Association.

A professional educator since 1973, she earned a bachelor's degree and a teaching credential from the University of the Pacific. At CSU-Sacramento, she earned a bilingual, cross-cultural specialist credential.

San Juan Chairs Cultural Program

An internationally recognized scholar in ethnic and cultural studies, Epifanio San Juan, Jr., has assumed the chairmanship of the Department of Comparative American Cultures (CAC) at Washington State University (WSU).

Working with campus groups, including the Chicano, Asian American, Native American, and African American centers, and expanding and integrating CAC activities with the Women Studies and American Studies programs are among San Juan's primary goals.

San Juan comes to WSU from Bowling Green State University (Ohio), where he was professor of ethnic studies for five years. For 25 years, he taught English and Comparative Literature at the University of Connecticut, with brief appointments at Brooklyn College (N.Y.), the University of Trento, Italy, and the University of the Philippines as a Fulbright lecturer.

He earned his bachelor's degree from the University of the Philippines and his master's and doctorate from Harvard University.

Meléndez Director of Research Center

Dr. Edwin Meléndez has been appointed director of the Milano Graduate School's Community Development Research Center (CDRC) in New York. He will also become a professor in the school's Urban Policy Analysis and Management Program.

The CDRC, established in 1986, develops awareness of and interdisciplinary research in strategies to revitalize poor urban communities. Meléndez, a leader in community development research, was founding director of the Mauricio Gaston Institute for Latino Community Development and Public Policy at the University of Massachusetts in Boston, and has been active in community projects in the Boston area.

He is author and editor of many books, including Borderless Borders: U.S. Latinos, Latin Americans, and The Paradox of Interdependence (co-editors, Frank Bonilla, Rebeca Morales, and Marfa de los Angeles Porres), and Economic Effects of the Political Options for Puerto Rico (co-editor Angel Ruiz). His most recent research projects addressed Latino leadership opportunity programs and assessment of the HACI demonstration project.

His undergraduate work was done at the University of Puerto Rico; he earned a master's degree at UC-Santa Cruz, and a doctorate at UMass at Amherst.

Stevens-Arroyo to Survey Latino Religion

A national survey of Latino parishes and congregations, conducted by Brooklyn College (N.Y.) Professor Anthony Stevens-Arroyo, Department of Puerto Rican and Latino Studies, will examine the role of religion in Latino society and culture.

The study, funded by a $570,000 grant from the Lilly Endowment and matching grants from the Ford Foundation and the Pew Charitable Trusts, $1.4 million in total, is the first of its kind to survey Latino religion nationally, he says.

The five-year, cross-denominational study will survey pastors, lay leaders, and individuals in its search to determine what motivates religious people to participate in community activities, how effective churches are in reaching new immigrants, and which denominations most successfully promote social responsibility among their members. The results will provide information about the efficacy of religious institutions in dealing with social problems.

Saavedra to Direct Honors Studies

Dr. Dora Saavedra, assistant professor of communication, has been named director of the Honors Studies Program at The University of Texas-Pan American.

The program offers special honors classes at the first-year level and independent study at the upper level, and events such as guest speakers, development seminars, and educational travel as basic curriculum.

Saavedra expects to work the first semester gathering information on honors programs throughout the country and meeting with people on campus to learn of their hopes for the program.

She earned a doctorate from the University of Kansas and master's and bachelor's degrees from UT-Pan American, where she has taught for five years.

Lugo Receives Instituto de Puerto Rico Education Award

LaGuardia Community College (N.Y.) Dean of Student Affairs and Enrollment Management Dr. Ruth E. Lugo, along with 11 others, recently received The Instituto de Puerto Rico's Education Award, cited for leadership in American higher education in college and university administration.

Instituto de Puerto Rico is a 52-year-old organization whose purpose is to honor Puerto Rican achievers. It also awards scholarships.

Maria M. Rodriguez, Instituto de Puerto Rico's president, said her organization cites distinguished Puerto Ricans in education, the arts, dance, and science each year.

Lugo, graduate of the University of Puerto Rico, earned a master's degree from Middlebury College and a Ph.D. from SUNY at Stony Brook. She is also a graduate of Harvard University's Institute of Educational Management and the John F. Kennedy School of Government Executive Program of Public Management. She has been a National Hispanic Leadership Institute fellow.

Other 1998 Instituto de Puerto Rico award
winners include, Lucy Boscana, actress; Dr. Frank Estrada, science; Gloria Piza de Riebesol, poetry; Dr. Annette Espada, cello; Magda Nieves, opera; Madelyn Vega, television; José Morales, painting; Jay Emmanuel, popular music; Peter Bloch, brotherhood; and Jon Seda, actor.

Valerio and Samora Newsmakers at USC

Dr. Luis Valerio (pictured here), professor of teaching education at the University of Southern Colorado (USC), has been named interim director of the Center for Teaching, Learning and Research.

Valerio was cited for his work in teacher certification and his knowledge of a standards-based curriculum. His areas of expertise and research include Native American and bilingual education, distance learning and program development.

Valerio joined USC in 1975 as an associate professor of teacher education. He earned his bachelor's degree from USC, master's from New Mexico Highlands University, and Ph.D. from the University of Northern Colorado.

USC Children’s World Learning Center educational coordinator Rita Samora has been recognized nationally for the third time, as an Honor Teacher.

The Honor Teacher program recognizes teachers who demonstrate exceptional teaching skills and a thorough understanding of practices that are developmentally appropriate.

Samora, who has been with Children’s World for 11 years, has held positions as substitute teacher, assistant teacher, and educational coordinator.

She received her Child Development certificate from the National Association for the Education of Young Children.

GCC’s Ugalde Travels Abroad

What is it like to meet Fidel Castro? Asks Carlos Ugalde, associate professor of Latin American Studies at Glendale Community College (Calif.), back from an enlightening sabbatical.

Ugalde’s travels took him to Mexico, Brazil, Bolivia, Cuba, and Andalucia, Spain. He set out with the purpose of documenting the political, social, and economic conditions of these countries and to photograph a series of historical events.

His photographs have been exhibited in the U.S. and abroad. During seven months of travel, he captured images of the arrival of more than 1,000 delegates of the Mexican Zapatista Liberation movement into Mexico City; the 30th-year commemoration funeral services for the Guevara, and the arrival of the Pope in Cuba. He also interviewed survivors of the massacre in Chiapas, Mexico.

A week after the Pope’s visit, he had a photography exhibit at the International Book Fair in Havana, Cuba. That is where he met Castro.

Cuarto Centenario Celebration at UNM

Matachines, dancers, scholars debated, effigies burned, and 24 Chimayo actors atop horses recreated a battle between the Christians and Moors at the University of New Mexico’s (UNM’s) Centenario festival.

“Moros Y Cristianos, Comanches and Matachines: Four Centuries of Indo-Hispanic Folk Celebrations in New Mexico” emphasized the rich culture that has blossomed in New Mexico since the arrival of the Spanish colonists. While other commemorations throughout the state have honored the Spanish triumphs of 1598, the UNM festival centered on how the people learned to live together and how their cultures evolved.

A delegation from Valencia, Spain, joined UNM’s festival, staging a bonfire celebration and contributing exhibits, food, and entertainment.

There was also an exhibit of works by well-known photographer and UNM Associate Professor Miguel Gandert.

UNM’s goal was to promote a deeper understanding of the cultural achievements of the Native and Spanish Mexican people of New Mexico by presenting and discussing their legacy of folk drama and ritual, according to Enrique Lamadrid (pictured here). UNM professor of Spanish and coordinator of the celebration.

Symposium on Latino Healthcare

La Salud Hispana Inc. recently sponsored the Second Annual Regional Educational Symposium on the “Healthcare Needs of Latinos” in Fort Lee, N.J.

The focus was on disease prevention and other factors that contribute to the health status of Latinos. Crosscutting issues such as the ability to pay for care and culturally competent care delivery were addressed as well.

The keynote speaker was Dr. Emilio Carrillo, Harvard University graduate and expert in the development and delivery of primary care medicine, health promotion, and disease prevention.

Emcee at the symposium was Sandra Guzman (pictured here), editor-in-chief of Latina magazine. She was formerly a segment producer at Good Day New York, one of New York’s top-rated morning television programs; assignment manager and public affairs producer at WNYJ; Telemedio’s New York affiliate, where she won an EMMY award from the New York Chapter of the National Academy of Television Arts and Sciences; and reporter at El Diario/La Prensa, New York’s oldest and most widely circulated Spanish-language newspaper.

She received a bachelor’s degree from Rutgers University.

RHC Extended Opportunity Program

In California, Rio Hondo College’s (RHC) Extended Opportunity Program and Services (EOPS) offers local high school students a chance to prepare for educational success through the college’s Summer Readiness
for Graduate Study in Management's Fellowships for Talented Minorities. For more
than 30 years, this unique initiative has been playing a key role in the diversity effort by
helping minority students attain MBAs and enter American business.

The Consortium is a national nonprofit
group of 11 graduate business schools dedicated
to providing management education opportunities to Hispanic Americans, Native
Americans, and African Americans seeking business careers. With support from
American corporations and foundations, the
Consortium provides merit-based, full-tuition
scholarships to enable its Fellows to enroll in
MBA programs at its member universities.

Founded in 1966, the consortium has pro-
duced approximately 3,000 alumni to date.
The organization typically awards scholar-
ships to more than 350 first- and second-year
Fellows each year, providing approximately $5
million in scholarship aid. Though not
required to work for sponsoring companies,
approximately 95 percent of consortium fel-
ows do at some point in their careers.
Approximately 85 percent of all consortium
alumni are employed by former or current
sponsors.

**UTEPE Hosts ESPAL Research Teams**

Several industrial partners—including Levi
Straits, Johnson and Johnson, Delphi Steering
Systems of General Motors, Jazmom
Technologies, NASA, Boeing, and the
National Science Foundation—donated
dollars and equipment to the University of
Texas at El Paso (UTEPE) for the set-up
of research labs, which were used this past
summer by local middle school students along
with engineering undergraduates. Most of the
research involved looking for ways to improve
safety and productivity in the workplace.

The students' goal was to study the
ergonomic soundness of various pieces of
factory equipment so they could answer the
question: “How can we make this machine
safer and the whole process easier, simpler
and, plumb, better?”

The projects were set up in a pyramid
supervisors' structure: middle school students
were supervised by undergraduates and led
by a project leader who was a junior or senior
engineering student.

Rolando Quintana (pictured here), the
assistant professor of mechanical and indu-
trial engineering and director of ESPAL,
pointed out the uniqueness of this research
opportunity being given to undergraduates at
UTEPE, saying that at other universities, this
type of research is usually offered only to
graduate students.

Among the undergraduates involved were
Javier Martínez and Verónica Martínez.

**1990’s Cuban Art Exhibit at Chicago Art Institute**

“1990’s Art from Cuba: A National
Residency and Exhibition Program” recently
ended its run at the School of the Art Institute
of Chicago.

The effect of Cubas political system on its
people as well as the current political tension
between Cuba and the U.S. was explored in

**Quaker Oats Sponsoring Minority MBA Fellowship Organization**

The Quaker Oats Company has

...
stimulate an exchange of ideas among artists, arts communities, and the general public about political and economic tensions between Cuba and the U.S.

**Texas Tech Football in Spanish**

The partnership between Ramar Hispanic Media, owned by Ramar Communications, and Texas Tech University to broadcast Tech football games in Spanish on the radio was announced at a recent press conference.

Texas Tech made history last year with the appointment of a chancellor-level position to head the university's cultural diversity initiatives.

Cathy Allen, vice chancellor for cultural diversity, said that Texas Tech is committed to diversity and welcomes the opportunity to embrace its Spanish-speaking football fans.

Texas Tech Red Raider Head Football Coach William ‘Spike’ Dykes and Tech's athletic director, Gerald Myers, expressed their excitement at the conference. Dykes added, "No matter the language, no one wants to listen to a game if you are losing, so we hope to have a great season."

**ASU Hosting “Contemporary Art from Cuba” Exhibit**

At Arizona State University, "Contemporary Art from Cuba: Irony and Survival on the Utopian Island," a groundbreaking exhibition of contemporary Cuban art, which began Sept. 27 and runs through Dec. 11, is providing a window, otherwise closed, through which Americans can view that society.

The exhibit is one of the first major shows in the United States dedicated entirely to the work of the current generation of Cuban artists, and approximately 20 artists working on the island today are represented.

Curator Marilyn Zeitlin says of the exhibit, "This is a Golden Age of Art in Cuba. Cubas isolation has produced an artistic output that is fresh and independent. Nothing seems dated or self-indulgent, but rather full of vitality and relevant to the core issues of living."

The artists exploit metaphor to circumvent the cen-sor and comment on shortages, surveillance, incipient racism, Miami, and the tragedy of the "bajeros" (boat people) who left on makeshift rafts.

**International Banking Program at UM**

Banking executives from throughout Latin America gathered in Miami, Fla., in September for INTERBAN XVII, a six-day program on international banking issues hosted by the University of Miami (UM) School of Business Administration. The program was held entirely in Spanish.

INTERBAN XVII was a joint effort of the UM School of Business, the Florida International Bankers Association, the Federation of Latin Banks, and several local banks. The certificate program was taught by industry professionals and business faculty from several universities, including U.M. University of the Andes, and American Graduate School of International Management-Thunderbird Campus. Sessions focused on international banking, the Eurodollar, analysis of credit risks, and using international capital markets for Latin American financing.

Yessenia Sevilla, assistant director of the James W. McLamore Executive Education Center at the UM School of Business, said the program offered banking executives a "leg up on what is happening all over the world."

**St. Mary’s Helps Minorities Succeed in Sciences**

St. Mary's University (Texas) School of Science, Engineering and Technology will receive up to $1.7 million over the next five years from the National Institute of General Medical Sciences to help train outstanding minority students for careers in biomedical research.

The Minority Access to Research Careers (MARC) grant was renewed for a third five-year period and will provide tuition and stipends for junior and senior minority students entering this special two-year program. To date, St. Mary's has received more than $3 million from the institute since it started MARC in 1983.

"As a result of this program, students will be qualified to pursue doctoral studies in chemistry, biochemistry, molecular biology, physiology, microbiology, and other biomedical sciences," said Miguel Cimadevilla (pictured here). Ph.D., professor of biology and MARC program director.

According to Cimadevilla, the Association of American Medical Colleges has ranked St. Mary's in the top 10 nationally for more than a decade for the number of Mexican American students accepted into medical schools.

**Loyola University Chicago Celebrates Latino Heritage Month**

Loyola University Chicago’s (Ill.) Latin American Student Organization (LASO) recently held events to celebrate Latino Heritage Month.

Mónica Ramírez, LASO president, said the events would help students reflect on the contributions that Latin Americans have made to society and on the impact of Latino culture.


Among the events—National Public Radio's Ray Suárez gave a motivational lecture about Latin Americans in the field of communications; U.S. Rep. Luis Gutierrez presented "The Politics of Immigration," a lecture on the Latino Vote 2000 Voter Registration Project and changes in immigration law; attorney Rosa Abreu led a panel discussion, "The Politics of Affirmative Action"; a presentation, "The Evolution of Latino Politics in Chicago," was given, featuring city councilmen Juan Andrade (D) and Vincent Rangel (R); and educators Armando Almendarez and Norma López Reyna led a panel discussion, "Bilingual Education."
UTEP Students Attend Ataskan Research Program

UTEP

The University of Texas at El Paso's (UTEP's) Pan-American Center for Earth and Environmental Studies sent seven students to attend a research program in Fairbanks, Alaska—about 150 miles south of the Arctic Circle—this summer. The junior and senior engineering and geology students, most of them Hispanic, went to build and launch a sub-orbital rocket to collect atmospheric data.

They were to use the data they collected to help track the "greenhouse effect" caused by burning fossil fuels. The geology students also gathered and studied rock samples to help characterize and date land formations.

All collected more than atmospheric data. They came back with priceless memories, including encounters with moose and a bear with her cubs, and a new sense of camaraderie.

Benjamín Valencia, junior electrical engineering student, said that the group grew close and that he grew as a human being while studying and hiking among the wildlife.

Alfonso Muñoz, senior geology student, enjoyed the long daylight hours of the Ataskan summer, and another student relished seeing the Aurora Borealis (Northern Lights) while on the plane going home.

Irene Guajardo, Ivonne Trujano, and Richard Zamudio were among the other students who attended."

NMHU President's Lecture Series '98

New Mexico Highlands University is conducting President's Lecture Series '98 throughout the 1998-99 school year.

The Sept. 28 offering was "A Visit with Rudolfo Anaya," (picted here), author of Bless Me Ultima and many other works.

On Oct. 10, Gregorio Luke, former consul for Cultural Affairs, Mexican Consulate, Los Angeles, Calif., spoke about "Sor Juana Inés de la Cruz: First Feminist of the Americas."

Both presentations were free and open to the public.

"Diez y Seis de Septiembre" at UNM

A public program celebrating Mexico's independence from Spain, "El Día de la Independencia: 16 de Septiembre," recently took place at the University of New Mexico (UNM).

Sponsoring UNM organizations were the Chicana/o Studies Program, Southwest Hispanic Research Institute, El Centro de La Raza, and the College Enrichment Program.

The program began with the raising of the Mexican flag. Speakers were David Luján and Verónica Méndez-Cruz.

"El Lounche," consisting of green chile stew, was served in the afternoon at El Centro de La Raza. The event featured music and poetry and guest speakers Dr. Charles Trujillo and Jeanne Guana.

"Bienvenidos," an open house at UNM Chicana/o Studies, featured music by Mariachi Lobo and an opportunity to meet the faculty of the Chicana/o Studies Program.

Hispanic MBA Conference in Dallas

More than 2,000 people, among them representatives of the nation's top corporations, attended the National Society of Hispanic MBAs (NSHMBAs) 9th Annual Conference & Career Expo in Dallas, Texas last month.

The conference featured keynote speakers: A. C. de Souza, executive vice president of ChicoBear and Cibank; and José Cofio, vice president, The DisneyLand Center, for the Disneyland Resort.

For recognition of outstanding commitment to the goals and mission of NSHMBAs and service to the Hispanic community, The Boys & Girls Clubs of America, a not-for-profit agency, won a Brailante Award. Chris Hauheger, president of Latina Publications, L.L.C., won the individual award; The Anderson School at UCLA received the educational institution award; and Maggie Peña, a founding member of the society, won in the member category.

Continuing Professional Education hours were available to professionals who attended the conference.

NSHMBAs Board Chairman Ramiro J. Arristain-Carrion (picted here) said that they wanted all attendees to gain valuable knowledge and insight from the conference.

Texas A&M-Kingsville Honors Hispanic Heritage

Texas A&M-Kingsville celebrated Hispanic Heritage Month recently with several activities.

Art and/or photography were exhibited at The Rosario Cabrera Art Exhibit, with a lecture on Cabrera's artwork by Dr. Juan Casillas and Lic. Blanca Garudio; "The Peruvians" photography exhibit; and the "Día De Los Muertos" exhibit, featuring the work of Irma de Bijou.

A speaker series included Sylvia Rodriguez, Chicano anthropologist from the University of New Mexico, who spoke on "Sociocultural Identity and Place of the Upper Rio Grande Valley"; Sylvia Orozco, founder of the Metic Arte Art GALLERY in Austin; and Dr. Felipe Chavez-Ramirez (picted here), assistant professor, Caesar Kleberg Wildlife Research Institute at Texas A&M-Kingsville, who spoke on the eagle in Mexican culture and mythology.

The Spanish Language Film Festival showed "Mecanica Celeste," a Venezuelan film by Fina Flores; "Details of Duel," a Columbian film by Sergio Cabrera; and "The Uprising," a Nicaraguan film by Peter Lilienthal and Antonio Skarmeta. Other events included performance artist Guadalupe Garcia-Vasquez's interpretation of "Coatlicue's Call," a performance by the Texas A&M-Kingsville Ballet Folklorico and Mariachi Javelina; a dance featuring "Los Chamanos"; and a multimedia lecture entitled, "The Inkas and Modern Kechwa Peoples: Surviving the Continuing Conquest of the Andes."

The following books are available from Necrecon Press.

To order, call (800) 402-6420.
A Guide to Latin American, Caribbean and U.S. Latino Made Film and Video

Karen Ranucci and Julie Feldman, eds.

This unique directory helps educators, media users, and researchers locate more than 400 films and videos made by Latin American and Latino film/video makers that are available in the United States. It provides descriptions of these works from a U.S. user's point of view.

1998
388 pgs.
$74.00 Cloth

Latin American Studies: A Basic Guide to Sources, 2nd ed., revised and enlarged
Robert A. McNeil and Barbara G. Valk, eds.

Winner, José Toribio Medina Award for 1992, SALALM.
1990
+70 pgs.
ISBN 0-8108-2236-9
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by Donald W. Bleznick

Encompasses a broad spectrum of references to general bibliographic guides, bibliographies of Hispanic literature, literary dictionaries and encyclopedias, histories of Hispanic literatures, linguistics, and a guide to scholarly journals. Includes author and title indexes.

1995
322 pgs.
$60.00 Cloth

Contemporary Latin American Fiction: An Annotated Bibliography
by Keith H. Brover

Magill Bibliographies.

1989
218 pgs.
ISBN 0-8108-2810-3
$42.00 Cloth

Women Authors of Modern Hispanic South America: A Bibliography of Literary Criticism and Interpretation
by Sandra Messinger Cypess, David R. Kohut, and Rachelle Moore

Lists references to critical and interpretive studies of the literary output of 169 major and minor Hispanic South American women writers active from the turn of the Twentieth Century to 1989.

1989
168 pgs.
ISBN 0-8108-2263-6
$24.00 Cloth

Mexican Literature: A Bibliography of Secondary Sources, 2nd ed., enlarged and updated
by David William Foster

A registry of criticism on 78 writers of Mexico in all genres and periods.

1992
698 pgs.
$76.00 Cloth

The Chilean Novel: A Critical Study of Secondary Sources and a Bibliography
by Jorge Roman-Lagunas

A study of the Chilean novel as well as a comprehensive annotated bibliography of secondary sources on the Chilean novel, with bibliographical information on 60 Chilean novelists.

1995
578 pgs.
$94.00 Cloth

The United States and Latin America: A Select Bibliography
by John A. Britton

Appropriate for the beginning researcher, this book is meant to provide the reader with a convenient description of the content of books and articles in the area of United States-Latin American relations. The six chapters provide the reader with a solid overview of the background and present history of U.S.-Latin American relations.

1997
388 pgs.
ISBN 0-8108-3248-8
$38.00 Cloth

VIDEOS

The following video recordings are available from:
FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126 or (609) 275-1400

Don Quijote

Here at last, says the publicist, is the Don Quijote that Cervantes wrote—not some neo-Freudian effort to reinterpret Quijote or a cartoonized version that pretends this is a children's tale, but a true and faithful interpretation of one of the bulwarks of world literature and a grandly conceived and beautifully executed visual epic solidly rooted in Cervantes' own words. (5 hrs. 10 min.)
Item # FFH 4035

Gabriel García Márquez: Magical Realism

This major film delves into the world of One Hundred Years of Solitude and The Autumn of the Patriarch—the world of García Márquez—where historical riots and levitating grandmothers appear to be equally real (or unreal). Shot on the Colombian coast in Aracataca (Macondo), the Banana Zone, Ciénaga, and Barranquilla, and incorporating rare archival footage, the film features the author himself and
the people of whom he writes. (60 min., color)
Item # FHJ 16E

Ernesto Cardenal: Cántico Cósmico

This program uses computer imagery and on-screen Spanish text to explore Ernesto Cardenal’s mystical masterwork of political cosmology. Rare interviews with the Nicaraguan poet are interwoven with excerpts from the legendary poem, “Cántico Cósmico.” (Spanish, 30 min., color)
Item # FHJ 680

Octavio Paz: An Uncommon Poet

Octavio Paz, dean of Latin American writers and intellectuals, reveals his thoughts on poets, poetry, and language; discusses his career as a political observer and activist; and draws sharp distinctions between politics and poetry (and between politicians and poets). (20 min., color)
Item # FHJ 14

Christians, Jews, and Moslems in Medieval Spain

This program describes the history of Spain from 711, through the nearly 800-year-long war that ended in the expulsion of both Moors and Jews in 1492: the development of a culture whose people spoke various Spanish dialects while the official language was Arabic; the role of the school of Toledo in preserving, translating, and making known the ancient Greek scientific texts as well as Arabic treatises on philosophy and science; the rambunctious center in Toledo, and the history of the Jews in Spain. (52 min., color)
Item # FHJ 1958

Segovia: Mirror of Spanish History

Built as a fortress by the Romans, watered by their great aqueduct, Segovia came into its own in the Middle Ages. This program documents the city’s history through its homes, its churches, the rooms where Alfonso el Sabio wrote his astronomical treatise and ordinary fullers plied their trade. (35 min., color)
Item # FHJ 248

El Greco

This program looks at the art, life, and times of this famous 16th-century painter. The social, religious, and political environment in which he developed helps us understand and appreciate his works. Graphics and diagrams illuminate El Greco’s unique style—elongated figures reminiscent of Byzantine art. (20 min., color)
Item # FHJ 6805 (Spanish)
Item # FHJ 6806 (English)

Goya: His Life and Art

An introduction, not only to Goya’s work, but to the critical period in Spanish history which he recorded. In a period largely bereft of major literary masterpieces, it is to Goya that we look to find out what Spain was like in the period spanning the decline of neo-classicism, the devastation of the Napoleonic Wars, and the rise of Romanticism and Impressionism. (44 min., color)
Item # FHJ 166

Velázquez

A portrait of the extraordinary painter who chronicled the life and times of his friend King Philip the Fourth, who built the core of the Prado collection (which today houses almost all of his work)—and who, with El Greco, Goya, and Picasso, comprises the quartet of the greatest painters of Spain. (50 min., color)
Item # FHJ 2215

The Spanish Civil War

This program covers the Spanish Civil War from beginning to end, including: the roots of the war, the battles, the human cost, the intervention of the totalitarian powers, the nonintervention of the democracies, the withdrawal of Soviet support, and the entrance of Nationalist forces in Madrid. (25 min., b&w)
Item # FHJ 259

CONFERENCES

Diversity and Learning: Identity, Community, Intellectual Development

November 12-15
Hosted by the American Association of Colleges and Universities (AACU) at the Sheraton University City Hotel, Philadelphia. Contact: AACU, (202) 387-3768, e-mail, <meetings@aacu.nw.du.us>; Web site, <www.aacu-edu.org>.

Círculo de Cultura Panamericano

November 13-15
The annual convention. Special sessions on Federico García Lorca in the century of his birth, the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the ‘38 Spanish Generation. Co-sponsored by William Paterson University (N.J.) at the Holiday Inn in Teaneck, N.J. and WPC. Contact: Círculo de Cultura
Modern Language Association Annual Convention

December 27-30
1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.
Contact: visit the MLA Web site at <www.mla.org>.

The Academy in Motion

February 13-16
Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.
Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications. At the Waterfront Hilton, Huntington Beach, Calif.
Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

“The Academic Calling: Changing Commitments and Complexities”

January 21-24, 1999
Hosted by the American Association for Higher Education (AAHE), the conference will take place at the Sheraton San Diego Hotel and Marina.

National Association For Bilingual Education

January 26-30, 1999
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CALL FOR PAPERS

National Association of Hispanic & Latino Studies
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Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include, but are not limited to, literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
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- Communicative Disorders
- Computer Science
- Counseling and Educational Psychology
- Criminal Justice
- Early Childhood and Special Education
- English
- Foreign Languages
- Geology/Astronomy
- Instrumental Music
- Keyboard Music
- Kinesiology
- Management
- Marketing
- Mathematics
- Music Education
- Nursing
- Philosophy
- Physics
- Professional & Secondary Education
- Psychology
- Social Work

THE GRADUATE SCHOOL AND UNIVERSITY CENTER
THE CITY UNIVERSITY OF NEW YORK

MAGNET/HUMANA FOUNDATION DOCTORAL FELLOWSHIPS
For African American and Hispanic Students

To encourage African American and Hispanic students to pursue academic careers, the Humana Foundation provides support for fellowships under the Minority Access/Graduate Networking (MAGNET) Program at the Graduate School and University Center of the City University of New York.

Four-year fellowships are offered to entering students in any of the 32 doctoral programs of CUNY. Awards are contingent upon acceptance into a program and satisfactory progress. Applicants must be U.S. citizens or permanent residents. Stipends are $16,000 per year plus full tuition. Fellows meet monthly for academic discussions, mentorship, and peer support. Application deadline: February 1, 1999. For application contact:

Office of Educational Opportunity & Diversity Programs, CUNY Graduate School, 33 West 42 Street, Box 150, New York, NY 10036; 212-642-2848; e-mail: OEOPD@email.gc.cuny.edu; HTTP://web.gsc.cuny.edu/oeopd

R·I·T

Dean of the College of Imaging Arts and Sciences

RIT is a private, technologically university comprised of seven colleges with an enrollment of 13,500 students, a balanced budget, and an endowment of $400 million. RIT's degree program emphasis is on career education, and students typically participate in cooperative work experience as part of their studies.

The Dean of the College of Imaging Arts and Sciences is the chief academic, fiscal, and administrative officer of that college and reports to the Provost/Vice President for Academic Affairs. The dean oversees a college of internationally renowned programs in art, design, crafts, photography, and printing which lead to B.F.A, M.F.A., and M.S. degrees. The college has 2,300 students, 13 faculty and staff, and five endowed chairs.

RESPONSIBILITIES OF THE DEAN:

- Expresses the vision of the college in a way that inspires faculty, staff, and students.
- Fosters an exciting, challenging learning environment.
- Represents the college within and beyond RIT, generating financial and broader support for the college.
- Promotes the college's commitment to cultural diversity, pluralism, and individual differences.
- Maintains a presence, both nationally and internationally, in new and developing technologies and advances the relationships of technology and the arts.
- In consultation with the faculty, develops short-term and long-range plans to fulfill the college's vision and achieve the mission statement.
- Maintains excellence in teaching, scholarly activities, and service.
- Supports and promotes enrollment management activities.
- Supports curriculum development and academic programs.
- Helps formulate university-wide academic policy as a member of the Academic Council.

PROFESSIONAL QUALIFICATIONS:

- Doctorate or other appropriate terminal degree in a discipline relevant to the college and experience relevant to the college.
- Sustained record of professional accomplishments appropriate to an appointment as a tenured faculty member.
- Proven effective leadership, including administrative work with faculty, staff, other administrators, and the broader community.
- A record of national diversity.
- Experience in securing funding and resources for academic programs.

PERSONAL QUALIFICATIONS:

- Citizenship leadership.
- Exceptional organizational skills with an ability to stimulate dialogue between faculty, administration, staff, and students and be responsive to and respect diverse points of view inherent in a multicultural college.
- Ability to manage and guide a changing organizational environment in a collaborative, participatory style.
- Proven record of encouraging and supporting excellence in teaching, scholarship, creative activities, and professional service.
- Ability to communicate and collaborate effectively with other colleges and external constituencies to advance the strategic objectives of the college and the Institute.

Review of applications will begin November 15th and continue until the position is filled. Nominations and applications (resumes should be sent to)

Search Committee for the Dean of the College of Imaging Arts and Sciences
Office of the Provost, George Eastman Building
Rochester Institute of Technology
6 Lamb Memorial Drive
Rochester, NY 14623-5004

Minority and women candidates are encouraged to apply.
ANTICIPATED TENURE-TRACK FACULTY POSITIONS

FALL 1999

BIOLOGY: Assistant Professor. Genetics with research interest in molecular genetics. Degree Requirements: Ph.D.; postdoctoral experience desired. Application Procedures: Submit curriculum vita, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references including telephone numbers to Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. Review of applications begins: December 1, 1998.

BIOLOGY: Assistant Professor of Science Education. Earth Science specialization. Degree Requirements: Ph.D. in Science Education. 18 graduate hours or a master's degree in one of the natural sciences, three or more years teaching experience in K-12 public schools. Application Procedures: Submit letter of application summarizing qualifications, research and teaching philosophies, and a packet containing current curriculum vita, up to five reprints, unofficial transcripts and a list of three references including telephone numbers to Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. Review of applications begins: December 1, 1998.

BIOLOGY: Assistant Professor. Molecular Systematist who uses DNA/RNA technology to investigate phylogeny and evolution. Degree Requirements: Ph.D. required; postdoctoral experience desired. Application Procedures: Submit curriculum vita, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references including telephone numbers to Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. Review of applications begins: December 1, 1998.

COMPUTER SCIENCE: Assistant Professor (3 positions). Degree Requirements: Must have an earned doctorate in computer science, computer engineering, or closely related field; and potential for excellence in teaching, research and service. Application Procedures: Submit printed resume, a list of at least three references with telephone numbers, e-mail and postal addresses to: Chair, Recruitment Committee, Department of Computer Science, SWT, San Marcos, TX 78666-4161. Review of applications begins: February 15, 1999.

CURRICULUM AND INSTRUCTION: Assistant Professor, Elementary Reading/Language Arts Degree Requirements: Earned doctorate (ABD candidates will be considered) in elementary education, curriculum and instruction, or special education, with three years teaching experience at the elementary/middle school level. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Elementary Reading/Language Arts Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Elementary Education with an Emphasis in Gifted/Talented Education Degree Requirements: Earned doctorate (ABD candidates will be considered) in elementary education, curriculum and instruction, with a minimum of 18 graduate hours in gifted/talented education or gifted/talented education and a minimum of three years of teaching experience at the elementary/middle school level. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Elementary Gifted/Talented Education, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Secondary Education Degree Requirements: Earned doctorate (ABD candidates will be considered) in secondary education, curriculum and instruction with a secondary emphasis, or in a related field, such as English or special education, with a minimum of two years teaching experience in the schools required. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Secondary Education Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Adult Education Degree Requirements: Earned doctorate (ABD candidates will be considered) in adult education, reading, or special education, with a secondary emphasis. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Adult Education Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Library Science Degree Requirements: Earned doctorate (ABD candidates will be considered) in reading education or library science. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Library Science Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Special Education Degree Requirements: Earned doctorate (ABD candidates will be considered) in special education, with a minimum of three years teaching experience in the schools required. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Special Education Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

CURRICULUM AND INSTRUCTION: Assistant Professor, Educational Technology Degree Requirements: Earned doctorate (ABD candidates will be considered) in educational technology, curriculum and instruction, with a minimum of three years teaching experience. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to Chair, Educational Technology Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. Review of applications begins: December 4, 1998.

ECONOMICS: Assistant Professor of Economics (1 position). Degree Requirements: Ph.D. in Economics. Research and teaching interests include microeconomics, international economics, labor economics, and public finance. Application Procedures: Submit curriculum vita, copies of published or accepted articles, and a list of three references including telephone numbers to Dr. Richard J. Fine, Chair, Department of Economics, SWT, San Marcos, TX 78666. Review of applications begins: January 1, 1999.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant Professor, Counseling Degree Requirements: Earned doctorate in counseling or related field. Experience in practicum and internship supervision required. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. John Garsa, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant/Associate Professor. Degree Requirements: Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant/Associate Professor Degree Requirements: Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Chair, Recruitment Committee, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Rank Open Degree Requirements: Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Rank Open Degree Requirements: Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Chair, Recruitment Committee, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

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FAMILY AND CONSUMER SCIENCES: Assistant Professor, Fashion Merchandising Degree Requirements: Earned doctorate in fashion merchandising or a closely related field. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences, SWT, San Marcos, TX 78666. Review of applications begins: February 15, 1999.

FAMILY AND CONSUMER SCIENCES: Assistant Professor, Family and Child Development Degree Requirements: Earned doctorate in family and child development or a closely related field. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences, SWT, San Marcos, TX 78666. Review of applications begins: February 15, 1999.

FAMILY AND CONSUMER SCIENCES: Assistant Professor, Family and Child Development Degree Requirements: Earned doctorate in family and child development or a closely related field. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences, SWT, San Marcos, TX 78666. Review of applications begins: February 15, 1999.

FINANCE AND ECONOMICS: Assistant Professor of Finance. Degree Requirements: Experience in teaching and research in the field of finance. Research interests include financial management, corporate finance, and banking. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to Dr. A. Steven Holland, Chair, Department of Finance and Economics, SWT, San Marcos, TX 78666. Review of applications begins: January 1, 1999.

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor. Degree Requirements: Recreation degree. Doctorate completed by August 31, 1999. Application Procedures: Submit letter of intent, resume, and a list of three references including telephone numbers to: Dr. Michael Ann Luhr, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. Review of applications begins: January 18, 1999.

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor, Exercise Science. Degree Requirements: Doctorate completed by August 31, 1999. Application Procedures: Submit letter of intent, resume, and a list of three references including telephone numbers to: Dr. Bobby Patton, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. Review of applications begins: January 18, 1999.

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor (2 positions) with strong pedagogy background. An emphasis is needed in adapted physical education for one position, and the other position needs an additional area such as motor learning, kinesiology/biomechanics, or measurement and evaluation. Public school experience is desirable. Degree Requirements: Doctorate completed by August 31, 1999. Application Procedures: Submit letter of intent, resume, and a list of three references including telephone numbers to: Dr. Paul Paese, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. Review of applications begins: January 18, 1999.

HEALTH SERVICES AND RESEARCH: Assistant/Associate Professor. Specialties of interest include medical statistics, epidemiology, or medical geography. Degree Requirements: Doctorate preferred. ABD considered. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. Charles Johnson, Department of Health Services and Research, SWT, San Marcos, TX 78666. Review of applications begins: November 1, 1998.

MANAGEMENT AND MARKETING: Assistant Professor, Organizational Behavior. Human Resource Management and other generalized courses in the management discipline. Degree Requirements: Ph.D. in Management preferred. ABD in Management considered. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. John K. Reis, III, Search Committee Chair, Department of Management and Marketing, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

MATHEMATICS: Assistant Professor, Discrete Mathematics. Degree Requirements: Ph.D. in Mathematics by August 1999 and outstanding research potential in combinatorics, computational group theory, graph theory, or related areas of discrete mathematics. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. John Reis, III, Search Committee Chair, Department of Management and Marketing, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

MODERN LANGUAGES: Assistant Professor. Degree Requirements: Ph.D. in French by December 1998. Native or near-native fluency. Application Procedures: Submit current dossier including vita and a list of three references including telephone numbers to: Chair, French Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. Review of applications begins: November 13, 1998.

MODERN LANGUAGES: Assistant Professor. Degree Requirements: Ph.D. in Spanish by December 1998 with a Latin American specialization. Native or near-native fluency. Application Procedures: Submit current dossier including vita and a list of three references including telephone numbers to: Chair, Spanish Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. Review of applications begins: November 13, 1998.

MODERN LANGUAGES: Assistant Professor. Degree Requirements: Ph.D. in Spanish by December 1998 with a preferred specialization in linguistics or applied linguistics. Native or near-native fluency. Application Procedures: Submit current dossier including vita and a list of three references including telephone numbers to: Chair, Spanish Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. Review of applications begins: November 13, 1998.

PHYSICAL THERAPY: Assistant Professor. Graduate Program in Physical Therapy. Degree Requirements: Ph.D or post-professional master's degree in Physical Therapy or related field. Eligible for Texas physical therapy licensure. Application Procedures: Submit letter of intent, vita, and a list of three references including telephone numbers to: Dr. Barbara Sanders, Department of Physical Therapy, SWT, San Marcos, TX 78666. Review of applications begins: May 31, 1999.

POLITICAL SCIENCE: Assistant Professor. Public Administration Degree Requirements: Ph.D. or DPA is required at the time of appointment. Application Procedures: Submit letter of application, vita, graduate transcript, a list of three references including telephone numbers, samples of scholarly work and any other related materials e.g. syllabi, evaluations, etc. Chair, MPA Search Committee, Department of Political Science, SWT, San Marcos, TX 78666. Review of applications begins: January 15, 1999.

PSYCHOLOGY: Assistant/Associate Professor. Health Psychology (pending program approval). Degree Requirements: Ph.D. or equivalent in Health Psychology. Application Procedures: Submit vita, evidence of effective teaching, such as student evaluation summaries, course syllabi, etc.; evidence of scholarship such as reprints, copies of papers presented, grant proposals submitted, and a list of three references including telephone numbers to: Dr. Theron Stimmel, Search Committee Chair, Department of Psychology, SWT, San Marcos, TX 78666. Review of applications begins: February 1, 1999.

RADIATION THERAPY: Assistant Professor. Degree Requirements: Master's degree minimum, ARRT certification, valid Texas license, a minimum of three years clinical experience, and two years of teaching experience. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to: Mr. Ronnie Lozano, Search Committee Chair/Director, Radiation Therapy Program, SWT, San Marcos, TX 78666. Review of applications begins: October 19, 1998.

SOCIAL WORK: Assistant/Associate Professor. Degree Requirements: Master's degree from an accredited social work program, two years post-master's practice experience, and social work teaching experience required. ABD or Ph.D. in Social Work preferred. Application Procedures: Submit letter of application, vita and a list of three references including telephone numbers to: Dr. Karen Brown, Chair, Department of Social Work, SWT, San Marcos, TX 78666. Review of applications begins: March 31, 1999. Position contingent on funding.

SOCIOLOGY: Assistant Professor with expertise in applied sociology and internship supervision. Secondary specializations are open, and private sector experience is desirable. Degree Requirements: Ph.D. in Sociology preferred. ABD's nearing completion of the degree will be considered. Application Procedures: Submit letter indicating suitability for the position, a curriculum vita, statement of teaching philosophy, and a list of three references including telephone numbers to: Dr. Ramona Ford, Professor of Sociology, Department of Sociology, SWT, San Marcos, TX 78666. Review of applications begins: February 2, 1999.

SOCIOLOGY: Assistant Professor. Specializations should include sociological theory and statistics. Degree Requirements: Ph.D. in Sociology completed by September 1, 1999. Application Procedures: Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. Richard Saldens, Search Committee Chair, Department of Sociology, SWT, San Marcos, TX 78666. Review of applications begins: February 2, 1999.

SPEECH COMMUNICATION: Assistant Professor. Specialty in instructional communication. Degree Requirements: Ph.D. Application Procedures: Submit letter describing your qualifications including experience in directing and teaching a basic speech communication course, and a current vita that includes telephone numbers of references to: Dr. M. Lee Williams, Department of Speech Communication, SWT, San Marcos, TX 78666. Review of applications begins: February 15, 1999.

THEATRE: Assistant/Associate Professor. Head of Design and Technology Degree Requirements: M.F.A. or Ph.D. required. Five to six years experience preferred. Application Procedures: Submit letter of application, vita and a list of references including telephone numbers to: Dr. Richard Saldens, Search Committee Chair, Department of Theatre, SWT, San Marcos, TX 78666. Review of applications begins: February 15, 1999. Letters of application should be sent to the Search Committee of the appropriate department, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666 unless otherwise noted. Candidates may contact the chair of the appropriate search committee for a position announcement that provides additional information. Job postings can be found at http://www.swt.edu/academicfair/ The University reserves the right not to proceed with any applications for financial or programmatic reasons.

Although no other tenure-track vacancies are known at this time, applications are always welcome for consideration. The University continues to seek applicants in the department listed above as well as in the departments of Accounting, Agriculture, Anthropology, Art, Art Design, Chemistry, Clinical Laboratory Science, Communication Disorders, Computer Information Systems & Quantitative Methods, Criminal Justice, Geography & Planning Health Administration, Health Information Management, History, Mass Communication Music, Philosophy, Physics, Respiratory Care, and Technology.

SWT is an affirmative action, equal opportunity educational institution and as such does not discriminate on reasons of race, color, sex, age, religion, national origin, sex, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

Southwest Texas State University is a member of the Texas State University System.
Indiana University seeks nominations and applications for
Dean of Education

Indiana University is seeking a new Dean of the School of Education. Candidates should be scholars with achievements that warrant appointment to full professor and with accomplishments that have earned them a leadership position in the profession. Administrative experience and an earned doctorate or equivalent in Education or a related discipline is required. This position offers exciting educational possibilities including opportunities:

- to provide leadership and set directions at the faculty and staff levels
- to enhance the educational experience of students in the major programs
- to support collaboration across the University in interdisciplinary research and development efforts
- to expand the role of students in the academic and public life of the University
- to become involved in an Educational Seminar Series which attracts internationally known scholars to the campus for purposes of broadening perspectives and enhancing the intellectual life of the school and campus.

The Dean reports to the Chancellor/President of Indiana University—Bloomington and has primary responsibility for all educational programs on the Bloomington and Indianapolis campuses. This joint School of Education serves 2,500 undergraduate and 1,400 graduate students with 130 faculty members. The new dean will have the title "University Dean" and be the primary spokesperson for education on the Bloomington (16,000 students) and Indianapolis (25,000) campuses as well as have some coordination and review responsibilities relating to education on other campuses of the University system, which is comprised of eight campuses serving nearly 90,000 students.

In addition to seven academic departments (five in Bloomington and two in Indianapolis), the School incorporates externally-funded clearinghouses, research projects, development centers, and various professional, technical, instructional, and student service units. The School of Education, on both the Bloomington and Indianapolis campuses, is housed within flexible facilities with advanced technological resources.

Bloomington, situated in the picturesque rolling hills of southern Indiana, offers a quality of life that has earned it acclaim as one of the country's most desirable places to both live and retire. It is one of the major cultural and recreational centers in the state, offering a rich diversity of musical, artistic, and intercollegiate events.

Indianapolis, 50 miles north of Bloomington, is a dynamic and growing metropolitan area. Proud of its diverse cultural resources and traditions, Indianapolis has established itself as a professional and amateur sports capital.

Nominations of letters of application comprising a copy of a curriculum vitae should be sent to:

Jerome C. Harste, Chair
Dean’s Search & Screen Committee
Education 3044
Indiana University
Bloomington, IN 47405

All applications will be considered in this year's three-year search cycle. Additional information about the School of Education is available at http://www.indiana.edu

For full consideration, please submit materials by November 15, 1999.

Indiana is an Affirmative Action, Equal Opportunity employer.

CARLETON COLLEGE

Northfield, Minnesota

TENURE-TRACK POSITIONS

Open for Fall 1999

BIOLOGY-inquires applications for two tenure-track positions at the rank of Assistant Professor:

Neurobiology - Cell Biology. Teaching responsibilities include an upper-level course in cell biology and an introductory course in medical genetics.

Ecology, Evolutionary Ecology. Teaching responsibilities include an upper-level course in the introductory course in biological ecology and an introductory course in medical genetics.

The successful candidates for both positions will be expected to maintain an active research program involving undergraduates. Send letter of application, curriculum vitae, statement of teaching philosophy, summary of research experience and goals, undergraduate and graduate transcripts and three letters of reference to Dr. Mark Kline, Biology Department, October 23, 1999.

ENGLISH-Assistant Professor in eighteenth century British literature. Candidates should have PhD by time of appointment (September 1999) and a strong commitment to teaching in a liberal arts college. Teaching responsibilities include four courses per year in two in literature, two in Anglo-American literature, and two in American literature. Send letter of application, curricvum vitae, statement of teaching philosophy, summary of research experience and goals, and three letters of recommendation to Dr. Lawrence Stouffer, Chair, English Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

GEOGRAPHY-Assistant Professor in public geography, economic geography, or environmental geography. Candidates should have an interested in teaching in a liberal arts college. Teaching responsibilities include three courses per year in two in introductory geography, two in physical geography, and one in environmental geography. Send letter of application, curricvum vitae, statement of teaching philosophy, summary of research experience and goals, and three letters of recommendation to Dr. William C. Allan, Chair, Geography Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

HISTORY-invites applications for two tenure-track positions at the rank of Assistant Professor. For both positions, we will be interviewing candidates at the AHA in Washington, DC, January 7-10, 1999.

East Asian History. Teaching responsibilities will include two courses in each of three terms, teaching a course in Chinese or Japanese civilization. Send letter of application, curricvum vitae, statement of research philosophy, and three letters of recommendation to Dr. Joseph Bowers, Chair, History Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

Medieval History. To develop courses in areas such as Crusader history, comparative medieval literature. Send letter of application, curricvum vitae, statement of research philosophy, and three letters of recommendation to Dr. John K. Young, Chair, History Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

MUSIC-Pianoforte: Seeking a pianoforte teacher with a broad repertoire of performance experience ranging from popular to contemporary, solo and chamber music literature. Teaching responsibilities include piano, keyboard and ensembles. Send letter of application, curricvum vitae, statement of research philosophy, and three letters of recommendation to Dr. John K. Young, Chair, History Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

POLITICAL SCIENCE-Database Constitutional Law: Applied Political Theory: Teaching responsibilities include courses in constitutional law, American political theory, and political theory courses. Send letter of application, curricvum vitae, statement of research philosophy, and three letters of recommendation to Dr. John K. Young, Chair, History Department, Carleton College, Northfield, MN 55057, by November 15, 1999.

For full consideration, please submit materials by November 15, 1999.

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Faculty Positions for 1999-2000

Boston College is a teaching and research university of 3,600 undergraduate students and 1,300 graduate and professional students committed to the ideals of excellence and service to others. The College of Arts and Sciences and the Graduate School offer graduate programs in all the arts and sciences. Members of the faculty and students are encouraged to engage in activities that contribute to the common good of the University and the larger society.

COLLEGE OF ARTS AND SCIENCES

COMMUNICATION Assistant Professor Application for tenure-track position in Rhetoric Theory Communication is available at www.bucteach.com, Department of History. The Search Committee will consider applications beginning September 1, 1998. Applications must be received by September 15, 1998. The Search Committee will begin reviewing applications August 1, 1998.

CHEMISTRY Assistant Professor of Biochemistry or Chemistry. Applicants are invited to submit a letter of interest. Review of applications begins September 1, 1998. The Search Committee will begin reviewing applications August 1, 1998.

ECONOMICS Applications are invited for a faculty position. The University of Georgia offers a Ph.D. program in Economics. Applications are encouraged. Applications should be submitted to the Search Committee, Department of Economics, University of Georgia, Athens, GA 30602. The Search Committee will begin reviewing applications August 1, 1998.

ENGLISH Two tenure-track positions at the Assistant Professor level. Applications are invited for a tenure-track position in creative writing and one in the area of English literature. The Search Committee will begin reviewing applications August 1, 1998.

HISTORY Latin America. Assistant Professorship in Latin American History. The Search Committee will begin reviewing applications August 1, 1998.

MATHEMATICS Assistant Professor of Mathematics. The Search Committee will begin reviewing applications August 1, 1998.

MUSIC Assistant Professor of Music. The Search Committee will begin reviewing applications August 1, 1998.

POLITICAL SCIENCE Assistant Professor of Political Science. The Search Committee will begin reviewing applications August 1, 1998.

PSYCHOLOGY Assistant Professor of Psychology. The Search Committee will begin reviewing applications August 1, 1998.

THEATER Assistant Professor of Theater. The Search Committee will begin reviewing applications August 1, 1998.

SCHOOL OF LAW

INTERNATIONAL LAW Boston College Law School is currently seeking to hire a full professor in the area of international law. The applicant should have a strong record of scholarship and teaching. The search is open to all qualified applicants. The Search Committee will begin reviewing applications August 1, 1998.

LEGAL RESOURCES Boston College School of Law is currently seeking to hire an assistant professor in the area of legal resources. The position is open to all qualified applicants. The Search Committee will begin reviewing applications August 1, 1998.

SCHOOL OF NURSING

NURSING ETHICS Candidates must have a doctorate in nursing or a related field. A strong background in ethics is required. The position is open to all qualified applicants. The Search Committee will begin reviewing applications August 1, 1998.

GRADUATE SCHOOL OF SOCIAL WORK

POLICY RESEARCH Candidates for a tenure-track position are expected to have a Ph.D. in social work or related field and at least one year of postdoctoral training in research methods and data analysis. The position is open to all qualified applicants. The Search Committee will begin reviewing applications August 1, 1998.
Faculty Openings

A comprehensive two-year college dedicated to student, community, and staff success is presently seeking qualified individuals for several faculty openings.

AUTOMOTIVE INSTRUCTOR—This individual must possess a Bachelor's degree in automotive technology, or a field related to automotive service, equivalent of two years full-time work experience as a line mechanic in an automotive service, or equivalent of one year full-time successful teaching experience at the community college level, or two years full-time work experience with primary emphasis in automotive. Applicants will be accepted until the position is filled. Anticipated date of appointment is for the 1999 Winter semester or until the position is filled. The initial base salary is $33,330-$44,640, base load of 32 weeks/160 days/450 contact hours per academic year.

ACCOUNTING INSTRUCTOR—This individual must possess a Master's degree in accounting, or related discipline, or equivalent of two years successful college teaching experience at the community college level, or 900 student contact hours, and two years full-time work experience with primary emphasis in accounting. Applicants will be accepted until the position is filled. Anticipated date of appointment is for the 1999 Winter semester or until the position is filled. The initial base salary is $33,330-$44,640, base load of 32 weeks/160 days/450 contact hours per academic year.

COMMUNICATIONS INSTRUCTOR—This individual must possess a Master's degree in communications, speech, or related discipline, or equivalent of two years successful college teaching experience at the community college level, or 900 student contact hours. Deadline for receipt of WCC application form is December 15, 1998. Anticipated date of appointment is for the 1999 Fall semester. The initial base salary is $33,330-$45,900, base load of 32 weeks/160 days/450 contact hours per academic year.

ASSOCIATE LIBRARIAN—This individual must possess a Master's degree in library science or information studies from an American Library Association accredited program. Minimum of two years full-time equivalent experience in a library, and experience using electronic bibliographic tools, network navigation tools, CD-ROM products, and basic production tools. Applications will be accepted until the position is filled. The initial base salary is $33,330-$44,640, 2080 hours on a twelve-month basis.

All positions include generous fringe benefits for job postings see our web site at http://www.washtenaw.cc.mi.us/jobs/.

Interested persons should send completed application forms with credentials: reference copies acceptable and statement of number of hours.

Washtenaw Community College
Office of Human Resource Management
8800 E. Huron River Dr.
Ann Arbor, MI 48105
(734) 973-3347
Job Hotline (734) 973-3510

WCC is an AA/EE/OAA employer.

UNIVERSITY OF MARYLAND
College of Library and Information Services
Assistant, Associate or Full Professor in School Library Media

The College is seeking a full-time, tenure-track faculty member to begin in fall 1999 or Winter 2000. The appointee will have responsibilities primarily in the College’s School Library Media Program and will also have opportunities and responsibilities in other programmatic areas in the College.

The College is an ALA-accredited institution that offers highly regarded programs at the M.L.S. and Ph.D levels. At the M.L.S. level, the School Library Media Program is fully accredited by the National Council for Accreditation of Teacher Education (through a joint arrangement with the College of Education) and the Maryland State Department of Education. Graduates are qualified to assume a full range of positions in public and private schools.

Candidates should have an understanding of the issues involved in designing, conducting, and managing K-12 school library media programs for the information age. They should have knowledge and expertise in the concepts and processes of teaching and learning, information access and delivery, and program administration (Information Power: Building Partnerships for Learning).

The appointee will be expected to develop and maintain an active research program, to teach courses in a variety of topics related to the field, particularly the management of school library media programs, to advise Ph.D. students, and to have a commitment to professional service, and to supervise students in their practical experience.

A doctorate in library/information science, instructional design/technology, or a related field is required. A demonstrated record in research and publication and expertise as a practicing school library media specialist is considered an advantage.

Applications will be accepted until February 1, 1999 or until appointive candidate has been identified. Inquiries and applications should be sent to the Search Committee Chair.

Dr. Delia Neuman
College of Library and Information Services
4105 Hornbake Library Building
University of Maryland
College Park, MD 20742-4345
(301) 405-2054
mn99@umd.edu

The University of Maryland is an equal opportunity/affirmative action employer.

UNIVERSITY OF CALIFORNIA, DAVIS
Associate Director of Development

$54,700 - $82,000/ANNUALLY

The Associate Director of Development manages the day-to-day operation of the development office and is responsible for supervising the Annual Fund, Davis Chancellor's Club, Development Research, Ceremonies and Special Events, and Development Communications. The Associate Director oversees the budget for the central Development Office and serves as the unit's liaison to the Office of Advancement Services and the campus as a whole.

Serves as the central Development office's Human Resources Officer.

Responsibilities: Assists the Executive Director of Development in the preparation and monitoring of the annual budget for the central Development Office and coordinates preparation of Development Office's one, three, and five-year strategic plan. Serves as the central Development Office Information Technology and Human Resources officer. Supervises direct reports in establishing goals, objectives, operating policies, and procedures, and in evaluation processes to monitor progress in achievement of assigned goals.

Develops and implements on-campus professional development and training programs designed to increase faculty, staff, and volunteer understanding of fund raising practices and techniques. Provides policy oversight of UC Davis' support groups, for assigned special projects, develops and implements fund raising plans.Coordinates donor and alumni communications programs. Assists in development of long-term plan to develop more formally, a strategy for long-term commitment of donors and the University. Acts as Executive Director of Development in his/her absence.

Qualifications: Five or more years of management and administrative experience, preferably in a university environment. Familiarity with various types of fund raising programs, particularly annual giving, special events, stewardship, prospect research, and communications. Excellent management, leadership, and interpersonal skills. Excellent written and oral communication skills. Demonstrated experience in the development of policies and procedures for the effective operation of a large, complex organization. Demonstrated expertise in strategic and long-range planning.

Demonstrated ability to develop and manage a large and complex budget, to analyze data from a wide variety of sources, and to present statistical information in appropriate and understandable formats. Knowledge of information systems and technologies used to support fund raising efforts. High personal integrity. Bachelor's Degree.

An appreciation of the mission of UC Davis.

Application Procedure: To apply send cover letter and resume to:

Sue A. Francis
Executive Director of Development
UC Davis Development Office
One Shields Avenue
Davis, CA 95616-8574
(530) 757-3208, FAX (530) 757-3230

Position open until filled.

University of California is an Equal Opportunity Employer.
THE UNIVERSITY OF IOWA
COLLEGE OF LIBERAL ARTS
Iowa City, Iowa

A LEADER IN
Equality * Diversity * Excellence

TENURE-TRACK FACULTY POSITIONS

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the educational experience and work environment.

During 1998-99, 32 departments in the College of Liberal Arts are searching to fill 33 faculty positions at both senior and junior ranks, with appointments to begin 1999-2000.

Information on each faculty position is available at the College's web site, www.uiowa.edu/~libarts. The UI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

DEAN
BUSINESS, SCIENCE
AND TECHNOLOGY DIVISION

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business, Science and Technology Division. The Division serves 14,000 students per semester supported by $250 million and adjunct faculty and an annual budget of approximately $15 million dollars. The Division includes 52 programs in the academic areas of science, math, technologies, design, health careers, business and computer studies. This senior-level position reports directly to the Vice President for Academic Affairs and oversees 18 departments. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:
- Doctorate strongly preferred. Master's required
- Five years of directly related progressively responsible academic administrative experience
- College teaching experience
- Ability to work collaboratively with various constituencies
- In-depth familiarity with regional and specialized programmatic accreditation
- Understanding and support of community college mission

Excellent salary and fringe benefits.

Qualified candidates must submit resume, cover letter and three letters of recommendation by Nov 30 to Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130. We are committed to a workforce reflective of our community.

Community College of Philadelphia

R·I·T
COLLEGE OF SCIENCE
FACULTY POSITIONS

The RIT College of Science invites applications for two tenure track positions at the rank of Assistant Professor, one in the Department of Physics and the Department of Biological Sciences. Both positions begin September 1, 1999.

RIT is an equal opportunity, affirmative action employer.

Applications from minorities and women are strongly encouraged.

PHYSICS: Applicant qualifications include a Ph.D. in physics or a closely related field, evidence of excellence in teaching lecture and laboratory courses in a US college or university, a commitment to sustained research involving both undergraduate and graduate students, and an ability to utilize and/or develop alternative teaching methods. Applicants should be capable of making contributions to current Department of Physics research projects and strengthening the Department's interaction with the master's program in Materials Science and Engineering. A complete description of the position and the application procedure are located on the Department's web page (http://www.rit.edu/~psy/www/phys/)

BIOLOGY: The department seeks a Plant Scientist. A Ph.D. is required and demonstrated teaching and post-doctoral experience is desirable. The applicant should be broadly trained with knowledge and skills in plant cell/molecular biology, plant physiology, plant cell & tissue culture. The successful applicant will supervise the department's greenhouse, teach botany and plant biotechnology courses, participate in foundational course instruction and be encouraged to develop new courses of interest. Research in specialty area is encouraged. Applications are accepted and reviewed until the position is filled.

Applicants should submit a curriculum vitae and arrange to have three reference letters sent to Chair, Search Committee, Department of Biological Sciences, Rochester Institute of Technology, 85 Lomb Memorial Drive, Rochester, NY 14623-5603.
**President**

Olivet College seeks an innovative leader to build on its successes of the past five years. Considered an emerging model for transformation in higher education, the College has received recognition and funding for this process from the W.K. Kellogg Foundation, the John Templeton Foundation, ACE and AACU.

The Olivet Plan, adopted in 1994, is the modern day, expressive description of the College's historical mission and current vision, “Education for Individual and Social Responsibility.” The plan has its core focus on character as well as competence and service as well as career. Curriculum and core-curriculum are integrated through a coherent framework in which students demonstrate evidence of learning in five major outcome areas: Active learning, peer learning, diversity education, service learning, and required elements of the Olivet experience.

Founded in 1844, Olivet College has been from inception, educational and open to students of all races. The College is committed to these principles and to the democratic values at the founding denominations: the United Church of Christ and the Congregational Christian Churches, with whom it is still affiliated.

Olivet College is located in central Michigan, 30 miles south of Lansing the state capital. Enrollment has grown from 700 to over 900, the largest on record and includes 23% students of color and 7% international students. The 125-member faculty/staff are 28% people of color. The academic program is primarily undergraduate. A Masters of Arts in Teaching based on the portfolio model also enrolls over 80 students.

The next president will play a significant role in developing the resources and relationships necessary to achieve the full potential of the Olivet Plan. He/She will lead the transformation of the culture of education and learning at Olivet. The College seeks a new leader who is well prepared for and enthusiastic about the challenges faced by private colleges in the 21st century.

Nominations and applications should be directed to:

Olivet College Presidential Search
C/O Educational Management Network/Winsted/Kieffer
2015 Spring Road Suite 510
Oak Brook, IL 60523

For additional information and a copy of the Position Prospectus please contact our consultants, E. Kay Dawson at 734.655.2411 or Gary J. Posner at 615.655.3388 or e-mail at olivet@emnemn.com. Olivet College has an Internet Web site at http://www.olivet.edu.

Olivet College is an equal opportunity employer.

Women and persons from traditionally under-represented groups are encouraged to apply.

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**Business Law**

Assistant or Associate Professor

The Robert H. Smith School of Business, University of Maryland, announces an opening for a tenure-track faculty member at the Assistant Professor or Associate Professor level in fall 2019. J.D. required. Joint degree: J.D./Ph.D. or J.D./M.B.A., and/or law review experience preferred. Preference for background and expertise in the areas of high technology, including the legal and business issues associated with intellectual property, telecommunications, computers, electronic commerce, and the Internet. Salary competitive.

Send vita, research papers, letters of reference, and summaries of teaching evaluations to Professor Daniel T. Ostas, Chair, Search Committee, Robert H. Smith School of Business, University of Maryland, College Park, MD 20742-1815. For full consideration, applications should be received by December 15, 2019.

The University of Maryland is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are strongly encouraged.

See the School's web page at www.rhsmith.umd.edu.

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**Education**

DePaul University, Chicagoland's largest Catholic University, is a private urban institution of over 17,000 students on five Chicago area campuses. We are currently seeking candidates for the following position:

**Coordinator of Educational Activities**

As the Coordinator of Educational Activities, you will be responsible for the management of the STARS (Students Together Are Reaching Success) program, a first-year student retention initiative, and all Multicultural Student Affairs (MSA) educational seminars and related events associated with this initiative. You will oversee all aspects of STARS.

Responsibilities include recruiting/training/evaluating peer-mentors, planning educational events, providing appropriate intervention for program-participants and maintaining critical and confidential records. Some weekend and evening hours are required components of this position.

Requirements: As this position focuses on the retention of students-of-color, the selected candidate should possess an appreciation for, a sensitivity to, and successful professional experience improving issues such as “diversity”, “campus-climate” and “community”. An outgoing, energetic personality and a keen eye for detail in programming/events-planning are a must. Experience supervising college students is also required. Candidates with a Master's Degree in Counseling, Education, or a related discipline will be given preference.

Interested candidates should forward their resume to DePaul University, Human Resources, 25 E. Jackson Blvd, Chicago, IL 60604 FAX (312) 362-5116. E-mail: resumes@wp@depaul.edu. DePaul University is committed to diversity and equality in education and employment.

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**Director of New Student Orientation and Commuter Services**

Division of Student Affairs
Northeastern University, Boston, MA

Plan, coordinate and implement all undergraduate new student orientation programs for incoming students and their parents to include summer and summer orientation programs. Duties include supervision of staff, coordination of logistics, development and implementation of budgets and fee structure; coordination of database support and development and production of publications, coordination of committee work and representation of University at events.

See the School's web page at www.rhsmith.umd.edu.
DEAN OF THE SCHOOL OF EDUCATION

Grand Valley State University invites applications and nominations for the position of Dean of the School of Education. Grand Valley is the fastest growing comprehensive, public supported institution (16,700 students) in the state of Michigan. The University has demonstrated a strong commitment to liberal, professional, and international education. We are located in west Michigan near Grand Rapids, the center of the state’s second largest population area and the region’s business and industrial center. See our web site at http://www.gvsu.edu

The School of Education is committed to excellence in teaching, scholarship, and service to create a difference in increasingly diverse communities. The School of Education is an upper-division and graduate unit. Programs are approved by the Michigan Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Education undergraduate division offers programs leading to the bachelor’s degree and Michigan Provisional Certification. Certification is available in elementary general education, secondary general education, or elementary education with special education endorsements. The School of Education graduate division offers the Master of Education degree (M.Ed.), Michigan Provisional Professional Certification, certification renewal and programs leading to approvals, endorsements, and professional development.

Applicants should have an earned doctorate in a relevant discipline, and a record of accomplishments in teaching, research, and service to the education community sufficient to qualify for tenure in the School. Requirements for the position include the energy and creativity to provide dynamic collaborative leadership with the School’s faculty and educational communities, superior interpersonal and motivational skills, evidence of commitment to diversity, and demonstrated administrative experience including the effective management of resources. The Dean reports to the Provost/Vice President for Academic Affairs and is responsible for the academic and administrative leadership of the School of Education. Women and minorities are encouraged to apply.

Salary is competitive. Review of candidates will begin October 15 and will continue to the time of appointment. Candidates must submit a letter of interest addressing the selection criteria, a resume, and the names, addresses, and telephone numbers of five references. The new dean will assume office on or about July 1, 1999.

Nominations and expressions of interest should be submitted to:

School of Education Dean Search Committee
Office of the Provost
Grand Valley State University
Allendale, Michigan 49401

Grand Valley State University is an Affirmative Action Equal Opportunity Employer

Mathematics
College of Arts & Sciences

Florida Gulf Coast University invites applications for two faculty positions available August 1999. The College of Arts and Sciences offers an innovative degree program in Liberal Studies and is dedicated to quality undergraduate teaching in an inquiry-based, interdisciplinary setting. Candidates will possess a commitment to excellence in teaching, the ability to teach a broad range of undergraduate math courses, experience with computer algebra systems in teaching, experience or interest in developing distance learning courses, and the ability to interact positively with faculty across all Arts and Sciences disciplines and to contribute to interdisciplinary curriculum development. Appointments will be made on 9-month, multi-year contract basis.

ASSISTANT PROFESSOR, Pos. #12302: Req’d PhD in Math centered by August 1999. Prefer: Prior faculty experience. Area of specialization open. Ability to direct undergraduate research projects is a plus. Continued scholarly activity expected at a level commensurate with the mission of the university.

INSTRUCTOR, Pos. #12304: Req’d: Master’s degree in either math or closely allied discipline with substantial graduate credits in math. Prefer: Some graduate coursework in probability and/or statistics. Prior full-time teaching experience desirable.

To apply, submit two packages to each position. Each package must include a cover letter, curriculum vita, and a list of 3 references postmarked by the deadline date of February 1, 1999 to FGCU, Position #, HR Dept., 10501 FGCU Blvd. South, Ft. Myers, FL 33990-6565. For add’l information, visit our web site at admin.fgcu.edu/hr/index.html or call 941-593-3133. Under Florida’s Public Records Law, applications submitted are available for public review upon request.

EOE/AA/AH, which has a requirement to cultural, racial and ethnic, community and encourages women and minorities to apply. It is expected that successful candidates share this requirement.

San Mateo County Community College District (located on the beautiful San Francisco Bay Peninsula)

CHIEF BUSINESS OFFICER
(Associate Chancellor)

for three colleges and administrative services.

$99,816 to $110,316 (for 1997-98)
plus excellent fringe benefits package.

Recruitment open until position is filled. First Committee screening of applicant materials.
November, 1998

FULL-TIME, TENURE-TRACK FACULTY POSITIONS AND OTHER OPPORTUNITIES ALSO OPEN NOW!!

Visit our Web Page for full announcements and application information:

www.smccd.cc.ca.us/smccd/jobs/jobs.html

EOE/ADA
The College of Saint Benedict and Saint John’s University are two Catholic Benedictine liberal arts colleges located four miles apart in Central Minnesota’s Scenic Lakes Area. The Saint John's campus is coeducational. The majority of students are Catholic. Saint Benedict's is a college for women and Saint John’s is a college for men. The students of these two colleges share one common curriculum, as well as coeducational social, cultural and spiritual programs.

Saint Benedict’s and Saint John’s have a common core curriculum, identical core requirements, and a common academic calendar. All academic departments are joint. There is one admissions office, a single registrar’s office, a combined library system, academic computer services, and a myriad of joint student activities and clubs.

The Colleges enroll 3,600 students from 38 states and 32 countries. The combined faculty consists of approximately 260 and includes the President of Seton Hall University's pre-professional program.

Additional information is posted on our website www.csbsju.edu.

**BIOLOGY - Tenure-track - Biochemistry.** The successful applicant will be expected to teach an upper-division course in biochemistry including laboratory, teach introductory biology, participate in our Core curriculum, and teach a course during January Term. Candidates must demonstrate an interest and ability in teaching at the undergraduate level and in helping undergraduates identify and work on their research projects. Ph.D. is required.

**COMMUNICATION - Tenure-track - Journalism.** Successful applicants must be ABD in journalism by starting date. Ph.D. is preferred and required prior to tenure review. Professional experience as a journalist is also required. A commitment to undergraduate teaching, some prior teaching experience, and evidence of appropriate scholarship are essential. The successful applicant will be expected to teach courses in Media Theory and Criticism. Introductory and Advanced Media Writing, and in our Core curriculum. Opportunities to teach Media Law and Ethics, Media Critical Theory or special topics courses of particular interest to the faculty member are also possible on occasion. Advising of students and departmental and university service are also required. Submit letter of application, including a statement of teaching and research interests, curriculum vitae, transcripts, and recent letters of recommendation. Applications received after November 15, 1998 cannot be guaranteed consideration.

**COMPUTER SCIENCE - Tenure track.** Successful candidate will teach a wide range of computer science courses to majors, minors, and general education students. Candidates should also be expected to teach in our Core curriculum. The successful candidate must be ABD in computer science or a related field by starting date. Ph.D. is preferred and required prior to tenure review. A commitment to teaching and mentoring undergraduate research is required. Experience in software engineering, databases, robotics, operating systems, and/or operating systems is preferred. The computer science department is one of the premier liberal arts computer science programs in the Upper Midwest, with a growing department and enthusiastic faculty.

**ECONOMICS - Tenure track.** Successful candidate will possess a strong general background in economics, a specialization in macroeconomics, a desire to teach in a liberal arts environment, and a commitment to women's and men's education. Teaching will include introduction to economics, macroeconomic theory, and one or more of the following fields: economic growth, development, and urban and regional economics. Interdisciplinary interests are appreciated, especially if they are in area departments.

**EDUCATION - Tenure track.** Successful candidates must have a strong interest in literacy education, extensive course work in language arts, at least three years of teaching in grades K-8, and licensure to teach elementary and middle school. Experience teaching college as well as knowledge of the Minnesota Graduation Rules and instructional technologies are preferred. Successful candidates must be an effective communicator in both oral and written language. Personal characteristics should include initiative, well-honed interpersonal skill, and willingness to be part of a team. Teaching responsibilities include 11 Reading Writing and Language Grade 4-6, and 21 Middle School Literacy and Pedagogy, all of which require a clinical teaching experience for the students. Additional supervision of a clinical experience during the summer months is expected of successful candidates. Submit letter of application, vita, transcripts, recent letters of recommendation, and evidence of teaching effectiveness. Applications were received after November 15, 1998 cannot be guaranteed consideration.

**MUSIC - Tenure track - Music Theory Specialist.** The successful candidate will possess experience in undergraduate music theory and labs, ear-training, sight-singing and keyboard. Responsibilities include teaching undergraduate courses with a focus on levels of composition and ear training, and accompanying and collaborating in the use of Macintosh lab systems and music software. An assignment in electronic music composition is desirable, as is interest in teaching core courses offerings within the liberal arts curriculum. Evidence of teaching excellence is required. Masters level degree in music is required, with a preference given to doctorate level. Doctorate required for tenure. Send letter of application, vita, recent letters of recommendation, and evidence of teaching effectiveness. Applications received after December 15, 1998 cannot be guaranteed consideration.

**PSYCHOLOGY - Tenure track - Behavioral Neuroscience.** The successful candidate will possess experience in behavioral neuroscience and animal behavior. Responsibilities include teaching undergraduate courses per semester and one January term course per year. Ph.D. is required. Candidates are expected to have a strong interest in teaching, some recent experience in research methods, principles of behavioral neuroscience, psychology as a natural science, psychopharmacology, animal behavior, health psychology, and senior seminar topics of the candidates choosing. Candidates will also be expected to develop and to participate in an active research program involving undergraduate students. Ph.D. in psychology and evidence of teaching excellence required. Send letter of application, vita, recent letters of recommendation, and evidence of teaching effectiveness. Applications received after November 30, 1998 cannot be guaranteed consideration.

The Psychology Department has twelve full-time and twelve adjunct faculty members with approximately 60 majors. The department is located in the Benedicta. For more information contact Virginia Arthur, chair of the search committee, at VARTHUR@csbsju.edu.

**MODERN AND CLASSICAL LANGUAGES - SPANISH (3 positions): Two (2) Tenure Track positions and one (1) One-year position.** The successful candidates will be expected to teach courses in Spanish language and literature and/or civilization as well as Core curriculum courses taught in English. Candidates with qualifications in Computer Assisted Instruction or Elementary or Secondary Foreign Language Teaching Methods are especially encouraged to apply. Ph.D. preferred. ABD and evidence of teaching excellence required. Send letter of application, curriculum vitae, transcripts, and recent letters of recommendation. Applications received after November 25, 1998 cannot be guaranteed consideration.

**RECRUITMENT AND PLACEMENT OFFICE: 2015**

**WOMEN AND PEOPLE OF DIVERSE RACE, ETHNIC, AND CULTURAL BACKGROUND ARE ENCOURAGED TO APPLY. EEO/AA EMPLOYERS**
Dean
College of Health & Human Performance
UNIVERSITY OF MARYLAND, COLLEGE PARK

The position of undergraduate chairperson is an important role in the senior leadership of the College. Interested applicants are encouraged to submit their applications by the deadline of December 31, 2023.

The position is tenure-track and the salary is competitive. The College of Health & Human Performance is committed to diversity and inclusion and strongly encourages applications from underrepresented groups.

Please submit your application to:
President's Office
University of Maryland
College Park, MD 20742

Lesley College
PROVOST

Lesley College offers undergraduate and graduate programs in education, human development, management, liberal studies, and the arts on the attractive Cambridge, Massachusetts campus as well as regional, national and international locations. Lesley College has a total of 6,200 students, 165 faculty, a budget of $57 million. It occupies a unique place in education with 125 sites off campus and international exchange programs in Israel, Japan, Netherlands, England and Sweden.

An outstanding academic leader with the desire to perpetuate the mission of the College, the Provost will serve as the chief academic officer for all academic activities of the institution. Lesley College offers programs in Education, Human Services, Liberal Studies, Management, and the Arts, offering Associates, Bachelor, Masters, CAGS and Ph.D. degrees.

Among those reporting to the Provost will be the Director of Undergraduate Academic Services, Associate Provost, Director of Math, Science and Technology Center, Director of Library, Executive Assistant, Deans of the Graduate and Undergraduate Schools.

The Provost reports directly to the President and is the chief academic officer of the College. This individual will help shape a dynamic leadership in educational administration, teaching and scholarship or creative activity with at least five years in a senior academic administrative position, and demonstrated commitment to educational equity goals and appreciation of the value of ethnic and gender diversity in the curriculum and in the institution.

The Provost will have the opportunity to work in a vibrant community with a strong emphasis on academic freedom and excellence. The Provost will help lead the College in addressing the challenges of today's rapidly changing world.

The Provost is expected to provide innovative leadership in the development of the College's strategic plan.

Applications will be accepted until the position is filled. Review of applications will begin on November 1, 2023. Applications must be submitted by December 31, 2023. The position is open until filled.

Applications should be submitted online at:
www.lesley.edu/provost

Wheelock College
VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Trustees and President of Wheelock College in Boston, Massachusetts, seek nominations and expressions of interest for the position of Vice President for Academic Affairs. Founded in 1896, Wheelock College is a premier instution preparing students for careers in education, social work, and the field of child life and has approximately 800 undergraduate students and 500 students enrolled in its graduate degree programs.

The Vice President for Academic Affairs is the senior academic officer of the College. Reporting directly to the President, s/he provides leadership for the faculty; is responsible for all aspects of faculty development, evaluation, promotion, and tenure; and chairs the Academic Council. In addition, the Vice President for Academic Affairs is responsible for curriculum development and evaluation, as well as for the direction and coordination of the College’s presentation of curriculum and programs for accreditation and review. The Office of the Vice President includes the Undergraduate and Graduate School Deans, the Dean of the Social Work Programs, the Associate Vice President for Academic Resources/Director of the Library, and the Registrar.

Principal qualifications for the position include:
- A deep commitment to liberal education and to close and effective work with faculty and administrators;
- Demonstrated evidence of academic excellence, effective leadership,
- Responsible financial management,
- A deep understanding of and belief in the College’s academic core,
- Experience in higher education, having worked successfully with both administration and faculty;
- Strong interpersonal and communication skills;
- The ability to work in a collegial environment.

Applications will be accepted until the position is filled. Nominations and expressions of interest may be directed to the chair of the search committee. Applications should be submitted by December 31, 2023.

Applications should be submitted online at:
www.wheelock.edu/academicaffairs

Vice President for Academic Affairs
Wheelock College
c/o Educational Management Network/Witt/Kieffer
3 Park Avenue, 29th Floor
New York, NY 10016

Confidential inquiries and requests for the search committee’s attention should be directed to: Sally Ann Hard at 617-456-2766 or Gary J. Poole at 617-665-3388 via e-mail at vpacademics@wheelock.edu

Applications for this position will be considered all through the year.

Applications accepted until June 30, 2024.

Wheelock College is an Equal Opportunity, Affirmative Action, Equal Opportunity Employer.

MARYLAND
University of Southern Maine

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston-Auburn, is the largest of the seven campuses in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,300. The student body is the most diverse in the state; half of the students are full time: nearly 60% are women, and the average age of an undergraduate is 27. As a comprehensive public university, it is a major educational force in the New England region committed to excellence in teaching, research and public service. The Greater Portland area, located on the ocean two hours north of Boston, offers a full range of cultural activities, sports, historical settings and scenic beauty.

All jobs are nine-month, tenure-track Assistant Professor positions (unless stated otherwise). We are looking for candidates who show a strong commitment to undergraduate teaching, who value diversity and are supportive of a welcoming classroom/work environment.

College of Arts and Sciences
Environmental Science and Policy (Associate Professor/Dean)
Geography/Anthropology -
Political Science - American Politics
Social Work/Fieldwork Coordinator
Social Work (Associate/Fulle Professor/Dean) (12 month)
Sociology (2 positions) (contingent upon funding)
SPECIALTY AREAS: race and ethnicity, environment, culture, political sociology, health/medicine, religion, complex organizations or other areas which complement departmental strengths will be considered
Grant Specialist (non-faculty)

College of Nursing
Advanced Practice-Faculty Positions: NP/CNS
Expertise in the primary care and the acute care areas including women's health, gerontology, adult health, and psychosis/mental health

School of Applied Science
Computer Science (2 positions) (contingent upon funding)
Environmental Safety and Health

School of Business
Finance - International Business Administration (IS/IT)

Lewiston-Auburn College
Teacher Education (Math/Physics) (3 year non-tenure)
Occupational Therapy

For complete job information and required application materials refer to our University website at:

www.usm.maine.edu/hris/jobs/faculty.htm

Opportunities for Research on Violence
Carnegie Mellon University

The National Consortium on Violence Research (NCOVIR) invites applicants to its faculty collaborator program. NCOVR, which is based at the Herion School of Public Policy and Management at Carnegie Mellon University, is a multi-disciplinary, multi-institutional Consortium comprised of a diverse team of researchers representing several disciplines including: sociology, psychology, criminology, public policy, statistics and operations research. NCOVR's faculty collaborator program provides opportunities for faculty (especially those at institutions serving large numbers of students from groups historically under-represented among violence researchers) to enhance their technical and research skills for purposes of carrying out violence research. Collaborators work closely with NCOVR members in formulating research proposals which complement ongoing NCOVR sponsored research projects, and in mentoring undergraduate students. NCOVR will support the faculty collaborator's violence research with funds which will enable collaborators to meet with fellow NCOVR members, obtain data sets, and procure research assistance in collecting, coding and analyzing data. Qualified applicants must hold a doctorate in a relevant field and be affiliated with an academic institution. Applicants must be strongly motivated and committed to pursue advanced training in some aspect of violence research.

NCOVR strongly encourages members of racial and ethnic minority groups to apply.

The deadline for receipt of your completed application packet is February 1, 1999.

For additional information and application forms please visit the Consortium's Web-site at http://www.ncovr.heinz.cmu.edu

Hillsborough Community College

HCC has several immediate openings. For more information call us or visit our website. Deadlines vary. Positions available now. Submissions should be sent by December 7, 1998. More positions may be available. See your career center.

DEAN OF ASSOCIATE IN ARTS.

$31,380 TO $34,777

HCC seeks a professional with a Masters degree and five years of comparable supervision experience in the delivery of excellent instruction. In addition, the successful candidate will be responsible for the administration of the Associate in Arts Degree Curriculum and Programs.

EXECUTIVE DIRECTOR FOR ECONOMIC DEVELOPMENT.

$31,380 TO $34,777

HCC seeks a professional with a Masters degree and seven years of experience in business development and management. The successful candidate will design and implement successful action plans to create and expand joint partnerships between the college and private industry.

DIRECTOR OF STUDENT SERVICES.

$31,380 TO $34,777

HCC seeks a professional with a Masters degree in counseling and five years of experience in counseling and management. The successful candidate will develop and implement new programs and provide training for students and staff in the counseling field.

LIBRARIAN.

$31,380 TO $34,777

HCC seeks a professional with a Masters degree in library science and a Masters degree in a related area. Incumbent works with faculty and students in library programs with needs to both evaluate and apply electronic resources in meeting student objectives.

NURSING INSTRUCTOR, (MULTIPLE VACANCIES).

$28,165 TO $52,143

B.S. and Masters degree in Nursing. One or more years of teaching experience with clinical experience in nursing specialties such as maternal-child and medical/surgical specialties is preferred. Applicants must possess a current Florida professional license and be a registered professional nurse licensed to practice in Florida.

MATH, STATISTICS, PREP LINE INSTRUCTOR.

$28,165 TO $52,143

HCC seeks an Instructor in Math; B.S. degree in Math or Mathematical Science; M.A. or M.S. degree in Math; and some teaching experience. applicant must have a current Florida professional license and be a registered professional nurse licensed to practice in Florida.

Hillsborough Community College 3111 South 34th Street, Tampa, FL 33610

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Director, Instructional Development and Outreach
UNIVERSITY OF NORTHERN COLORADO

The University of Northern Colorado invites applications for the Director of the Center for Instructional Development and Outreach. The Director is responsible for providing leadership for the planning, implementation, and facilitation of professional development opportunities for the delivery of effective instruction both on and off-campus.

Candidates must have an earned doctorate or appropriate terminal degree and substantial experience as a faculty member. Successful candidates will have experience in and/or professional expertise in on and off-campus faculty development initiatives and alternative instructional delivery approaches. Administrative experience is desirable.

Position to start July 1, 1999. Candidates are requested to submit a letter of application, a current curriculum vitae, the names, addresses, and phone numbers of five references to Dr. Robbyn Wacker, Chair of Search and Screen Committee, University of Northern Colorado, Office of Academic Affairs, Carter Hall, Room 4007, Greeley, CO 80639. The search committee will begin reviewing applications December 10, 1998 and will continue to receive them until the position is filled.

UNC is an AA/EEO employer and is committed to fostering diversity in its student body, faculty, and staff. AA/EEO Office, Carter 2011.

University at Albany
State University of New York

Department of Educational and Counseling Psychology

COGNITION AND LEARNING PSYCHOLOGY, ASSOCIATE PROFESSOR (tenure track): Faculty position in cognition and learning psychology. Responsibilities include teaching masters and doctoral level courses, advising dissertations, and maintaining a strong programmatic research effort related to principles of learning and cognition and their applications. A doctorate (by August 1999) is required. Preference will be given to candidates with prior teaching experience and publications.

COUNSELING PSYCHOLOGY, ASSOCIATE PROFESSOR (tenure track): Faculty position to teach in the APA accredited doctoral program in Counseling Psychology, and Master's programs in Community, School, and Rehabilitation Counseling. Qualifications include doctorate in counseling psychology, preferably from an APA accredited program; the potential to develop a strong research program; and be licensed, or license eligible, in New York State. We are most interested in candidates with a specialization in vocational and career psychology, who can teach courses at both the doctoral and masters level, conduct research, and supervise doctoral dissertations in this domain. The candidate must also be prepared to supervise doctoral level practicum at the University’s training clinic. In addition to the duties above, candidates who are able to teach doctoral and master's level courses in group intervention and research, or who have expertise in rehabilitation or school counseling would be favorably regarded.

SCHOOL AND EDUCATIONAL PSYCHOLOGY, ASSISTANT PROFESSOR (tenure track): Faculty position in school psychology and educational psychology. Responsibilities include graduate teaching and active research in psychoeducational interventions with children and adolescents; and undergraduate and graduate teaching in educational psychology, development, or learning; clinical supervision of school psychology students; doctoral dissertation supervision; and student program advisement. Candidates must possess a doctorate in school psychology, preferably from an APA accredited program and be eligible for licensure as a psychologist in the State of New York and national certification as a school psychologist. Demonstrated research productivity, previous graduate teaching experience in school psychology and educational psychology, and experience as a school psychologist are preferred. Individual, post-doctoral supervision is available from licensed faculty to fulfill post-doctoral experience requirements for applicants.

SCHOOL PSYCHOLOGY, CLINICAL SUPERVISOR (tenure track): Full time, 12-month position. Responsibilities include: field supervision of graduate students in school psychology in all aspects of professional practice; teaching the associated supervision seminar; and assisting the Director of Field Training in developing, implementing, and coordinating the continuum of field experiences. Qualifications include: a doctorate in school psychology, preferably from an APA accredited program, eligibility for licensure as a psychologist in the State of New York and national certification in school psychology; experience as a school psychologist; and experience supervising pre-service school psychologists. Individual, post-doctoral supervision is available from licensed program faculty to fulfill post-doctoral experience requirements for applicants.

All positions begin September 1, 1999. Salary commensurate with qualifications and experience. Send letter of application, vita, and 3 letters of reference to Dr. Michael Green, Assistant Dean, ED239, University at Albany, Albany, NY 12222. Review of applications will begin on receipt, and applications received after January 15, 1999 may not receive full consideration.

The University at Albany is an Equal Opportunity/Affirmative Action employer.
Accounting (Position F9900): PhD/DBA in accounting preferred. Advanced doctoral candidates considered. CPA certification teaching experience at a collegiate school of business desirable.

Art/Graphic Design: Associate/full professor (Position F9901). Responsibilities include directing graphic design program; assistant professor (Position F9902). Both require MFA in graphic design, record of professional design activity, teaching experience. Managerial skills required for F9901.

Communication: (Position F9903): PhD in Communication strongly preferred by fall 1999. Minimum ABD and two years teaching experience as instructor level.

Video/Multimedia Production (Position F9904): Minimum ABD or MFA plus two years teaching experience. PhD preferred.

English/Creative Writing and Literature (Position F9905): Seeking poet to teach poetry writing and literature courses in modern poetry and/or Latin American literature. PhD or MFA by fall 1993.

English/Literature (Position F9906): PhD by fall 1999. Evidence of excellent teaching, promise of research and publication.

ESL/TESL (Position F9907): Doctorate with concentrates in TESOL/second language acquisition or applied linguistics. K-12 or CALL teaching technologies highly desirable.

History/Social Studies Teaching Methods (Position F9908): Doctorate in social studies or history. Minimum 5 teaching experience. Interest issues of race, ethnicity, and gender an asset.

History, Latin American (Position F9909): Instructor or assistant professor. PhD or near completion by fall 1993.


Biotechnology (Position F9911): Doctorate in biology or related field. Biotechnology experience and productive research.

Chemistry: Organic chemistry or chemical education (Position F9913): Doctorate. Ability to teach introduction/advanced courses. Commitment to conducting research with students.

Computer Science: Positions F9914 & F9915: Doctorate or equivalent required. Teaching interests in operating systems, networking, and distributed and parallel systems.

Earth Science (Position F9917): PhD preferred. Experience in meteorology, oceanography, or other field of geology. Related geography experience in earth science education K-12 and ability to teach science education labs desirable.

Psychology (Position F9918): PhD in Psychology with experience in cross-cultural and/or multi-cultural issues.

Sociology (Positions F9919): Teaching and research interests in Social Psychology. PhD/ABD, ability to teach statistics preferred.

Wellness (Positions F9920 and F9924): Masters plus 18 months considered for assistant professor. Masters for instructor rank. Should have college teaching experience in lifetime fitness and wellness.

Dance (Position F9921): Masters or MFA, college teaching experience. Strong technical background/performances in ballet or modern dance required. Ability to teach jazz and hip hop desirable.

Health Education (Position F9922): Doctorate in health education strongly desired. Masters plus 18 months considered. Should have or be eligible for CHES. Have three years college teaching and or public school teaching experience in health education.

Exercise Science (Position F9923): Specialization in clinical biochemical and/or epidemiologic exercise physiology. Doctorate strongly desired. MS plus 18 months.

Speech Pathology (Position F9925): PhD preferred. MA/BA 18 months. CCC-SLP required. Experience in adult neurological disorders of speech and language preferred.

Special Education (Position F9926): Masters plus 18 months; teacher certification and endorsement to teach students with mental retardation/applied behavior; both elements and special education preferred. Two years teaching experience, at least three with students with mental retardation.

Curriculum and Instruction (F9937): PhD preferred. ABD K-12 teaching experience required. Preference given to candidates who have experience teaching in a culturally or economically diverse setting. Background in integration of technology into learning process.

Educational Media and Technology (Positions F9928 and F9929): Experience in educational applications of technology required. Doctorate in Education with specialization in instructional technology preferred (ABD considered). K-12 teaching experience preferred.

Human Nutrition/Dietetics (Position F9930): Minimum BS plus 18 months. Experience in nutrition or related field and RD preferred. Experience in clinical and/or community nutrition required. Must have recent practice and college teaching experience.

Apparel, Textiles and Merchandising (Position F9931): MS/MA plus 16 months. PhD preferred. College teaching experience a plus. AWIM also desired.

Nursing: Adult Health Nursing (Position F9932), and Child Health Nursing (Positions F9933 and F9934). MS in clinical specialty, experience in nursing, teaching and related field preferred. MS plus 18 hours minimum. Current nursing license. Grad level teaching experience preferred.

Technology Education (Position F9935): Doctorate or doctoral candidates and successful secondary teaching experience in field required. Thorough grounding in community technology education and vocational education programming essential.

Legal Assistant Faculty/Assistant Program Coordinator (Position F9937): Earned JD degree practice experience; teaching experience; professional involvement; successful experience with legal assistants, experience with Internet and computer assisted research.

Mechanical Engineering Technology (Position F9938): Assistant professor/instructor. Doctorate with masters degree in mechanical engineering technology preferred. Masters plus 16 minimum for assistant professor. Masters for instructor college teaching and or related experience in MET required. Experience with and interest in Mechanics courses preferred. Professional engineering certificate a plus.


Electronic Engineering Technology (Position F9940): Assistant professor/instructor. Doctorate with masters in electrical/electronic engineering or engineering technology preferred. Masters plus 16 minimum for assistant professor. Masters for instructor college teaching experience and or related experience in electronic engineering technology required. Professional engineering certificate a plus.


German (Position F9942): Doctorate or ABD. Concentration in German literature or linguistics. Teaching experience. Experience in testing and technology. For the classroom environment. Courses in geography, history of Germanic languages. Proficiency in German preferred. ABD in German preferred. ABD in Germanic languages preferred.

Early Childhood Education (Position F9944): Earned degree or ABD. Prior experience in early childhood education or related. Must have completed early childhood education program and pass state certification exam.

Educational Leadership (Position F9945): Doctorate in educational leadership or related field and experience as a school administrator desired.

We encourage applications from women and members of minority groups. Eastern Michigan University is an affirmative action/equal opportunity employer.
Fellowship Opportunities for Violence Research
AEGE MELLON UNIVERSITY
The National Consortium on Violence Research (NCOR) invites applicants to its post-doctoral research program: NCOR, which is based at the Heinz School of Public Policy and Management at Carnegie Mellon University, is a multi-disciplinary, multi-institutional Consortium comprised of a diverse team of researchers representing several disciplines including: sociology, psychology, criminology, public policy, statistics and operations research. NCOR’s post-doctoral program emphasizes the development of strong technical and research skills critical for carrying out empirical studies on violence. Trainees work under the mentorship of two Consortium members, each from a different discipline. Through multidisciplinary training, fellows gain exposure to different theoretical and methodological approaches to the study of violence. Because NCOR members are affiliated with over 50 institutions in the United States and abroad, fellows may be in residence at any institution in the Consortium or may divide their time between two institutions. The fellowship supports recipients as full-time researchers for two years, with an annual stipend of $50,000. Additionally, limited funds are provided for travel to other member sites to maintain cross-disciplinary collaboration, facilitate participation in NCOR’s Summer Workshop and in other designated activities. Qualified applicants must hold a doctorate in a relevant field or be assured of obtaining their degree before the start of the fellowship on September 1. Applicants must be strongly motivated and committed to pursue advanced training in some aspect of violence research. Excellent communication and analytic skills are required.
NCOR strongly encourages members of racial and ethnic minority groups to apply. The deadline for receipt of your completed application packet is February 1, 1999.
For additional information and application forms please visit the Consortium’s Web site at: http://www.ncor.heinz.cmu.edu

UNIVERSITY OF WISCONSIN MILWAUKEE
DEAN OF THE SCHOOL OF ALLIED HEALTH PROFESSIONS
DEADLINE FOR APPLICATIONS: NOVEMBER 30, 1998
POSITION DESCRIPTION: The School of Allied Health Professions at the University of Wisconsin-Milwaukee (UWM) seeks a Dean with academic vision and a proven record of leadership and accomplishments in research, teaching and administration.
UWM has a strong tradition of shared faculty governance, and is organized into eight schools and colleges, with a total enrollment of 23,000 students.
The School of Allied Health Professions is a vibrant and progressive component of the University with approximately 50 full-time faculty and professional academic staff. The School offers seven undergraduate degree programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Health Information Administration, Health Care Administration, Kinesiology, Occupational Therapy, Recreation) and five masters programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Human Kinetics, Occupational Therapy, Physical Therapy) and has an active and visible presence in the community through highly successful clinic centers and outreach programs. Further information about the School of Allied Health Professions is available on our web site at: http://www.uwm.edu/shp
RESPONSIBILITIES: The Dean is expected to provide leadership for the School and exercise responsibility for its academic and administrative operations, including its personnel, budgets, programs and physical facilities. The Dean’s areas of responsibility include programmatic development and leadership at both the undergraduate and graduate levels; as well as for outreach and continuing education; leadership for establishing and developing research, clinical practice and educational programs; development of extramural funding for School programs; fundraising and alumni relations; and effective representation of the School within the University and communities.
QUALIFICATIONS: The position of Dean requires an earned doctoral degree and a distinguished academic record commensurate with appointment at the full professor level in a School of Allied Health Professions department or a closely related department in the University. The candidate is expected to be interested in candidates whose records demonstrate strengths in the following areas:

- Strong commitment to outstanding undergraduate and graduate instruction
- Strong commitment to and leadership for sustained development of scholarly research
- Strong commitment to affirmative action and equal opportunity
- Ability to provide intellectual leadership
- Demonstrated record of administrative accomplishments
- Demonstrated management skills and ability
- Ability to develop the human resources of the School
- Ability to develop and maintain partnerships and connections with the community, health care facilities, and other educational institutions
- Demonstrated ability for fundraising and alumni relations

STARTING DATE: July 1, 1999 Preferred
SALARY RANGE: Competitive, commensurate with qualifications
APPLICATION PROCEDURE: Nomination of potential candidates is encouraged. Applications must include a letter of interest, curriculum vitae and the names, addresses, and telephone numbers of five references. Completed applications must be postmarked by November 30, 1998. Submit nominations/applications to:
Robert D. Borchelt, Chair
Search & Screen Committee for the
Dean of the School of Allied Health Professions
University of Wisconsin-Milwaukee Library
2311 East Hartford Avenue
P.O. Box 604
Milwaukee, WI 53201
(414) 229-6728; FAX (414) 229-5038
Email: searchcal@uwm.edu

UWM is an affirmative action/equal opportunity employer.
The names of the nominees and applicants who have NOT signed in writing that their identities be withheld, as well as the names of all individuals for the positions will be released upon request.

REED COLLEGE
Vice President/Dean of Student Services

Reed College, a highly selective, distinctive institution located in Portland, Oregon and with an enrollment of approximately 1250 students is seeking a new Vice President/Dean of Student Services. Reed seeks a Dean who believes in its mission and who can understand, appreciate, and work effectively within its particular culture.

RESPONSIBILITIES: The Vice President/Dean reports to the President. She or he is responsible for a wide variety of services and programs including Academic Support Services, Residence Life, Health and Counseling, Community Safety, Financial Aid, Career Services, Sports Center, Student Activities, Community Services, International Student Services, and Food Services. The Vice President/Dean serves as an advisor to the President, and Board of Trustees on all student life issues and concerns.

QUALIFICATIONS: The successful candidate must have extensive knowledge of higher education liberal arts colleges, their facut, students, and student services programs. Candidates must have excellent communication skills. extensive knowledge of group and individual behavior, and a command of the modern principles and practices of management and supervision. We prefer candidates with a minimum of a Master's degree and ten years of experience in a responsible position with a high degree of professional recognition. Successful candidates will be able to demonstrate the ability to work effectively within a complex family of programs and responsibilities. Application materials should include a letter of interest, annotated vitae, and names of three references. Application materials will be maintained on file until the position is filled. Please send all materials to:

http://www.reed.edu
http://www.reed.edu/community/employment/deans/ Reed College is an Equal Opportunity Employer. Applications from minority and women candidates are encouraged.
NORTHEASTERN ILLINOIS UNIVERSITY

Northeastern Illinois University invites applications and nominations for two key positions:

Dean of the College of Arts and Sciences, and Dean of Students.

Nationally recognized as having the most ethnically diverse student body in the midwest, Northeastern is a metropolitan commuter university of 10,400 students located in a residential neighborhood on the northwest side of Chicago.

DEAN, COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the largest of the University's colleges with 181 tenured/tenure track faculty. It is comprised of 15 departments (23 undergraduate and 15 graduate programs), and is responsible for the general education program which serves the University's undergraduate students.

The Dean reports to the Provost: is responsible for College curricular, budgetary, and personnel matters; and provides academic, administrative, and visionary leadership in fulfilling the College and University missions.

An earned doctorate is required, preferably in a discipline within the College of Arts and Sciences. Candidates must demonstrate an excellent record of achievement in teaching, research, and service appropriate to appointment at senior faculty rank; excellent fiscal management and communication skills; ability to collaborate with multiple internal and external constituencies and significant and appropriate experience in academic administration, with knowledge in the areas of assessment, technology, grant procurement, and evaluation of ranked faculty. Candidates should demonstrate sensitivity and commitment to issues of diversity and preferably provide evidence of experience working in a collective bargaining environment.

Send application materials to Ms. Terri Rothstein, Assistant Provost.

DEAN OF STUDENTS

The Dean of Students reports to and works closely with the Vice President for Student Affairs/Public Affairs and provides overall leadership in the implementation of a variety of student programs and services including: orientation, alcohol/substance abuse prevention, student research and needs assessments, mentoring, student volunteerism, the National Student Exchange, and judicial affairs. The Dean of Students is an advocate whose office is the starting point for student complaints and grievances. In addition, the Dean works collaboratively with other areas of the university to enhance the overall quality of the student experience.

An earned doctorate and seven years of progressively responsible experience in student affairs administration are required. Candidates must demonstrate a clear commitment to enhancing the relationship between the academic and student affairs sectors to advance student learning; strong analytical and communication skills; a record of fostering and improving the quality of student life in a culturally diverse environment; excellent managerial and organizational skills; and knowledge of assessment tools and methodologies to determine student needs. Experience with information technology and its application to student services is highly desirable.

Send application materials to Dr. Melvin C. Terrill, Vice President for Student Affairs/Public Affairs.

Screening of applicants will continue December 1, 1998 and continue until the positions are filled. Equally qualified applicants should submit an application letter, resume, and the names of three references to the contact person identified for each position at:

Northeastern Illinois University
5500 N. St. Louis Ave.
Chicago, IL 60625-4699

THE UNIVERSITY OF NORTHERN COLORADO

Associate Vice President for Research and Graduate Studies and Dean of the Graduate School

The University of Northern Colorado invites applications and nominations for the position of Associate Vice President for Research and Graduate Studies and Dean of the Graduate School.

The Associate Vice President reports to the Provost and provides academic leadership for all matters related to research and graduate studies including administering the personnel and fiscal matters of the graduate school, directing and evaluating academic program review, and promoting research institutes. The Associate Vice President also serves as an ex officio member of the UNC Research Corporation Board of Directors.

Qualifications: Candidates must possess an earned doctorate have an academic and research record to qualify for a faculty position of rank as a full professor in an academic department in obtaining administrative extramural funded academic administrative experience, and strong communication and interpersonal skills.

Candidates are requested to submit a letter of application, current curriculum vitae and the name, addresses, and phone numbers of five references. Screening will begin December 1, 1998, and continue until the position is filled. Send applications and nominations to:

Dr. Vinnie Scalise, Chair
Search and Screen Committee
Associate Vice President for Research and Graduate Studies and Dean of the Graduate School
Office of Academic Affairs
Carter Hall, Room 4007
University of Northern Colorado
Greeley, CO 80639
Fax # 970-351-1880

The University of Northern Colorado is a Carnegie Doctoral I Institution enrolling 10,500 undergraduate and graduate students in five colleges and is located in Greeley, a community of 70,000 located 56 miles north of Denver.

This position is contingent on funding from the Colorado State Legislature, approval by the Board of Trustees and subject to the policies and regulations of the University of Northern Colorado.

The University is an Affirmative Action Equal Opportunity Employer. Women, minorities, veterans and disabled persons are encouraged to apply.

THE EVERGREEN STATE COLLEGE

Olympia, Washington

Vice President for College Advancement and Executive Director of The Evergreen State College Foundation

College Profile: The Evergreen State College, a progressive public college of arts and sciences, has established a national reputation for leadership in developing innovative interdisciplinary, collaborative and team-taught academic programs. The Vice President for College Advancement reports to the president and has primary responsibility for leading programs in the areas of development; annual fund, deferred giving, grants, corporate and foundation relations; research; alumni and community relations; public relations, publications, advertising; other marketing and college relations functions assigned by the president. The vice president is also the executive director of the college foundation.

Qualifications: Required — Proven leadership and a successful record in fundraising, excellent communication, interpersonal and administrative skills, and a baccalaureate degree. Preferred — Development experience in a college or university, a creative approach to problem solving, multicultural experience or expertise, and an advanced degree.

Application Procedure: Contact the search committee chair, Lee Lambert, for additional information and a complete application packet. Mail materials to The Evergreen State College, Library, 3103, Olympia, WA 98505. E-mail to lambertl@evergreen.edu. Review of applications will begin November 9, 1998.

Committed to equal opportunity and affirmative action, Evergreen is working to build a diverse learning community. Please refer to Evergreen's Web site at www.evergreen.edu for more information about the college.
AFRICANA STUDIES POSITIONS: 1998-1999
The University of Arizona

Political Science/Political Economy: The Africana Studies Program at The University of Arizona invites applications for a tenure-track open rank position in Africana Policy Studies beginning in the fall

The successful candidate must have a Ph.D. degree and have some specializations in the areas of African Politics and Comparative Politics, and have a secondary emphasis on Politics of the Black World with particular reference to the African Diaspora. Applicable research areas and teaching interests will include areas of politics and social science, race/ethnicity, transformation and popular culture, arts and politics, politics, policy, drama, and gender in various dimensions. Send letter of interest, vita, three references, statement of teaching philosophy, and a copy of publication.

Aesthetics and the Arts: The Africana Studies Program at The University of Arizona invites applications for a tenure-track open rank position in African Aesthetics and the Arts. Candidates must have a Ph.D. degree, with a major degree in either Africana Arts or Africana Studies, with a strong emphasis on the history of Africana Arts in the 20th century and on contemporary Africana Arts in film and popular culture. The candidate should have expertise in one or more areas of specialization spanning the history of Africana Arts in the 20th century and on contemporary Africana Arts in film and popular culture. The candidate should have expertise in: African and/or Africana Art and Art History. Send letter of interest, vita, three references, statement of teaching philosophy, and a copy of publication.

For more information, visit Fredonia on the Web at http://www.fredonia.edu/humanresources/jobs/25.htm

FREDONIA State University of New York College at Fredonia
Seeking 25 tenure-track faculty
Join this growing, nationally-ranked university

A comprehensive state university awarding both baccalaureate and master's level degrees in more than 80 programs. Fredonia is a leading member of the State University of New York. We are the only one of America's best colleges on national surveys. Fredonia ranks among the top 10 institutions in the Northeast and Top 100 in the nation. It serves a large residential, growing, undergraduate population of nearly 5,000 students and is committed to cultivating a culturally diverse environment. Fredonia is distinguished by programs in the liberal arts and sciences, in the creative and performing arts, and in selected professional fields. The attractive campus is located in a picturesque Chautauqua County village 60 minutes from Niagara Falls

Accounting
English

Art–Graphic Design
History/Social Studies

Biology–Molecular
Mathematics

Business–Management Information Systems
Media Arts–Interactive Design

Communication–Public Communication
Music–Director of Bands

Computer Science (2 positions)
Music–Instrumental Music Education

Education–Early Childhood/Special Education
Music–Sound Recording Technology

Education–Early Literacy
Music–Violin

Education–Educational Administration
Political Science

Education–Psychology (2 positions)
Social Work

Psychology–Psychology (2 positions)
Spanish/Women's Studies

SUNY Fredonia is an equal opportunity, affirmative action employer, and actively seeks and encourages nominations of and applications of interest from minorities, females, and persons with disabilities.

Send letter of application, vita, and three letters of reference along with additional material if indicated on website to the departmental contact at SUNY Fredonia, Fredonia, NY 14063. Review of applications begins Nov. 15, 1998.

For more information visit Fredonia on the Web at http://www.fredonia.edu/humanresources/jobs/25.htm

DIRECTOR OF GRANTS AND SPONSORED PROGRAMS

New Jersey City University is a cultural, diverse urban institution located in the gateway New Jersey Metropolitan area and is one of New Jersey's largest comprehensive institutional settings.

The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students. An extensive program in the humanities and sciences provides opportunities for students to further their education.

The Director will be responsible for developing and executing a strategic plan to expand the University's external funding base to support faculty research and curriculum development, and community initiatives. This person will work closely with the appropriate University administrators to develop strategies to expand the University's external funding base.

The Director will report to the Vice President for Academic Affairs.

The Director is expected to have a record of excellence as an effective leader with a broad and varied background. Critical to the success of this position is a commitment to the University's mission and an understanding of the complexities of the higher education environment.

The Director must have demonstrated success in fundraising and the ability to attract and retain the necessary resources to support the University's mission.

New Jersey City University is an Equal Opportunity/Affirmative Action Employer.

DIRECTOR PERFORMING ARTS

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn campus and featuring 90 neighborhood learning sites, C.O.D.'s "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

We are seeking a full-time Director, Performing Arts in our Liberal Arts Division, to be responsible for all phases of live performing arts including College productions and presentations. Position begins March 1999.

QUALIFICATIONS: Master's Degree in a related field with current arts administration experience or an equivalent combination of education and experience. Arts administration experience includes knowledge of artistic and professional trends, grantsmanship, supervision and evaluation of personnel, and contract negotiations and management. Excellent inter-personal skills and computer literacy is also required.

Starting salaries normally range from $54,761 to $62,847 but are dependent on education and experience. This 12-month assignment, College of DuPage offers a generous benefits package. To apply, please call, write or e-mail for an application packet. Screening for this position begins December 1, 1998. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible. To

College of DuPage
630-942-2800, x6330
Office of Human Resources
Attn: Administrative Recruiting
College of DuPage
425 22nd Street
Glen Ellyn, IL 60137
cduhrwes@cdnet.cod.edu
www.duELCOME.EDU

For more information visit College of DuPage on the Web at http://www.duELCOME.EDU
The University of Kansas
Lawrence, KS

Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the cultural opportunities of a major university.

College of Liberal Arts and Sciences

Biological Sciences-Molecular Biosciences-Chairperson (open rank); Two Assistant Professor positions: cellular neurobiology and microbial pathogenesis; one Assistant/Associate Professor in structural biology; Ecology and Evolutionary Biology-One Assistant Professor position in plant ecology and one Assistant/Associate Professor in some area of fungal biology.

Chemistry-Two positions. Adams Distinguished Professor in bioanalytical chemistry and one Assistant Professor in physical chemistry.

Communication Studies-Two positions. Asst./Assoc. Professor in organizational communication (with technology emphasis): Assistant Professor in interpersonal communication.

Economics-Two Oswald Scholar Assistant Professorships: macro economics and econometrics.

French and Italian-Assistant Professor in French language pedagogy and coordinator of elementary/intermediate language courses.

Germanic Languages & Literatures-Assistant Professor in German language pedagogy.

Government-Political Science-Assistant Professor in U.S. politics.

History-Assistant Professor in pre-modern Japan.

Human Development and Family Life-Two Assistant Professors developmental psychology and early childhood education.

Mathematics-Assistant Professor in dynamical systems.

Philosophy-Two Asst. Professor positions, epistemology and metaphysics.

Physics and Astronomy-Two Assistant Professor positions: condensed matter and atmospheric physics (remote sensing).

Psychology-Assistant Professor in clinical health.

Clinical Child Psychology-Assistant Professor in clinical child psychology.

Theatre & Film-Two Assistant Professor positions. Latin American and film production.

Women's Studies-Program Director at Associate/Full Professor level.

For the above positions: Start date is August, 1999. Candidates should have the Ph.D., other appropriate terminal degree, or the equivalent in hand at the time of appointment. In searches for assistant professors, exceptional candidates at higher ranks may in some cases be considered. Candidates should present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, contact the department of interest (KU Directory Assistance (785) 864-5000), or Assistant Dean Erinn Spindiglozzi, The College of Liberal Arts and Sciences, 200 Strong Hall, The University of Kansas, Lawrence, Kansas 66045. FAX. (785) 864-5331 or Email: erinn@cls.main.clas.ukans.edu. CLAS Website: www.clas.ukans.edu.

School of Business


School of Education

Chairperson, Special Education-Associate or Full Professor. Beginning August 1, 1999. Required: Doctorate in special education or related field. Review of applications begins: December 1, 1998.


Teaching and Leadership-Assistant Professor, Science Education. Position contingent on funding from National Science Foundation grant, beginning March 1999, or as soon as possible thereafter. Required: Earned doctorate in education or sciences with strong academic background in science and science education. Review of applications begins: December 1, 1998.

For complete position descriptions, visit www.soee.ukans.edu or contact Asst. to the Dean, Alisa B. Bhanam at (785) 864-6512 or abranham@ukans.edu.

School of Engineering

Chemical Engineering-Assistant Professor with preferred research specialization in: catalysis/surface science; materials; computational chemical engineering including process design; and bio-related engineering. Contact: Don Green. Review of applications begins: January 11, 1999.


Electrical Engineering and Computer Science-Two positions. Asst./Assoc. Professor in electrical engineering or computer engineering. Expertise in remote sensing systems and applications with emphasis on optical and IR, or in practical electronic hardware design and implementation of digital systems and networking hardware. Contact: Glenn Prescott. Review of applications begins: January 18, 1999.


The above contact persons can be reached at the School of Engineering, (785) 864-3881. Start date is August, 1999. Detailed position announcements are available through www.chge.ukans.edu fac_jobs.htm.

The University of Kansas is an Equal Opportunity: Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status.

Visit the University of Kansas Website: www.ukans.edu
Visit the Equal Opportunity Office Website: www.ukans.edu/equalop
University of Illinois
at Urbana-Champaign

POSITION ANNOUNCEMENT

RANK AND TITLE:
Assistant Dean, Professional Development, College of Agricultural, Consumer, and Environmental Sciences (ACES) - University of Illinois at Urbana-Champaign (UIUC)

COLLEGE DESCRIPTION:
The College of Agricultural, Consumer and Environmental Sciences includes seven departments which offer undergraduate and graduate programs, the University of Illinois Extension Service, and the Illinois Agricultural Experiment Station. The College has approximately 250 faculty on the Urbana-Champaign Campus, plus approximately 300 faculty and professional staff located throughout Illinois in various locations of Illinois Extension and the Agricultural Experiment Station. More than 2,000 undergraduate and 500 graduate students are enrolled in the College.

The Assistant Dean, Professional Development, is a 100% full-time position to provide leadership in professional development for faculty, academic professionals, staff, graduate students, paraprofessionals and volunteers in the various programs of the College. The Assistant Dean has responsibility across the entire College for interdisciplinary coordination of professional development and reports directly to the Associate Dean for Academic Programs. The Assistant Dean works closely with the Associate Deans for Extension and Outreach and for Research, the AssistantDean and Department Heads of the College, and the Regional Directors of Extension. A tenured faculty position in an academic unit of the College of ACES may be available based on experience, background and mutual interest.

QUALIFICATIONS:
Doctoral degree preferred, or a master’s degree with at least 5 years experience, and demonstrated excellence in human resource development, education, or related field. Desired qualifications include a record of administrative or leadership experience programs and an understanding of the broad mission of a land grant university.

MAJOR RESPONSIBILITIES:
- Design and implement a comprehensive professional development program for faculty, academic professionals, staff, graduate students, paraprofessionals, and volunteers, including:
  - needs assessment
  - new Extension personnel orientation
  - offering professional education opportunities for ACES faculty, and staff workshops that address teaching and learning
  - coordinating with others within UIUC and beyond
- Initiate and maintain policies, procedures and resources for professional development
- Seek external funding for professional development programs

SALARY: Competitive and commensurate with experience

DATE AVAILABLE: As soon as possible after February 1, 1998

APPLICATION DEADLINE: In order to ensure full consideration, applications must be received by November 30, 1997.

NOMINATIONS AND APPLICATIONS:
Applications should include a letter of application, curriculum vitae, and the names, mail and e-mail addresses of three references. Nominations and applications should be sent to:

Search Committee for Assistant Dean for Professional Development
do R. Kirby Barrick, Associate Dean
College of Agricultural, Consumer and Environmental Sciences
122 Mumford Hall
1301 West Gregorie Drive
Urbana, IL 61801
Telephone: 217-333-0460
Telefax: 217-244-2911
E-mail: kbarrick@uiuc.edu

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Purdue University

Director, Diversity Resource Office

Purdue University invites nominations and applications for the position of Director, Diversity Resource Office

Responsibilities:
Reporting to the Vice President for Human Relations, the Director will be responsible for leadership in improving the University climate for individuals from racial and ethnic groups that have been historically excluded and under-represented in institutions of higher learning. Under-represented Groups. The Director will provide advocacy and support for members of these groups by initiating, developing, and administering programs and services that address the needs and concerns of all members of Under-represented Groups at Purdue University. In cooperation with other University offices and community organizations, the Director will:

- help create a campus environment that encourages and values the full participation of individuals from Under-represented Groups;
- help create a campus environment that supports and values the full participation of individuals from Under-represented Groups;
- make policy and program recommendations to the President of Purdue University; and
each member of Under-represented Groups;
- make policy and program recommendations to the President of Purdue University; and
- make policy and program recommendations to the President of Purdue University.

Qualifications:
- Extensive knowledge of, and demonstrated success in, the development and administration of programs which address concerns of racial and ethnic groups;
- Experience in a university setting, ability to work with faculty, staff, and students in an academic setting;
- Leadership ability to build and maintain a strong, diverse, and community-wide support for the Diversity Resource Office;
- Ability to collaborate with other offices and individuals in a wide range of professional and personal development programs and work towards solving, and effective, and written communication required;
- Experience working with community outreach and public relations.

Purdue University

Purdue University is Indiana's Land Grant University, and one of the nation's leading institutions of higher education and research. Purdue University at West Lafayette enrolls approximately 36,000 students in its 10 schools and more than 700 graduate programs, and employs approximately 2,000 faculty. The University is committed to increasing diversity throughout the campus and in its academic programs. Purdue is located in historic, Tippecanoe County, home to a broad base of high-technology and agriculture-related businesses. Purdue is an equal opportunity/affirmative action employer.

Nominations/Applications:
Please submit nominations and applications with the names of three professional references to:

Deborah D. Lewis
Human Resources Specialist
Personnel Services
Purdue University
1176 Frechauer Hall
West Lafayette, IN 47907
(765) 494-0834
FAX (765) 494-6138

The Search Committee will review applications beginning November 1, 1997, and applications will continue to be accepted until the position is filled.

Purdue University is an Equal Opportunity/Affirmative Action Employer.
Western Nebraska Community College is accepting applications for the reopened position of Diversity Programs and Services Director.

**Responsibilities:** Development, implementation, and administration of institutional diversity program that includes recruitment, advising, and retention of multiracial and multicultural students, act as institutional representative to various community and area groups, assist in recruitment and training of staff, and coordination of activities with internal college departments and outside agencies.

**Qualifications:** Five years of increasingly responsible experience in educational administration, diversity/affirmative action programs, student services, or related field, including two years of administrative and supervisory responsibility, and a Master's degree in a related field or any equivalent combination of education and experience that provide the required knowledge, skills, and abilities to perform the duties will be considered.

**Salary:** Commensurate. **Start Date:** Immediate. **Application Deadline:** November 6, 1998. **Application Procedure:** Send letter of application, current resume, credentials and/or academic transcripts and three letters of reference to:

**Human Resources Director**
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361-1899

**EEO/Affirmative Action Employer**

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**Administrative Opening**

A member of the California community college system, Napa Valley College is dedicated to excellence in education. The college serves more than 10,000 full- and part-time students in credit, non-credit, and community services day and evening programs. Situated on a beautiful 180-acre campus in the heart of California's wine country, Napa Valley College is located 50 miles northeast of San Francisco. The college is seeking qualified applicants for the following administrative position.

**Executive Director, Napa Valley College Foundation**

Develop and implement, fund raising programs and strategies to acquire community and private sector support and resources for the college foundation and college programs and services. Provide leadership and direction for corporate, foundation, and individual giving activities. Requires bachelor's degree, 3 yrs part-time fund raising exp, Full-time $52,000-$56,000/yr. Excellent fringe benefits. For application packet contact:

**Office of Human Resources**
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 (voice mail)

**Filing Deadline:** Friday, January 8, 1999


Napa Valley College, an Equal Employment Opportunity/Affirmative Action Employer, maintains a drug-free workplace and requires that employees abide by that policy.

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**Faculty Positions**

Founded in 1888, Wheelock College is an urban-based higher education institution whose mission is to improve the quality of life for children and families by preparing its students in social service and professional education; contributing to the knowledge of experienced professionals in the field; and influencing the development of social policy as it impacts children and families. Graduate School programs in education, leadership, health care and human service emphasize the interaction of theory and practice and the successful application of knowledge in the professional domain. The College has a national reputation in the field of early childhood education and brings a service perspective to its training of professionals. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

All positions are tenure-track faculty positions. Summer employment is possible for all positions.

**Early Childhood Education and Elementary Education (2 Positions)**

Responsibilities include teaching courses in early childhood and/or elementary education on campus and/or off-campus sites, supervising the student teaching experience, advising graduate students, and serving on curriculum renewal and program development in collaboration with an extensive network of professionals. Requirements include an earned doctorate in education and sustaining teaching experience in these fields and/or elementary level. Experience in literacy and/or science education as well as previous college teaching experience preferred.

**Teaching Students with Special Needs (2 Positions)**

Responsibilities include both teaching (courses in the impact of special needs, curriculum, research, program administration, assisting in curriculum renewal, and program development in collaboration with an extensive network of public and private professional development sites, and advising graduate students. Requirements include an earned doctorate in special needs or related field, successful college teaching experience, and evidence of scholarship in an area of special needs. Previous K-12 teaching preferred.

Please send: 1) cover letter, 2) curriculum vitae, 3) statement of professional experiences and suitability for the position, and 4) three references that may be contacted to: Ms. Linda Barnes, Wheelock College, 200 The Riverwalk, Boston, MA 02215.

Wheelock College is an Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer.

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**Assistant Director of Residence Life**

The Office of Residence Life is recruiting a staff member to assist in the overall administration of a 600 bed residence hall; work with Campus Services and Security to provide a safe, secure and sanitary residence; respond to emergencies; mediate conflicts; community development; implement visitation and disciplinary policies; represent Residence Office on Hunter Brookdale Residence Student Council; inventory rooms, assess damage fees, maintain database of furniture and keys; coordinate check-in/checkout and room change; on call coverage; duties as assigned.

Master's degree preferred in academic or appropriate professional field (Student personnel administration, Higher Education, Counseling); 2-5 years experience in residence life, student services, human services; strong interpersonal and communication skills, a working knowledge of Microsoft Word and Word Perfect.

**Salary Range:** $24,804-54,516 (Commensurate with experience), plus 1 bedroom apartment.

Resume should be sent by November 20, 1998 to: Pamela Burthwright, Director of Residence Life, Hunter College, 425 East 25th Street, Box 964 (Attention Job Search), New York, NY 10010.

An Equal Opportunity/Affirmative Action/ADA Employer.
Dean of Natural & Social Sciences

Wheaton College seeks to appoint two new deans who, with the Dean of the Conservatory and Fine Arts, will be responsible to the Provost for administrative leadership of Wheaton College's undergraduate and graduate academic programs.

The Dean of the Natural and Social Sciences will oversee the traditional natural and social science disciplines, including graduate programs in Education (M.A.T.) and Clinical Psychology (M.A. and Psy.D.: APA accredited).

The Dean of the Humanities and Theological Studies will oversee the traditional humanities, theological, and ministry disciplines, including graduate programs in Biblical and Theological Studies, Educational Ministries and Evangelism, and Missions and Intercultural Studies.

Wheaton College seeks inquiries from and nominations of candidates who were trained in one of the divisional disciplines and who, ideally, are accomplished as teachers, scholars, and administrators. Persons interested in either position should send a complete vita with a cover letter summarizing their qualifications and commitment to Christian higher education to

Director of Human Resources
Wheaton College
501 College Avenue
Wheaton, IL 60187-5593

Suitable candidates will be asked to complete a more extensive application process.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.

DIRECTOR OF CO-CURRICULAR LIFE

Drew seeks dynamic, creative Student Life professional to build program combining residential living and student activities areas into innovative, seamless living-learning experience. Director will work with faculty, students and student life staff to develop academic and leadership programs outside the classroom which will foster experiential learning throughout university life. Position includes supervision of residence life and student activities staff; budget oversight for department and student clubs; coordination of leadership training curriculum, new student orientation and multicultural awareness initiatives; oversight of student clubs and organizations. Requirements: MA plus 3-5 years of experience in student services. Drew is a small, independent, highly selective university located in Madison, NJ, less than an hour from New York. Send cover letter, resume and references to: Human Resources Director, Drew University, 36 Madison Avenue, Madison, NJ 07940. EOEM/AA

WESTERN NEBRASKA COMMUNITY COLLEGE

Dean of Student Services

Western Nebraska Community College is accepting applications for the position of Dean of Student Services. The College is located in Scottsbluff, NE. Applications are being accepted until the position is filled. Qualifications: Master's Degree in Student Services. Experience in staff and faculty development, program evaluation, and administrative responsibilities. Successful candidates will possess excellent interpersonal and communication skills, knowledge of educational policies and practices, and the ability to work collaboratively with others. Interested individuals should submit a letter of application, curriculum vitae, and three letters of reference to Human Resources Office, Western Nebraska Community College, Scottsbluff, NE 69361-1899. Only complete applications will be considered.

Tenure-Track Faculty Position in Physics

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained physical for a tenure-track position beginning August 1, 1999. The successful candidate will teach general courses and one or more undergraduate courses of interest to liberal arts and science majors. Students. The ability to work closely with students on a daily basis, to supervise individual student projects and to design interdisciplinary courses is essential. Outstanding teachers in all areas of specialization will be considered. Sarah Lawrence College is located 15 miles north of New York City. Please send resume, copy of undergraduate and/or graduate transcripts, three letters of recommendation (at least one addressing candidate's teaching strengths), and a statement of teaching interests to: Dr. Daniel King, Chair, Physics Search, Sarah Lawrence College, Bronxville, NY 10708. Deadline for receipt is December 14, 1998. An equal opportunity employer. Sarah Lawrence College encourages applications from minorities and women.
ASSISTANT PROFESSOR IN PSYCHOLOGY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in Psychology. The Newark Campus, an extended campus of The Ohio State University system, is located about 30 miles east of the central Columbus campus.

Duties: Maintain a strong research program involving undergraduates; teach introductory psychology and statistics as well as courses in the candidate’s domain of expertise that meet undergraduate curriculum requirements and departmental needs; interact with psychology faculty members on the Columbus campus and participate in departmental and university-wide service activities as encouraged.

Qualifications: Area of specialization open, although a Developmental Psychologist, with a specialization in Child and Adolescence is preferred. Candidate should be committed to and competent in undergraduate education and have strong research credentials, including a record of significant theoretical-empirical research.

Salary: Competitive with a comprehensive benefits package.

Terms: Full-time, 9 month tenure-track position with a starting date of September 1999.

Application Procedure: To assure consideration send a curriculum vitae, three letters of reference, three representative reprints and a personal statement describing teaching, research, and service to:

OSU-Newark, Human Resources, Search #98-29,
1179 University Drive, Newark, Ohio 43055,
by January 5, 1999.

OSU is an Equal Opportunity/Affirmative Action Employer.

THE OHIO STATE UNIVERSITY

Southern Connecticut State University

Department of Economics and Finance

Associate/Assistant Professor of Finance

The Provost and Dean of Southern Connecticut State University invites applications for the position of Associate or Assistant Professor of Finance. Areas of teaching interest should include investments, portfolio management, venture capital, and entrepreneurial finance. Additional teaching is also anticipated in corporate finance and actuarial markets. A Ph.D. in Finance is required. The MBA teaching is available.

QUALIFICATIONS: Ph.D. in Finance required. Salary will be competitive. Beginning date is negotiable. Applications should be postmarked by March 1, 1999.

The University: Located in the heart of the state, Southern Connecticut State University offers a comprehensive curriculum in the liberal arts and sciences, arts and humanities, education, business, sciences, health professions, and the arts.

Qualifications: A Ph.D. in Finance is required. Salary will be competitive.

The Process: Review of applications will begin on March 1, 1999 and will continue until the position is filled. Applications should include a cover letter, and a curriculum vitae. A Ph.D. in Finance is required. A Ph.D. in Finance is required.

Fax: 203-568-5288

UDS College of Law-Newark

DEAN

SCHOOL OF LAW-NEWARK

Rutgers University in New Jersey invites applications and nominations for the position of Dean of the School of Law-Newark. The School of Law-Newark is the law school of Rutgers University, the State University of New Jersey, located in Newark, New Jersey. The School of Law-Newark offers a wide range of courses in the law school curriculum, and is one of the largest law schools in the country.

Qualifications: A Ph.D. in Finance is required. Salary will be competitive.

The Process: Review of applications will begin on March 1, 1999 and will continue until the position is filled. Applications should include a cover letter, and a curriculum vitae.

Fax: 203-568-5288

 UD College of Law-Newark

Newark, New Jersey 07102

Fax: 203-568-5288

to Aflirmative Action/Equal Opportunity Employer
Tenure-Track Position in Computer Science
Sarah Lawrence College, a liberal arts college dedicated to teaching students in small classes and seeking to fill a tenure track position in Computer Science beginning August 1, 1999. Applicable areas of specialization include theory of languages, artificial intelligence, human-computer interaction, graphics and simulation modeling. Candidates should have a Ph.D. in Computer Science. The position is a full-time position. Send cover letter, resume, and the names and addresses of three references to the address below. Sarah Lawrence College encourages applications from minorities and women.

University of Maryland School of Social Work:
Applications are now being accepted for four ten-month tenure track faculty positions, at junior and senior levels, at the University of Maryland School of Social Work. This School is located in downtown Baltimore on a Health and Human Services Professions campus with a three-week Novice Education, Research and Community Service. The only MSW-granting institution in Maryland, we are a large, nationally ranked School, rich in promise and opportunity, with a research focused Ph.D.

Candidates for these four openings should have a Ph.D. / DSW, or ABD, in social work or a closely related field, and have a minimum of two years post-MSW practice experience. Scholarly promise or achievement, eligibility for a Maryland social work license, and an ability to teach courses in foundation, advanced, and a field of specialization. Specific areas include:
- Human Services
- Social Services Administration
- Mental Health
- Families & Children

Specialization expertise may include either a management or clinical emphasis.

Two positions are to provide leadership in further developing the School of Social Work's program in human services and in the advancement of social welfare practice.
- Clinical Practice: Applicants must have experience and education in Program Management, Social Work Administration, and Personnel Management.
- Community Organization: Applicants must have experience and education in Community Organization.

Qualified applicants will be given an interview opening in Research and Human Behavior & Social Environment.

Rank is open and salary is competitive and commensurate with qualifications and experience. For best consideration, submit application by December 1999. Search will continue until positions are filled. Applications are to be submitted to the Chair, Search Committee, University of Maryland, Baltimore, Maryland 21201-1777.

ASSISTANT DIRECTOR
Bergen Community College, Sidney Silverman Library

Department of Human Resources

400 Paramus Road
Paramus, NJ 07652
A/AEOE
The Search Committee will begin reviewing applications after November 16, 1998.

PRESIDENT
Alamance Community College

Applications and nominations are invited for the presidency of Alamance Community College. Graham, NC. The College is located in the Central Piedmont Crescent region between the Triad and Research Triangle, and serves approximately 18,000 students per year with a total annual budget of $16,000,000. ACC is part of the North Carolina Community College System which serves 800,000 students per year.

Screening of applications will begin November 1, 1998. Applicant must present an application form and an original listing of information and qualifications through the sources below. Applicants must include a proven record of leadership and a commitment to the mission of a comprehensive community college, and an earned doctorate from a regionally accredited university. All positions at ACC require drug screening and public records screening.

ACC is an equal opportunity / affirmative action employer: women and minorities are encouraged to apply.

Contact:
The Presidential Screening Committee of President's Office
Alamance Community College
P.O. Box 8009
Graham, NC 27253-8009
Phone (336) 578-2002, Ext. 4100
Fax (336) 578-8090
E-Mail McCarver@alamance.cc.nc.us
http://www.alamance.cc.nc.us

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Moravian College invites applications for the following tenure-track positions to begin August 1999. Complete applications should be sent to the appropriate chair, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650.

ECONOMICS AND BUSINESS
This position is at the Assistant or Associate Professor level. The primary teaching responsibilities are in human resource management at both the undergraduate and MBA levels. Secondary teaching fields might include organizational behavior, business law, or management theory, strategy, or other management specialties depending on the successful candidate's background. Faculty are also expected to maintain an active professional development program and to participate actively in the College's life. A completed Ph.D. by September 1, 1999 is required. Complete applications will be considered beginning January 15, 1999 until an appointment is made.

BIOLOGY
This position is at the Assistant Professor level. Applicants must have a Ph.D., some teaching experience, and a commitment to undergraduate education. Candidate should be a broad-based biologist with a strong background in molecular biology. Teaching assignments will include biochemistry and molecular biology, and may also include developmental biology, microbiology, immunology, or other areas relevant to modern biology. It is expected that faculty be responsible for academic and career advising, as well as professional development appropriate for an undergraduate college. Applications received by December 15, 1998 will be assured of full consideration. Please send letter of application, curriculum vitae, statements of teaching and research philosophy, and 3 letters of reference to Dr. Donald Hosier, Chair.

MUSIC EDUCATION SEARCH EXTENDED
This position is at the Assistant or Associate Professor level. Duties include teaching undergraduate courses in secondary and elementary music education and other courses based on interests, abilities, and departmental need (i.e., world music and interdisciplinary studies). Supervising student teachers, serving as program coordinator, advising students, writing articles, and securing grants. Qualified candidates must have a record of successful teaching in general, choral, or instrumental music in K-12 public schools and strengths as a musician and a teacher. Doctorate required for tenure. Deadline for applications is February 15, 1999. Submit letter of application, curriculum vitae, and 3 letters of recommendation to Professor James E. Barnes, Chair, Music Education Search Committee.

Moravian College is an equal opportunity employer. Women and minorities are encouraged to apply.
ACADEMIC SUPPORT POSITIONS

The Department of Academic Support at the University of Pennsylvania, Division of University Life, is seeking dynamic, qualified candidates to fill the following two positions:

**Associate Director for Educational Opportunity Center (EOC) and Talent Search**

Responsible for providing leadership and effective management of educational programs designed to enable a wide range of students to pursue postsecondary education. The Associate Director serves as Project Director for two federal programs: Educational Opportunity Center (EOC) and Talent Search middle/high school. As grant administrator, the Associate Director is responsible for ensuring full compliance with federal and University regulations, policies, and procedures. This position is grant-funded.

Qualifications: Must have a degree in education, administration, liberal arts or related field, preferred. Doctorate preferred; at least five years administrative and supervisory experience required; preferably in higher education; strong organizational, managerial, budgetary and leadership skills; experience in grants administration, particularly in TRIO programs, preferred; demonstrated excellence in curriculum development; extensive experience with issues of urban, low-income, and first-generation students; ability to interact with all constituencies within the University and the local community, including students, faculty, alumni, parents, etc.

**Associate Director for PENN CAP**

Responsible for overseeing the design and implementation of innovative comprehensive advising services for approximately 500 targeted students in need of academic support. The Associate Director serves as the Project Director for the federally funded (TRIO) Student Support services and the state funded ACT 101 grant projects. The Associate Director is also responsible for monitoring the accomplishment of program objectives and the retention of Program students ensuring exemplary performance. This position is partially grant-funded.

Qualifications: Master's degree in a liberal arts, education or counseling field required, with at least five years of administrative experience preferably in higher education; doctorate preferred; experience with externally funded federal or state academic support programs (particular the TRIO) and/or ACT 101 programs; highly desirable, strong organizational, managerial, budgetary and supervision skills necessary to lead a complex organization; strong interpersonal, written and electronic communications skills, must be self-motivated and highly motivated, demonstrated commitment to diversity.


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Wheaton College

Faculties Positions

The following positions are available beginning August 1999.

- **Biology:** Assistant Professor tenure-track; experience in field biology or terrestrial ecology.
- **Conservatory:** Assistant/Associate Professor of Voice tenure-track; studio/class voice, vocal literature/pedagogy; soprano/tenor.
- **English:** Assistant Professor tenure-track; concentration in 19th & 20th Century American Literature; expository writing. Visiting Instructor/Assistant Professor: two positions—one concentration in American literature and one in classical literature.
- **Foreign Languages:** Visiting Assistant Professor of Spanish; native or near-native fluency in Spanish.
- **Mathematics/Computer Science:** Assistant or Associate Professor tenure-track in computer sciences.
- **Psychology:** Assistant Professor tenure-track; concentration in cognitive psychology.

Send letter of interest and curriculum vita to:

Office of the Provost
Wheaton College
501 College Avenue
Wheaton, IL 60187-5593

Application deadline for most positions is December 15, 1998.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.
Faculty Positions—Spring 1999
Fashion Institute of Technology®-SUNY
Seventh Avenue at 27 Street, New York City 10001-5992
Application deadline: November 20, 1998

F.I.T., an internationally known leader in career education, is a college of art and design and business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., B.F.A., B.S., and M.A. degrees.

Division of Art & Design

FULL-TIME FACULTY POSITION

Fashion Design-Art Department seeks professional fashion designer with strong illustration skills including fashion and sport, with a minimum of six years professional experience in the women's wear market. College-level teaching experience and BEA preferred. Submit resume, letter of intent and two or three pages of current work to Linda Tan, Fashion Design-Art Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Illustration Department seeks a professional fashion designer with a minimum of five years industry experience, including computer software programs such as Photoshop. Submit resume, letter of intent and portfolio to Linda Tan, F.I.T. Art Department Chair, 27 Street, Room D-811, New York City 10001-5992.

Photography Department seeks an established photographer with a minimum of five years published work to assist in advertising and editorial photography. Submit portfolio to Karen Moore, Photography Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

PART-TIME FACULTY POSITIONS

Minimum of five years professional experience required, college-level teaching experience and BEA preferred.

Apparel Design: Footwear; Handbags, Socks

Advertising Design: Graphic Design, Packaging Design

Display & Exhibit Design: Graphic Design, Computer Graphics

Jewelry Design: Design Studio, Gemology

Interior Design: Design Studio, Furniture Design

Textile Surface Design: Hand and Computer Design, Textiles

To apply: Send letter of application, resume, and names and phone numbers of three professional references to the Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Division of Liberal Arts

FULL-TIME FACULTY POSITION

Foreign Languages Department/Spanish seeks an instructor with a minimum of five years college-level experience teaching the Spanish language. Submit resume, letter of intent and two or three pages of current work to Karen Moore, Spanish Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

History of Art Department seeks an historian. Submit appropriate graduate credits in Spanish including a masters degree or A.B. required, letter of intent and two or three pages of current work to Karen Moore, Spanish Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

PART-TIME FACULTY POSITION

Submit appropriate graduate credits in Spanish including a masters degree or A.B. required, letter of intent and two or three pages of current work to Karen Moore, Spanish Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Division of Graduate Studies

FULL-TIME FACULTY POSITIONS

Cosmetics & Fragrance Marketing and Management seeks instructor in a new major of professional studies program aimed at meeting the needs of the business and fragrance industries. Submit resume, letter of intent and names and phone numbers of three professional references to: Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Gallery and Retail Administration seeks an instructor in a major of professional studies program. Submit resume, letter of intent and names and phone numbers of three professional references to: Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

To apply: Send letter of application, resume, and names and phone numbers of three professional references to the Department Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Division of Business & Technology

FULL-TIME FACULTY POSITION

Advertising & Marketing Communications Department seeks an instructor in a major of ten years industry experience in the marketing communications industries, including direct marketing, public relations, sales promotion, media management. Bachelor's degree required, college-level teaching experience preferred. Submit resume, letter of intent and three professional references to: Barry Garmatter, Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

Manufacturing Management Department seeks an instructor in a major of ten years manufacturing experience in the apparel industry. Submit resume, letter of intent and names and phone numbers of three professional references to: Barry Garmatter, Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.

To apply: Send letter of application, resume, and names and phone numbers of three professional references to: Barry Garmatter, Chair, F.I.T., Seventh Avenue at 27 Street, Room D-811, New York City 10001-5992.
William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a close relationship with the campus and the community. The Library is a hub of activities, learning and research, and a center for faculty and students. The University offers a diverse range of undergraduate and graduate programs in various fields, including liberal arts, sciences, business, education, and the arts. William Paterson University is situated on a 350-acre wooded campus in Hackensack, New Jersey, 20 miles from New York City.

Nominations and applications are invited from qualified individuals who are committed to providing leadership and guiding the institution into the next century for three administrative positions: Dean of the College of Humanities and Social Sciences, Associate Dean of Enrollment Management, and Director of Instruction and Research Technology.

DEAN, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

The Dean is the chief academic, fiscal, and administrative officer of the College and reports directly to the Provost and Executive Vice President. The Dean oversees undergraduate and graduate degree programs and is responsible for the overall management of the College's operations. The Dean is also responsible for the College's budget, planning, and evaluation of programs and initiatives.

ASSOCIATE DEAN OF ENROLLMENT MANAGEMENT

The Assistant Provost and Dean of Student Development is responsible for the development and implementation of a comprehensive enrollment management plan that will involve all sectors of the University in the process of attracting, enrolling, and retaining students. The Associate Dean plays a key role in these efforts, working closely with the Provost, Vice President for Academic Affairs, and other administrators to ensure the success of the enrollment management strategy.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY

The Director of Instruction and Research Technology provides vision, leadership, and management in support of the use of information technology in teaching and research. The Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities, training programs for faculty, oversight of institutional resources, and coordination of related grant proposals and other documents. The Director is responsible for the development and implementation of the University's information technology strategy, ensuring that the needs of the academic community are met.

Requirements for these positions include a minimum of three years of administrative experience in higher education, a leadership style, and strong interpersonal skills. The successful candidate will possess strong analytical skills and the ability to work collaboratively with faculty, staff, and external partners.

ASSOCIATE DEAN OF ENROLLMENT MANAGEMENT

The Associate Dean of Enrollment Management is responsible for the planning, implementation, and evaluation of enrollment management strategies. This position involves working closely with the Provost, Vice President for Academic Affairs, and other administrators to ensure the success of the enrollment management strategy. The Associate Dean will possess strong analytical skills and the ability to work collaboratively with faculty, staff, and external partners.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY

The Director of Instruction and Research Technology is responsible for the planning, implementation, and evaluation of instructional and research technologies. This position involves working closely with the Provost, Vice President for Academic Affairs, and other administrators to ensure the success of the instructional and research technology strategy. The Director will possess strong analytical skills and the ability to work collaboratively with faculty, staff, and external partners.

ASSOCIATE DEAN OF ENROLLMENT MANAGEMENT

The Associate Dean of Enrollment Management is responsible for the planning, implementation, and evaluation of enrollment management strategies. This position involves working closely with the Provost, Vice President for Academic Affairs, and other administrators to ensure the success of the enrollment management strategy. The Associate Dean will possess strong analytical skills and the ability to work collaboratively with faculty, staff, and external partners.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY

The Director of Instruction and Research Technology is responsible for the planning, implementation, and evaluation of instructional and research technologies. This position involves working closely with the Provost, Vice President for Academic Affairs, and other administrators to ensure the success of the instructional and research technology strategy. The Director will possess strong analytical skills and the ability to work collaboratively with faculty, staff, and external partners.
DEAN
COLLEGE OF EDUCATION

The Ohio State University invites nominations and applications for the position of Dean of the College of Education. The Dean is the chief administrative and budgetary officer of the College and reports directly to the Senior Vice President and Provost. The College has approximately 135 regular faculty members in three schools. There are also several interdisciplinary centers associated with the College. In addition to instrumental programs on the Columbus Campus, the College has teacher education programs on the four regional campuses of the University.

The College of Education is an innovator in community-school and university partnerships, teacher education reform, urban education, and educational policy studies. Peer institutions and professional organizations recognize the College’s standards of excellence, and its graduate programs have been among the top ten of the U.S. News and World Report surveys for the past five years. The Ohio State University is a major research institution and the flagship university of the state’s higher education system. It is located in the state capital, Columbus, a growing, but highly affordable metropolitan area of about 1,500,000 people. Columbus has been ranked as one of the country’s best places to live and work.

The new Dean must have an excellent vision for the future, a strong commitment to scholarship and research, outstanding leadership skills and a drive to move the College forward. Qualifications for the position include a distinguished record in research, teaching, and service; demonstrated excellence in leadership and administration; and a clear record of effective commitment to and support of cultural and ethnic diversity. Candidates should provide evidence of strong abilities to relate to and work effectively and collaboratively with the faculty of the College, the University administration, and other constituent groups both within and outside the University. Candidates should be qualified for appointment as Professor in one of the units of the College.

The position will be available July 1, 1999. Salary and other considerations will be consistent with the commitment of The Ohio State University to recruit the best qualified individual. To assure full consideration, applications and nominations should be received by November 30, 1998. The Search Committee will begin screening dossiers on that date and will continue to review applications until the Dean is selected. Applicants should send a letter, curriculum vitae, and the names and addresses of at least three references to:

Alan G. Goodridge, Chairperson
Search Committee for College of Education Dean
105 Biological Sciences Building
484 West 12th Avenue
Columbus, OH 43210-1292

UIC
DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE
FACULTY POSITIONS

The EECs Department invites applications for tenure-track faculty at all levels, as well as instructors. A Ph.D. degree in Electrical Engineering, Computer Engineering, or Computer Science or its equivalent is required for tenure-track positions. Outstanding candidates in all areas of EECs will be considered but we are especially interested in the following areas: computer networks, communication systems, wireless systems, multimedia systems, operating systems, computer system security, hardware/software co-design, MCM, CAD, power electronics, computer architecture, object-oriented design and systems, computer graphics, HCI, collaborative design, intelligent agents, interactive learning environments, VLSI, high-assurance systems, robotics and control systems. All the candidates should have outstanding research and teaching potential.

UIC is a growing research university and the largest institution of higher education in the Chicago area. The EECs Department has 50 faculty members and 500 graduate students, and offers BS, MS, and PhD degrees. The department has an annual research expenditure of over $15 million and a faculty that consists of twelve IEEE or ACM Fellows. The department’s computing resources include over 200 workstations, and over 25,000 square feet of research space, much of it in a new engineering research building. For more information about the department, visit our web page at http://www.eecs.uic.edu.

The UIC campus is located near downtown Chicago, and is close to other research institutions and universities. Chicago offers all the cultural amenities of a major city and a wide range of affordable housing.

For full consideration, send a vita and the names and addresses of at least three references by March 15, 1999 to:

Prof. Jeffrey J. P. Tsai, Search Committee Chair, Department of EECs (MC 154),
851 S. Morgan Street, Room 1120 SEO, Chicago, Illinois 60607-7053.

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

COLUMBIA UNIVERSITY
THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for:

ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS OR PROFESSORS
Tenure and Tenure Track

Applications must be able to teach in one or more of the following areas:

- ADVANCED GENERALIST PRACTICE & PROGRAMMING
- FOUNDATION PRACTICE

Preference will be given to candidates who have experience in one or more of the following: Services at the Workplace; International Social Welfare and Services for Refugees and Immigrants; and, Human Behavior and the Social Environment.

A master's degree in social work is required for all of the above noted appointments. A doctorate in social work, social welfare, or related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Ohio State University Office of Equal Opportunity
Affirmative Action Officer
Qualified women, minorities, Vietnam veterans, and the disabled are encouraged to apply.
MICHIGAN STATE UNIVERSITY
PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of Michigan State University invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute. The Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered, women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and to advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vita, three letters of reference to: William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.

MSU is an AA/EO employer.

LOGISTICS
"Teaching Professor"

The Robert H. Smith School of Business, University of Maryland at College Park, has an opening for a long-term, non-tenure-track faculty member to begin Fall '99. Requirements include Ph.D. in Logistics or related area. The appointment will be as a lecturer with a 1-year renewable contract, subject to performance review. Emphasis will be on high quality teaching, with a teaching load of 3-4 courses per semester. Certain student support and service responsibilities will be expected.

Reply to Curt Grimm, Chair, Search Committee, Robert H. Smith School of Business, University of Maryland, College Park, MD 20742-1815. For full consideration, applications should be received by Nov. 30, 1998. Please send vita, letters of reference and evidence of teaching ability.

For more information about the College, Logisticts department and programs, please consult our Web Site:

www.rhsmith.umd.edu

The University of Maryland is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are strongly encouraged.

CENTRAL MICHIGAN UNIVERSITY
DEAN OF THE COLLEGE OF EDUCATION AND HUMAN SERVICES

CENTRAL MICHIGAN UNIVERSITY is a comprehensive state university with over 800 faculty serving an enrollment of approximately 26,000 students. The institution is nationally recognized for offering one of the most extensive off-campus learning programs in North America. The program serves more than 10,000 off-campus students in North and South America utilizing an additional 1,200 adjunct faculty. The university has eight colleges and offers more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

The college is searching for an outstanding leader with the vision to assist the university's efforts to move into the next century as an exemplary model of a modern, technologically-based institution with a major focus on student learning outcomes. The dean is the chief academic officer of the college and reports directly to the provost. The successful candidate will be expected to provide vision and leadership in the planning and delivery of high quality instructional, research and service programs. The dean is accountable for managing college resources and curricula to achieve the mission of the college and the university. The dean should be outcomes oriented and promote effectiveness and efficiency in the pursuit of college and university goals.

The college includes the departments of Counseling and Special Education, Educational Administration and Community Leadership, Human Environmental Studies, Recreation, Parks & Leisure Services and Teacher Education and Professional Development. The dean serves as the official head of the unit for the university's NCATE accredited teacher preparation programs. The university's Office of Charter Schools also reports to the dean. Instruction in the college is offered through the doctoral level. There are approximately 125 regular and temporary faculty and 1700 undergraduate and 600 graduate students in the college.

Qualifications for the position include an earned doctorate; a record of academic excellence in teaching and scholarly activity sufficient to achieve tenure within a department in the college; a record of outstanding leadership and administrative skills; budgetary planning and fiscal management experience; and a record clearly demonstrating the dean's commitment to participatory decision-making, diversity and affirmative action.

REVIEW OF APPLICATIONS: For the above vacancy begins November 16, 1998 and will continue until the position is filled. The anticipated starting date will be July 1, 1999. Candidates should send a letter of application, resume, statement of their educational and administrative philosophy, and the names, addresses and phone numbers of three to five references. Inquiries, nominations and applications should be forwarded to: Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859 Tel (517) 774-3332 Fax (517) 774-2042.

Chair
Ethnic Studies Department
Humboldt State University

Humboldt State University in Arcata, CA, is seeking applicants for the full-time, tenure track position of Chair, Ethnic Studies Department. The first review of applicant files is 11/30/98, and the anticipated starting date is August, 1999. Please review our announcement at:

http://www.humboldt.edu/~ah/

Ferris State University

Educational Counselors are University College, Ferris State University. Two positions available, one 12-month tenure track (JOB CODE O-12761) and one 1-year temporary (JOB CODE O-18787). Intensive educational and career counseling utilizing various records, tests, and inventories. Recommend student academic denial and probation. Teach SFUS Seminar classes. Must have Masters Degree in Guidance/Counseling, meet Michigan licensure standards. Have knowledge of academic programs and experience in college academic advising. Send letter stating qualifications, copies of transcripts, and resume (including names of three current references) to JOB CODE O-12761, Human Resources Development, Ferris State University, 420 Oak St., Prakken 150, Big Rapids, MI 49307. Phone (616) 392-2150. For more information on Ferris, see our Web page at:

http://www.ferris.edu

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER.
Plattsburgh State University of New York invites applications for Fall 1999 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,500 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada. One hour’s drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special focus for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded mini-grants to provide seed funding for research activities, Reddy Teaching Enhancement Awards, Presidential Research Awards and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, and three letters of recommendation to: Chair, Search Committee (P#—____) c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.

WOMEN & RACIAL MINORITIES ENCOURAGED TO APPLY.

BUSINESS & ECONOMICS

Accounting (P# 2210-808) ASSISTANT PROFESSOR - Qualifications: a doctoral degree (or near completion) in Accounting from an AACSB accredited school. CPA, CMA and other certifications desired. Responsibilities: a commitment to teaching excellence, understanding of and sensitivity to minority and gender issues, ability to publish high-quality research. Primary teaching interest should include Accounting Information Systems.

PROFESSIONAL STUDIES

Counselor Education (P# 2233-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in Counselor Education or closely related field; graduation from a CACREP accredited program, NCC credential, relevant experience in the profession, especially student affairs practice (counseling, teaching, involvement in professional organizations), and evidence of potential for skilled teaching and scholarly activity. Responsibilities: Teach core courses in CACREP accredited student affairs practice, community counseling, and school counseling graduate programs; coordinating the Student Affairs Practice Program, student advisement, program development, committee work, scholarly activity, community service, and possibly teaching an undergraduate course.

EDUCATION

Student Teaching Supervisor (P# 2234-808) ASSISTANT PROFESSOR - Qualifications: Twelve month position with possibility of continuing appointment supervising students of teaching in elementary, secondary and special education. Qualifications: MS degree required, Ph.D. and certification or degree in special education preferred; experience in college-level student teaching supervision, professional credentials in the field of K-12 education and demonstrated expertise and preparation in supervision required. Responsibilities: Assisting the Office of Field Experiences with placements and requires some functional utility with computer based information management systems; student advisement, college and community service.

Educational Technology (P# 2235-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in an appropriate discipline or professional field; experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies; expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software. Responsibilities: Teaching undergraduate and graduate educational technology courses that integrate the elementary, secondary, and special education curriculum; serve as a consultant to Center faculty with respect to integrating educational technology into their resources, including a fully networked electronic classroom available within the Center, advising students; engaging in professional research and writing.

Elementary Education – Curriculum and Instruction (P# 2236-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in an appropriate discipline or professional field; interest in and ability to contribute to the social/psychological foundations program component, or in special education, technology, reading, early childhood, social studies or urban studies as related to elementary education. Responsibilities: Undergraduate elementary curriculum and instruction course (with a field component); graduate courses in areas of specialization, research methods and/or curriculum development, and advising students.

Special Education (P# 2237-808) ASSISTANT PROFESSOR - Qualifications: Non-categorical BS and MS teacher preparation programs in Special Education. Qualifications: Doctorate in Special Education or closely related field by September 1999; recent public-school teaching experience with school-age learners with disabilities required. Responsibilities: Curriculum and instructional practices in special education; introduction to the profession of special education and exceptional children: supervision of field experiences; and advising students.

Elementary Education – Educational Psychology (P# 2238-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in an appropriate discipline or professional field; interest in and ability to contribute to the curriculum and instruction program component or in special education, technology, reading, social studies or urban studies as related to elementary education. Responsibilities: Undergraduate course in child development and learning theory (with a field component); graduate courses in area of specialization, research methods, and/or curriculum development, and advising students.

Visit our website, http://www.plattsburgh.edu
Dean
College of Arts and Sciences

American University invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean is the chief academic and administrative officer of the College and reports to the Provost.

The University seeks an outstanding, seasoned, and experienced academic leader. The successful candidate will be an experienced administrator with strong management skills and a record of success in academic administration. The candidate will possess a commitment to excellence in teaching, scholarship, and service, and will be able to articulate a vision for the future of the College of Arts and Sciences.

American University offers a unique and dynamic environment for teaching and research, with a strong focus on interdisciplinary collaboration and a commitment to social justice and public service. The College of Arts and Sciences is home to over 10,000 students and over 300 faculty members, and offers a wide range of undergraduate and graduate programs.

The successful candidate will be expected to:
- Lead the College in the development and implementation of strategic initiatives to enhance the academic and research programs.
- Foster a culture of excellence in teaching and scholarship, and promote diversity and inclusion in the College.
- Represent the College in external engagements, and enhance the University's reputation for academic excellence.
- Work closely with the Provost and other senior administrators to advance the University's strategic goals.

American University is committed to diversity and inclusion in its workforce. Women and minorities are encouraged to apply.

Interested candidates are invited to submit a letter of application, curriculum vitae, and names and contact information for three references to the Search Committee. Applications will be accepted until the position is filled.

Northwestern University invites applications and nominations for the position of Dean of the School of Law. Located in Boston, Northeastern is a Carnegie Research II university that is student-centered, practice-oriented, and urban. Founded in 1898, the University is a world leader in legal education, offering diverse curricula and research programs and has an overall student enrollment of 27,500. Northeastern University operates the largest cooperative education program in the country.

The Dean is the chief academic and administrative officer of the School of Law and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for long-range planning, academic leadership, curricula, budgets, personnel matters, and representing the School of Law within and outside of the University and promoting its national and international reputation.

Northeastern University's School of Law, founded in 1889, is committed to addressing the needs of students and of society. It has a reputation for academic excellence and is a nationally recognized leader in public interest law. The School offers the following clinical programs: Criminal Appeals, Criminal Advocacy, Domestic Violence, Poverty Law, and Practice, and tin Rights. It is home to the following institutes and research centers: Urban Law and Public Policy Institute, Domestic Violence Institute, Tobacco Products Liability Project/Tobacco Control Resource Center.

American University is an Equal Opportunity, Affirmative Action, Title IX Employer.
Assistant Director/Special Events & Stewardship

The Assistant Director/Special Events & Stewardship manages all aspects of special events coordinated by Institutional Advancement including donor relations, contract negotiations, and logistics for dinners, receptions, and lectures.

Bachelor's degree and a minimum of two years experience working in higher education or event management services required. Must possess proven organizational skills and be able to demonstrate excellent written and verbal skills. Minimum starting salary is $39,000 with a comprehensive benefits package included.

Please forward letter of application and resume to: Richard P. Reiss, Vice President, Institutional Advancement, Drew Hall, William Paterson University, 330 Pompton Road, Wayne, NJ 07470

WILLIAM PATerson UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

EXpository WRITING

Pending approval and funding, the University of San Francisco invites applications for a tenure track position in Expository Writing at the Assistant Professor level, anticipated for Fall 1999. Responsibilities include coordinating the undergraduate expository writing courses, teaching two expository writing courses per semester, and directing the USF Writing Center. Qualifications: University teaching experience, strong commitment to teaching, an earned doctorate by Fall 1999, academic program administrative experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate must develop an independent, ongoing research program.

We particularly encourage minority and women applicants.

USF is an EEO/AA Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Submit letter of application, curriculum vitae, graduate transcripts, description of research plans, copies of research papers, statement of teaching philosophy, evidence of teaching ability, including teaching evaluation, three letters of recommendation.

Jennifer Turpin, Associate Dean
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Consideration of applications will begin on January 15, 1999, and continue until the position is filled. USF is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

Wheaton College is accepting applications for the following two positions:

Director for the Office of Christian Outreach is responsible for the supervision of all campus ministries including student-run ministries of Student Missionary Project, Youth Hostel ministry and National City Ministries. The Director will provide leadership, guidance and counsel for the student chairs, cabinet members and students in ministries. An effective candidate will have a minimum of three years experience in some form of Christian ministry. An MA is preferred, but will consider an applicant in process of completing a degree.

Director of Career Services is responsible for developing the students' sense of career awareness and assisting them regarding career concerns related to self assessment, career exploration, job search and application to graduate and professional schools. An effective candidate will have a minimum of three years experience in Career Services or related fields. An MA is preferred, but will consider an applicant in process of completing a degree.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority applicants are encouraged to apply. Resumes can be submitted to:

Director of Human Resources
Wheaton College, 501 College Avenue, Wheaton, IL 60187-5593

Latino Studies
Search Continued

The College of Arts and Sciences at Syracuse University seeks a Latino Studies scholar/teacher to direct its interdisciplinary program in Latino-Latin American Studies. The Director will hold appointment as Associate or Full Professor in a College department. Syracuse University boasts a vibrant and growing population of Latino/a students. We offer a major in Latino-Latin American Studies and a minor in Latin American Studies, and are developing a minor in Latino Studies. Applicants should have a Ph.D. in an A&S discipline and a strong record of teaching and scholarship. Applications accepted until position is filled. Syracuse University is an AA/EOF. Send application letter, c.v., and three letters of reference to Associate Dean Stewart Thau, 441 Hall of Languages, Syracuse University, Syracuse, NY 13244.
Applications are invited for the following faculty openings at The American University in Cairo. For all teaching positions except language teachers, the normal load is three courses per semester, language teachers' load is 15 contact hours per semester. English is the language of instruction. Unless otherwise specified, the Ph D is required. Teaching experience is preferred. Two-year appointments renewable begin in September 1999. Salary and rank according to scale based on qualifications and professional experience. For expatriates, housing, roundtrip air travel for appointee and accompanying family, plus schooling for two children are included. In view of AUC's protocol agreement with the Egyptian Government which requires specific provisions of Egyptian, U.S. and third-country citizens faculty, at this time preference will be given to qualified applicants who are U.S. citizens. Mail letter of application specifying job number with resume and names and addresses of three references to:

Dr. Earl Sullivan
Acting Provost
The American University in Cairo
420 Fifth Avenue
FL 304
New York, New York 10016-2729
before December 1, 1998

AUC is an Equal Opportunity Employer

ECONOMICS. Six openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in two or more of the following areas: economic planning and policy evaluation, economics of Egypt, principles of economics, money and banking, economic policy, history of economic thought, economic growth and development, agricultural economics. A passing score on the GRE is required. Applicants must have a minimum of two years post-Ph.D. teaching experience. Job #1-6-ECON

ADVERTISING AND PUBLIC RELATIONS. One opening for a Public Relations Specialist to coordinate all aspects of communications and public relations. Position includes teaching duties. A Master's degree in Public Relations, Marketing, or Communications is required. A Ph.D. is preferred. Applicants must have at least two years post-doctoral teaching experience. Job #1-2-JR

JOURNALISM: DESIGN AND EDITING. Two open positions for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in Publishing, Design, and Editing. Applicants must have a minimum of two years post-doctoral teaching experience. Job #2-8-MGT

LITERATURE. Three openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in literature, comparative literature. A PhD in literature, comparative literature, or related field is required. Applicants must have at least two years post-doctoral teaching experience. Job #3-1-ECI

FRESHMAN WRITING PROGRAM DIRECTOR. The Director will deal with all aspects of the Freshman Writing Program, including hiring and evaluation of faculty, faculty development, scheduling and evaluation of courses, and student writing. Applicants must have a Ph.D. in English and at least ten years teaching experience at the undergraduate level. Applicants must be able to demonstrate the ability to implement a strong course in writing and rhetoric. Job #4-1-FWP

FRESHMAN WRITING INSTRUCTORS. One or more openings for experienced writing instructors. These positions would be a plus for applicants who have taught in related fields in literature. Applicants must have at least two years teaching experience in the Freshman Writing Program. Experience in writing and rhetoric is required. For more information, contact the Program Director. Job #5-1-FWP

AMERICAN HISTORY. One opening for an Assistant Professor of History. Teaching experience is required. A Ph.D. in American history is required. A background in the social, economic, political, and constitutional development of the United States is required. Salary and rank according to qualifications. Applicants must have at least two years teaching experience at the undergraduate level. Job #6-1-HIST

ENGLISH AS A FOREIGN LANGUAGE. One or more openings for a Foreign Language Teacher. A Master's degree in foreign language teaching methodology, and one year of teaching experience are required. Salary and rank according to qualifications. Job #7-1-FMT

ECONOMICS. Six openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in at least one of the following areas: economic planning and policy evaluation, economics of Egypt, principles of economics, money and banking, economic policy, history of economic thought, economic growth and development, agricultural economics. A passing score on the GRE is required. Applicants must have a minimum of two years post-Ph.D. teaching experience. Job #1-6-ECON

ADVERTISING AND PUBLIC RELATIONS. One opening for a Public Relations Specialist to coordinate all aspects of communications and public relations. Position includes teaching duties. A Master's degree in Public Relations, Marketing, or Communications is required. A Ph.D. is preferred. Applicants must have at least two years post-doctoral teaching experience. Job #1-2-JR

JOURNALISM: DESIGN AND EDITING. Two open positions for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in Publishing, Design, and Editing. Applicants must have a minimum of two years post-doctoral teaching experience. Job #2-8-MGT

LITERATURE. Three openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in literature, comparative literature. A PhD in literature, comparative literature, or related field is required. Applicants must have at least two years post-doctoral teaching experience. Job #3-1-ECI

FRESHMAN WRITING PROGRAM DIRECTOR. The Director will deal with all aspects of the Freshman Writing Program, including hiring and evaluation of faculty, faculty development, scheduling and evaluation of courses, and student writing. Applicants must have a Ph.D. in English and at least ten years teaching experience at the undergraduate level. Applicants must be able to demonstrate the ability to implement a strong course in writing and rhetoric. Job #4-1-FWP

FRESHMAN WRITING INSTRUCTORS. One or more openings for experienced writing instructors. These positions would be a plus for applicants who have taught in related fields in literature. Applicants must have at least two years teaching experience in the Freshman Writing Program. Experience in writing and rhetoric is required. For more information, contact the Program Director. Job #5-1-FWP

AMERICAN HISTORY. One opening for an Assistant Professor of History. Teaching experience is required. A Ph.D. in American history is required. A background in the social, economic, political, and constitutional development of the United States is required. Salary and rank according to qualifications. Applicants must have at least two years teaching experience at the undergraduate level. Job #6-1-HIST

ENGLISH AS A FOREIGN LANGUAGE. One or more openings for a Foreign Language Teacher. A Master's degree in foreign language teaching methodology, and one year of teaching experience are required. Salary and rank according to qualifications. Job #7-1-FMT

ECONOMICS. Six openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in at least one of the following areas: economic planning and policy evaluation, economics of Egypt, principles of economics, money and banking, economic policy, history of economic thought, economic growth and development, agricultural economics. A passing score on the GRE is required. Applicants must have a minimum of two years post-Ph.D. teaching experience. Job #1-6-ECON

ADVERTISING AND PUBLIC RELATIONS. One opening for a Public Relations Specialist to coordinate all aspects of communications and public relations. Position includes teaching duties. A Master's degree in Public Relations, Marketing, or Communications is required. A Ph.D. is preferred. Applicants must have at least two years post-doctoral teaching experience. Job #1-2-JR

JOURNALISM: DESIGN AND EDITING. Two open positions for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in Publishing, Design, and Editing. Applicants must have a minimum of two years post-doctoral teaching experience. Job #2-8-MGT

LITERATURE. Three openings for Assistant, Associate, or Full Professors to teach undergraduate and Master's level courses in literature, comparative literature. A PhD in literature, comparative literature, or related field is required. Applicants must have at least two years post-doctoral teaching experience. Job #3-1-ECI

FRESHMAN WRITING PROGRAM DIRECTOR. The Director will deal with all aspects of the Freshman Writing Program, including hiring and evaluation of faculty, faculty development, scheduling and evaluation of courses, and student writing. Applicants must have a Ph.D. in English and at least ten years teaching experience at the undergraduate level. Applicants must be able to demonstrate the ability to implement a strong course in writing and rhetoric. Job #4-1-FWP

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ENGLISH AS A FOREIGN LANGUAGE. One or more openings for a Foreign Language Teacher. A Master's degree in foreign language teaching methodology, and one year of teaching experience are required. Salary and rank according to qualifications. Job #7-1-FMT
POLITICAL SCIENCE. Three openings in the following areas:

1) COMPARATIVE POLITICS OF THE MIDDLE EAST: specialist in comparative politics with a Middle East focus. an interest and background in comparative theory, and a special regional knowledge of Iran, Turkey on the Gulf would be desirable. Teach upper undergraduate and M.A. courses in comparative theory and method, Middle East politics and comparative politics of the Middle East. Job # 1-PS

2) DEVELOPMENT: specialist in development theory with practical experience in Third World development issues. Teach undergraduate and M.A. courses in development studies and international development organizations. Job # 2-PS

3) INTERNATIONAL RELATIONS OR POLITICAL THEORY: one possible opening in international relations or political theory to teach courses in international relations theory, strategic theory, and international organizations. All applicants must show interest in and willingness to teach introduction to political science. Several department faculty are required to teach in the sophomore seminar, a broad-based interdisciplinary seminar required of all AUC students. Job # 3-PS

CULTURAL ANTHROPOLOGY. One possible opening to teach cultural anthropology in a multicultural environment and in a framework of a liberal arts curriculum, and to participate in the sophomore seminar, a broad-based interdisciplinary seminar required of all AUC students. Ability to teach courses in general culture and culture is a definite plus. Other specialties may include theory, ethnographic method, medical anthropology, and/or nationalism and post-colonial cultures. Job # 1-AN

COMPUTER SCIENCE. One or more openings to teach computer science at the undergraduate and M.Sc level courses in the areas of software engineering and artificial intelligence. Job #1-CS

ENGINEERING. All the Engineering degree programs are accredited by the Accreditation Board for Engineering and Technology (ABET).

1) CONSTRUCTION ENGINEERING. Several openings to teach undergraduate and M.Sc-level courses and conduct research in the following areas: construction management and technology, structural analysis and design of steel and concrete structures, and hydraulics and sanitation. Job # 1/2-CNGR

2) MECHANICAL ENGINEERING. Several openings to teach undergraduate and M.Sc-level courses and conduct research in the following areas: industrial engineering, materials and manufacturing, design of mechanical systems and components, and thermodynamics processes and systems. Job # 1/4-MINGR

BIOLOGY. Two openings to teach undergraduate courses in the areas of cell biology, molecular biology, cell genetics, and microbiology. In addition to their specialty, appointees will be expected to teach courses in general biology and scientific thinking. Job # 1/2-BIOL

PHYSICS. Two openings for physicists to teach all levels of undergraduate physics, including laboratories and electronics courses, and to conduct scholarly research involving students. Particular consideration will be given to candidates with a proven ability to participate actively in teaching. Job # 1/2-PHYS

LIBRARY: UNIVERSITY ARCHIVIST. This position will be responsible for a program to develop, organize, preserve, and provide access to the University Archives according to standard procedures in an automated environment, and for supervising the processing of special archival collections acquired by the Rare Books and Special Collections Library. Applicants must have graduate degree in archival administration, library science/information management, or the equivalent (second Master's degree desirable). Minimum three years professional experience preferably in archival administration, and ability to communicate well in spoken and written English. Working knowledge of Arabic and other languages helpful, computer literacy and familiarity with contemporary archival standards and procedures essential. The position is open now, and will be filled as soon as possible, preferably by January 1999. JOB # 1/1-ARLB.

THE AMERICAN UNIVERSITY IN CAIRO

DIRECTOR, WRITING PROGRAM

Pending approval and funding, the University of San Francisco invites applications for a director of the Master of Arts in Writing Program, anticipated for Fall, 1999. Responsibilities: The director provides leadership and support in the areas of admissions, advising, curriculum, teaching, program quality and visibility, and faculty recruitment and development. The director will teach one course per semester plus a summer course. Qualifications: University teaching experience, evidence of scholarship, administrative experience, an M.A. or Ph.D. by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. Must possess strong academic and professional leadership qualities characterized by collegial decision-making, and outstanding interpersonal and communication skills. Must evidence special expertise and practical experience in developing high-quality academic programs in writing.

We particularly encourage minority and women applicants. USF is an EEO/AA Employer, and will provide reasonable accommodations for individuals with disabilities upon request.

Submit letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, three letters of recommendation to:

Jennifer Turpin, Associate Dean
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Consideration of Applications will begin on January 15, 1999, and continue until the position is filled. USF is a Catholic, Jesuit sponsored institution and particularly welcomes candidates who will positively contribute to such an environment.

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- **Live Area:** 8" x 11" w x 4" h
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**CLOSING DATES**

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**HOW TO PLACE ADVERTISEMENTS**

**By Mail—** All materials should be sent to:
Hispanic Outlook in Higher Education: Draft Advertising
216 Route 4 East, Paramus, NJ 07652

**By E-Mail—** outlook4@spnmail.com

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**To Confirm—** Call 201-248-0769 x 32 or 33.

Monday - Friday 9 a.m. to 6 p.m. EST. to confirm receipt of your advertisement.
### Positions

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### Other Services

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### Fellowships/Scholarships/Grants

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### Aid

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<td>New York University</td>
<td>Financial Aid Assistant</td>
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### Qualifications

- Must be a current student at the university.
- Must be a current major in the field of study.
- Must have a minimum GPA of 3.0.
- Must have completed at least one year of study at the university.
- Must have demonstrated leadership skills in prior academic positions.

### Appointment Process

- Application deadline: December 1, 2023.
- Interviews: January 15, 2024.
- Decision: February 1, 2024.

- The position is full-time and includes an annual stipend of $30,000.
- The University is committed to providing a comprehensive range of benefits to all employees.
Dean of Arts and Sciences
(98229)
(Extended Search)
Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city.
A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning resource technology, and is the use of a nationally recognized Program which has local, state, and national swimming and diving competitive teams.
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- Master's degree (Doctorate in a job-related area strongly preferred)
- 3 years full-time arts/sciences teaching
- Instructional administrative experience preferably at a community college with a diverse population
- Budget and planning experience
- Knowledge of principles and practices related to curriculum and program development and evaluation
- Excellent communication and organization skills.

Please deliver or postmark application package by November 20, 1998: (1) cover letter indicating position title and reflecting your views of the position's role in a culturally diverse community college and how you can make a difference and how your background can serve as a positive influence for a diverse student population, (2) comprehensive resume, (3) three letters of recommendation, (4) legible copy of transcripts.

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FEATURES
Publisher's Picks 1998

Hispanic Outlook Publisher Jose Lopez-Isa presents a list of colleges and universities recommended for Hispanic students.

ACE Reports Gains in Minority Enrollment and Graduation

Sixteenth Annual Report also suggests broadening the admissions process to assess noncognitive variables.

Endowed Chairs for Five Hispanic Professors at M-DCC

Cruz-Carrillo, Martel, Meza, and Montoya are among 13 professors honored.

CSU-Stanislaus Strengthens International Ties

Current links include an international conference co-hosted by the University of Costa Rica and an exchange agreement with Simon Bolivar University.

HONOR ROLL
William Paterson University

Named for a Supreme Court Justice appointed by George Washington, WPU has its own pioneering personality and prestige.

First Student Joins Board of Trustees at EWU

Who wouldn't be eager to shape the university's future, asks new trustee Aaron Gutierrez.

First Annual Hispanic Outlook Scholarship Recipients

Veronica Garcia and Lourdes Rebecca Perdomo are this year's award winners.

DEPARTMENTS
Outlook ON WASHINGTON: A CAPITOL VIEW

A report by Villanova's John Immervoll, commissioned by a new policy center, looks at public attitudes toward higher ed.

SUCCESS STORIES
Jeremy Valdez: Engineer, Journalist, Comedian

An eclectic Aggie keeps his options open. WIDE open.

People, Places, Publications, Conferences
College Education: The Ticket to the Middle Class

By Gustavo A. Mellander

Seventy-five percent of Americans believe that getting a college education is more important today than it was ten years ago, according to a survey commissioned by the newly established National Center for Public Policy and Higher Education. The center has offices in San Jose, California, and Washington, D.C.


Public opposition to tuition increases is overwhelming. Eighty-five percent of survey respondents are convinced that students and families are currently doing all they can to pay for college. Americans are evenly divided—with little consensus—on who should do more to absorb additional costs—colleges and universities, taxpayers, or both. Furthermore, 89 percent of the American public believes that no qualified and motivated student should be denied a college education because of cost.

The study found that while Americans are still concerned about access to higher education, public anxiety about students being shut out of college has diminished somewhat since the recession of the early 1990s, when the earlier survey about American attitudes toward higher education was conducted.

In addition, Americans believe that students from low-income families comprise the group most likely to be shut out of college.

"Middle-class Americans themselves are not without concern about the affordability of higher education for their children," said Patrick Callan, long a spokesperson for causes that affect Hispanics, and the President of the National Center. "However, they acknowledge that low-income groups face the greatest barriers to opportunity."

"The findings also suggest that low income is more likely to be perceived as a problem for access to higher education than is race or ethnicity," Callan said.

An overwhelming percentage of Americans, 91 percent, believe that the benefit a student derives from college depends mostly on the amount of effort he or she puts into it, compared to "1 percent of respondents who thought so in 1993.

The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It has received funding commitments of nine million dollars from national philanthropic organizations, spearheaded by the Pew Charitable Trust. The National Center is not affiliated with any institution of higher education or any government agency. Callan said that it will focus particularly on the following questions:

- Who should be served by higher education?
- How should financial responsibility for college be shared among students and families, higher education institutions, and state and federal policy makers?
- What are the most effective and productive ways for government to invest in higher education?
- How can public policies encourage cost effectiveness in higher education?
- How can state and federal policies stimulate and encourage increased quality?

Other survey findings include the following:

- Today, 48 percent of Americans think that a college education is more difficult to obtain now than it was ten years ago. Thus number is down from 55 percent in 1993, when much of the country was mired in recession and when tuitions were rising sharply.
- 86 percent believe that high school graduates should go on to college because in the long run they will have better job prospects, compared to 79 percent in 1993.
- 85 percent think it is a fair idea to raise college prices up from 80 percent in 1993.
- 87 percent expressed concern that students are incurring too much debt to meet college costs, compared to 81 percent in 1993.
- 77 percent agree that students appreciate the value of a college education more when they have some personal responsibility for paying for it.
- When considering who should pay for increased costs and demands in higher education, 51 percent think that higher education should bear more of the burden through teaching more classes and cutting costs, and 49 percent believe that taxpayers and state government should absorb a greater share of the costs.

"What emerges from the research is a classic public policy dilemma," said John Immerwahr, the author of the report. "People don't want families and students to pay more. They don't like higher taxes. They see the goal, they believe the goal, but they aren't sure how to get there," he said.

Immerwahr is senior research fellow of Public Agenda and Assistant Vice President of Academic Affairs at Villanova University.

Copies of the report are available from the National Center for Public Policy and Higher Education. (408) 371-2699. The complete survey questionnaire and results can be ordered from Public Agenda for $20.00 by calling (212) 680-0610 or via <www.publicagenda.org>. The 1993 survey, *The Closing Gateway*, is available from the California Higher Education Policy Center's Web site at <www.policycenter.org>.

Dr. Mellander is a professor at George Mason University.
Letter from the Publisher

November 20, 1998

Dear Colleagues,

Welcome to the 1998 Publisher’s Picks – a list of colleges and universities nationwide that in our view offer outstanding opportunities to Hispanic students. Started in 1995, the Publisher’s Picks list is growing, as more and more institutions of higher education put in place those programs that help Hispanic students to persist and to prosper in academia.

To compile the list, Hispanic Outlook consults both formal and informal information sources – surveys completed by the institutions themselves, information reflected in their catalogs and literature, statistics compiled by the U.S. government, and anecdotal evidence garnered from students, faculty, administrators, and advocates of both education and of Hispanic achievement.

A challenging fact emerged in a recent report by the American Council on Education. Despite growth in Hispanic faculty hires and degrees conferred, the 1996 college participation rate for Hispanic high school graduates is nearly identical to the rate posted in 1976 – 35 percent compared to the earlier 35.8 percent.

As more colleges and universities put out the welcome mat to Hispanics, we believe more of our young people, their parents, and their counselors will begin to view higher education as an attainable dream.

The first winners of the Hispanic Outlook Scholarship are identified in this issue (on page 28) and the scholarship now enters its second year.

Our issues are filled with evidence of Hispanic achievement, often under adverse conditions. We salute all who refuse to yield to that adversity.

Les aplaudimos!

[Signature]
The 1998 Publisher's Picks

**Alaska**
University of Alaska, Anchorage

**Arizona**
- Arizona State University, Man (T)
- Arizona State University, West
- Maricopa County Community College District
  - Chandler Gilbert Community College
  - Estrella Mountain Community College
  - Gateway Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix Community College
  - Rio Salado College
  - Scottsdale Community College
  - So Mountain Community College
- Northern Arizona University (T)
- Northland Pioneer College
- Pima County Community College (C)
- University of Arizona (T)
- University of Phoenix

**Arkansas**
University of Arkansas

**California**
- Azusa Pacific University
- Bakersfield College (C)
- California Lutheran University
- California Polytechnic State University
- San Luis Obispo (T)
- California State Polytechnic University, Pomona (T)
- California State University, Bakersfield (T)
- California State University, Chico (T)
- California State University, Dominguez Hills (T)
- California State University, Fresno (T)
- California State University, Fullerton (T)
- California State University, Hayward (T)
- California State University, Long Beach (T)
- California State University, Los Angeles (T)
- California State University, Monterey Bay
- California State University, Northridge (T)
- California State University, Sacramento (T)
- California State University, San Bernardino (T)
- California State University, San Marcos
- California State University, Stanislaus (T)
- Contra Costa Community College District
- Chabot College
- Los Postas Community College District
  - Chabot College
  - Las Positas College
- City College of San Francisco (C)
- Coast Community College District
  - Coastline Community College
  - Golden West College
- Orange Coast College
- College of Marin
- College of the Desert
- College of the Sequoias (C)
- Contra Costa University

**Western Washington University**

Contra Costa Community College District
- Contra Costa College
- Pueblo Valley College
- Los Angeles College
- El Camino College (C)
- Fall River College (C)
- Grossmont-Cuyamaca Community College
- Hartnell College (C)
- Humboldt State University
- Imperial Valley College (C)
- Long Beach City College
- Los Angeles Community College District
- East Los Angeles College (C)
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade Technical College
- Los Angeles Valley College

356
University of Central Florida (T)
University of Florida (T)
University of Miami (T)
University of South Florida (T)
University of West Florida
Valencia Community College (T)

GEORGIA

Agnes Scott College
Barton College
Emory University
Georgia College
Georgia Perimeter College
Georgia State University
Savannah College of Art & Design
University of Georgia

Idaho

Boise State University
Idaho State University
University of Idaho

ILLINOIS

American Schools of Professional Psychology
Black Hawk College
Chicago School of Professional Psychology
Chicago State University
City Colleges of Chicago
Richard J. Daley College
College of DuPage
College of Lake County
Cook County University
DePaul University (T)
Elgin Community College
Elmhurst College
Governors State University
Harper College
Illinois Institute of Technology
Illinois State University
Loyola University Chicago
North Park University
Northeastern Illinois University (T)
Northern Illinois University (T)
Northwestern University
Oakton Community College
Robert Morris College
Saint Augustine College (T)
Southern Illinois University at Carbondale (T)
University of Chicago
University of Illinois at Chicago (T)
University of Illinois at Springfield
University of Illinois at Urbana-Champaign (T)
Waubonsee Community College
Western Illinois University
Wheaton College

INIANA

DePauw University
Indiana State University
Indiana University: Bloomington
Indiana University: Fort Wayne
Indiana University: Kokomo
Indiana University: Purdue
Indiana University: South Bend
Purdue University
St. Mary's College
Taylor University
University of Notre Dame
Valparaiso University

IOWA

Gonzaga College
Iowa State University
Southwest Community College
University of Iowa
University of Northern Iowa

KANSAS

Garden City Community College
The University of Kansas
Wichita State University

KENTUCKY

Morehead State University

LOUISIANA

Tulane University

MAINE

Bates College
Bowdoin College
Colby College
University of Maine
University of Southern Maine

MARYLAND

Community Colleges of Baltimore County
Cantomsville College
Faulkner College
Essex College
Frederick Community College
Frederick Community College
Howard Community College
Johns Hopkins University
Loyola College in Maryland
Montgomery College
University of Maryland, Baltimore
University of Maryland, College Park (T)

MASSACHUSETTS

Amherst College
 Bentley College
Boston College
Boston University (T)
Brandeis University
Bridgeport State College
Bunker Hill Community College
Emerson College
Inman College
University of Massachusetts
Harvard University
Holyoke Community College

MICHIGAN

Michigan State University
Wayne State University

MINNESOTA

College of St. Catherine
Macalester College
University of Minnesota (T)

MISSOURI

College of the Ozarks
Drury College
Iowa State University
University of Central Missouri
University of Missouri (T)
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-St. Louis

MISSISSIPPI

Mississippi College
University of Mississippi (T)

MONTANA

Montana State University

NEVADA

Nevada State College

NEBRASKA

Creighton University
University of Nebraska (T)

NEW HAMPSHIRE

Dartmouth College
University of New Hampshire

NEW JERSEY

Columbia College
Rutgers University

NEW MEXICO

University of New Mexico

NEW YORK

Columbia University
Cornell University (T)
CUNY
New York University

NEW YORK CITY

Baruch College
City College of New York (T)
City University of New York

WILDLAND UNIVERSITY

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska Southeast

WISCONSIN

Carthage College
University of Wisconsin (T)

WYOMING

College of Idaho
University of Wyoming (T)
MINNESOTA

Carleton College
College of Saint Catherine
Gustavus Adolphus College
Macalester College
Metropolitan State University
Northeastern State University
Southwest State University
St. Cloud State University
St. Cloud Technical College
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

MISSISSIPPI

Mississippi State University

MISSOURI

Rockhurst College
Southeast Missouri State University
Southwest Missouri State University
 Truman State University
 University of Missouri, Columbia
 University of Missouri, Kansas City
 University of Missouri, Rolla

MONTANA

Montana State University
University of Montana

NEBRASKA

University of Nebraska, Lincoln
University of Nebraska, Omaha
Wayne State College
Western Nebraska Community College

NEVADA

Community College of Southern Nevada
University of Nevada

NEW HAMPSHIRE

Dartmouth College
University of New Hampshire

NEW JERSEY

Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Camden County College
Caldwell Technical Institute
Drew University
Essex County College
Georgian Court College
Hudson County Community College
Kean University
Mercer County Community College
Middlesex County College
Montclair State University
New Jersey City University
New Jersey Institute of Technology
Ocean County College
Passaic County Community College
Princeton University
Rutgers, the State University of New Jersey
Seton Hall University
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University

William Paterson University
NEW MEXICO
Albuquerque TATLA Community College  (T)
Eastern New Mexico University
New Mexico Highlands University  (T)
New Mexico Institute of Mining and Technology
New Mexico State University  (T)
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico  (T)
Western New Mexico University

NEW YORK
Baruch College  (T)
Broome Community College
Cazenovia College
City University of New York
Columbia University in the City of New York
Cornell University  (T)
CUNY Baruch College  (T)
CUNY Borough of Manhattan Comm. College  (C)
CUNY Bronx Community College  (C)
CUNY Brooklyn College
CUNY City College  (T)
CUNY Herbert H. Lehman College  (T)
CUNY Hostos Community College  (C)
CUNY Hunter College  (T)
CUNY John Jay College of Criminal Justice  (T)
CUNY Kingsborough Community College  (C)
CUNY LaGuardia Community College  (C)
CUNY New York City Technical College
CUNY Queens College  (T)
CUNY Queensborough Community College  (C)
CUNY York College
Fashion Institute of Technology
Fordham University  (T)
Long Island University Brooklyn Campus
Long Island University CW Post
Monticello Community College  (T)
Nassau Community College  (C)
Nazareth College
New York School of Social Research
New York University  (T)
Rochester Institute of Technology
Saint John's University  (T)
Sarah Lawrence College
Skidmore College
St. Lawrence University
St. Thomas Aquinas College
Suffolk Community College
Sullivan County Community College
SUNY at Albany  (T)
SUNY at Buffalo
SUNY at Farmingdale
SUNY at Fredonia
SUNY at Stony Brook  (T)
SUNY Binghamton University
SUNY College at Brockport
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY College at Potsdam
SUNY Empire State College
SUNY Health Science Center at Syracuse
SUNY Institute of Technology at Utica-Rome
SUNY Regents College
SUNY Rockland Community College
Syracuse University
Teachers College, Columbia University
Technical Career Institutes  (C)
Union College
Vassar College
Westchester Community College.

OHIO
Antioch University
Case Western Reserve University
Clark State Community College
Cleveland State University
College of Wooster
Cuyahoga Community College
DeVry Institute of Technology
Kent State University
Miami University
The Ohio State University
The Union Institute
University of Cincinnati
University of Dayton
University of Toledo
Wilmington College
Youngstown State University

OKLAHOMA
Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON
Cheniere Community College
Eastern Oregon State College
Lane Community College
Oregon State University
Portland Community College
Portland State University
University of Oregon
Western Oregon University

NORTH CAROLINA
Duke University
University of North Carolina at Chapel Hill

NORTH DAKOTA
University of North Dakota
**Pennsylvania**
- Beaver Normal College
- Carnegie Mellon University
- Central Pennsylvania Consortium
- Dickinson College
- Franklin and Marshall College
- Gettysburg College
- Clarion University of Pennsylvania
- Community College of Philadelphia
- East Stroudsburg University of Pennsylvania
- Eastern College
- Edinboro University of Pennsylvania
- Elizabethan College
- Gettysburg College
- Harrisburg Area Community College
- Holy Family College
- Immaculata College
- Kutztown University of Pennsylvania
- Millersville University of Pennsylvania
- Moravian College
- Pennsylvania State University
- Robert Morris College
- Swarthmore College
- Temple University
- University of Pennsylvania
- University of Pittsburgh
- University of Scranton
- Villanova University
- West Chester University of Pennsylvania
- Penn State University

**Texas**
- Alamo Community College District
  - Palo Alto College
  - San Antonio College
  - St. Philip's College
- Angelo State University
- Austin Community College
- Central Texas College
- College of the Mainland
- Dallas County Community College District
  - Brookhaven College
  - Cedar Valley College
  - El Centro College
  - Mountain View College
  - North Lake College
  - Richland College
- Del Mar College
- El Paso Community College
- Galveston College
- Houston Community College System
  - HCC-Central
  - HCC-Northwest
  - HCC-Northeast
  - HCC-Southwest
- Laredo Community College
- Lonestar College
- South Texas College
- Southern Methodist University
- Southwest Texas Junior College
- Southwest Texas State University
- St. Mary's University
- Sul Ross State University
- Tarleton State University
- Texas A&M International University
- Texas A&M University
- Texas A&M University, Corpus Christi
- Texas A&M University, Kingsville
- Texas Christian University
- Texas Lutheran University
- Texas Southern University
- Texas Southmost College

**Puerto Rico**
- American University
- Arecibo Technical University
- Arecibo Technological University-College
- Barry University
- Caribbean Center for Advanced Studies
- Catholic University of Puerto Rico
- Colegio Feiminino del Municipio de San Juan (C)
- Colegio Universitario del Este
- Columbia University
- Puertas Jr College
- Inter American University
- National College of Bus. & Tech. Bayamón (C)
- Politecnico University of Puerto Rico
- University of Puerto Rico
- University of Puerto Rico-Cancillty Reg. College (C)

**Rhode Island**
- Brown University
- Rhode Island School of Design
- University of Rhode Island

**South Carolina**
- University of South Carolina

**South Dakota**
- Dakota State University

**Tennessee**
- The University of Tennessee
- Vanderbilt University

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Texas State Technical College, Harlingen (C)
Texas State Technical College, Sweetwater
Texas Tech University (T)
Texas Tech University Health Science Center
Texas Wesleyan University
Texas Woman's University
University of Houston
University of Houston, Clear Lake
University of Houston, Downtown
University of Houston, University Park (T)
University of North Texas (T)
University of St. Thomas
University of Texas at Arlington (T)
University of Texas at Austin (T)
University of Texas at Brownsville (T)
University of Texas at Dallas
University of Texas at El Paso (T)
University of Texas at Tyler
University of Texas Health Science Center at San Antonio
University of Texas, Pan American (T)
University of Texas, San Antonio (T)
University of the Incarnate Word (T)
West Texas A&M University

**Washington**

Bellevue Community College
Cascadia Community College
Centrallia College
Clark College
Eastern Washington University
Green River Community College
Heritage College
Highline Community College
Lower Columbia College
Shoreline Community College
Skagit Valley College
Tacoma Community College
The Evergreen State College
University of Puget Sound
University of Washington (T)
Washington State University
Western Washington University
Whitman College
Yakima Valley Community College

**West Virginia**

Wheeling Jesuit University

**Wisconsin**

Beloit College
Blackhawk Technical College
Carthage College
Lawrence University
Madison Area Technical College
Marquette University
University of Wisconsin, Green Bay
University of Wisconsin-La Crosse
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Parkside
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Superior
University of Wisconsin-Stout
University of Wisconsin, Superior
University of Wisconsin Whitewater

**Wyoming**

University of Wyoming

(T) Top 100 Schools Graduating Hispanics
(C) Top 50 Community Colleges Graduating Hispanics

*Compass Award on page 5 University of Central Florida.*
Reports Gains in Minority Enrollment and Graduation
And Suggests New Variables for Student Assessment

BY HÉCTOR GARZA

Héctor Garza, who holds a bachelor's, master's, and doctorate from the University of Michigan, has worked on behalf of minorities for more than two decades. Executive Director of Michigan's first Commission on Spanish Speaking Affairs, he moved on to Eastern Michigan University, the University of Michigan, and, in 1993, to the American Council on Education. His recent selection by Hispanic Business Magazine as one of the 100 Most Influential Hispanics in the U.S. was preceded by awards from La Raza, HACU, and Hispanic organizations, the State of Michigan, several universities, the U.S. Department of Agriculture, and more. Recruitment, retention, educational reform, race relations, and empowerment are but a few of the issues on which he has lectured and published. At ACE, Garza oversees its Office of Minorities in Higher Education, the Office of Women in Higher Education, the HEATH Resource Center and Clearinghouse, and the Divisional Senior Fellows in the Office of the Vice President.

While for the past two decades Latinos have continued to make progress in enrollments and degree attainment, the numbers continue to lag behind their overall representation in the population. In 1997, Hispanics represented only 9 percent of all undergraduates, 4 percent of all graduate students, and 5 percent of all students at professional schools. The Latino population in postsecondary education remains relatively small, and these data suggest that most colleges and universities have yet to do an adequate job in recruiting and graduating Hispanic students.

That is why we at ACE continue to monitor the progress of minority student participation in higher education and continue to believe that we have a moral duty to ensure that students of all races have a chance to attend college, develop their skills, enter the economic mainstream, and make a real contribution to society. We also have a responsibility to educate the future workforce of this country.

Recently the Chairman of the Federal Reserve Board, Alan Greenspan, was quoted as saying: "We must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the 21st Century.

And Greenspan's message has been repeated many times by corporate leaders. Today, as America faces intense pressures to maintain its strong global economic hold, this imperative is even more important.

We at ACE will continue to make the case that diversity matters in college admissions. It matters who is sitting next to you in class—because it plays an essential role in receiving a high quality education. A diverse mix of students ensures a diversity of perspectives and opinions and life experiences, and these interactions create meaningful learning. We know that learning is a social process and that students learn by interaction with other people. It matters who lives next to you in the dorm because a diverse student population enriches a student's campus experience and education, and better prepares him or her to deal with the complexities of our multicultural society.

Let me say also that it is not just educators and business leaders who believe that diversity is important to student learning. Students also say that diversity makes for an excellent education. The research is very clear on this.

When colleges emphasize diversity, students report that they are more satisfied with their experience on campus, that they become more accepting of racial and cultural differences, and that they are much more likely to create friendships with people from other races and ethnicities. They have higher rates of academic achievement in all subjects and are more likely to stay in school and finish their degrees. And when there is diversity, it is not just minority students who benefit; the research shows that all students are positively affected by diversity programs on campus.

By emphasizing diversity, colleges help students to feel that they are participating in a legitimate democracy—that they truly belong to an American community.

The recent decision to end affirmative action admissions in some states is troublesome. We at ACE will continue to work with our member institutions to help them expand access and opportunities for women and people of color.
More students of color are enrolling in colleges and universities and earning degrees, but the rate of growth has slowed in recent years, according to The Sixteenth Annual Status Report on Minorities in Higher Education, released recently by ACE, the American Council on Education.

"ACE and our Office of Minorities in Higher Education, has for almost two decades advocated for the need to maintain student diversity at our nation's college and universities," says ACE vice president Héctor Garza. "The data provided in the Status Report suggests that while we have made some progress in achieving that goal, we have a lot more to do to ensure that ethnic minorities have full access to a good education."

According to the report, the enrollment rate for these students rose by 3.2 percent from 1995 to 1996 (the latest year for which data are available), up slightly over the 2.9 increase between 1994 and 1995, but lower than the 4.6 percent gain of 1993-94 and the "1 increase for 1991-92"

The data show that students of color also earned more postsecondary degrees in 1995 (the latest year for which degree data are available), posting an 8.5 percent increase in associate degrees earned: 6.6 percent in bachelor's; 9.3 percent in master's; and 6.8 percent in first-professional degrees. The gains, however, were smaller than those of 1994, when increases ranged from 11 percent for master's to 8.5 percent for bachelor's.

"The gains that students of color have made in higher education is good news for the future health of our nation," said ACE President Stanley O. Ikenberry, who, like Garza, noted that "much work remains to be done."

Last year, California's voter-approved Proposition 209 banned the use of affirmative action policies by all state agencies. A year earlier, the 1996 Hopwood legal decision prohibited all postsecondary institutions in Texas from considering race in college admissions decisions. The affirmative action bans in both states have had a negative impact on minority postsecondary enrollment.

The ACE report, written by Deborah J. Wilds, deputy director of ACE's Office of Minorities in Higher Education, and Reginald Wilson, ACE senior scholar emeritus, presents data on high school completion, college participation, and educational attainment rates of Whites, African Americans, and Hispanics. Similar data on Asian Americans and American Indians are not included as the survey sample is too small to provide reliable statistics.

But the report contains information on enrollment, degree attainment, and employment rates for the four major ethnic minority groups. The analysis is based on data from the U.S. Department of Education, the U.S. Bureau of the Census, and the U.S. Equal Employment Opportunity Commission.

William E. Sediak, professor of education, director of testing, and assistant director of the counseling center at the University of Maryland-College Park, prepared the special focus section.

The Status Report was published with a grant from The Coca-Cola Foundation, which has made significant contributions to programs and scholarships for students of color, and will have contributed $100 million to education during the 1990s.

Among the findings:

FACULTY

- The number of full-time faculty of color at the nation's colleges and universities increased by 4.5 percent from 1985 to 1995.
compared to a 9.9 percent increase in White faculty. And by 6.9 percent between 1993 and 1995, compared with a 0.1 decline in White faculty.

- Despite these gains, persons of color remained severely under-represented among faculty, accounting for only 12.9 percent of full-time faculty and 9.6 percent of full professors in 1995.

- The number of faculty of color employed as full professors increased by nearly 7 percent between 1993 and 1995, while the rate for Whites remained largely unchanged.

- Faculty of color made 10 percent gains between 1993 and 1995 at the associate level and 8.6 percent at the assistant professor level.

- The number of Hispanic full-time faculty increased by 7.2 percent from 1993 to 1995, but these persons represented only 2.4 percent of all full-time faculty in 1995, up only slightly since 1993.

- African Americans represented 5 percent of all faculty in 1995; about the same share they held in 1993.

- Asian Americans experienced the largest increase in full-time faculty (91 percent) between 1993 and 1995, and accounted for 5.1 percent of all full-time faculty, up from 4.7 percent in 1993.

- The number of American Indian full-time faculty surpassed 2,000 in 1995—an 8 percent increase from 1993 and a 46 percent increase over the past decade. But this group represented less than one half of 1 percent of all full-time higher education faculty in 1995.

**HIGH SCHOOL COMPLETION**

- In 1996, Hispanics continued to trail both Whites and African Americans. The completion rates for students 18 to 24 were: Whites, 82.3 percent; African Americans, 75.5 percent; Hispanics, 57.5 percent.

- The H.S. completion rate for African Americans has risen nearly 8 percentage points from 1976 to 1996, all attributable to pre-1990 gains. The rate for Hispanics has fluctuated significantly over the past 20 years, and the 1996 rate is only slightly higher than that of 1976 (55.6 percent).

**COLLEGE PARTICIPATION 18 to 24**

- Following a decade of decreases in the 1980s, the nation's traditional college-age population (18 to 24) has been relatively steady over the past six years. But the college participation rate for White students has risen more than 10 percent during the past two decades.

- The 1996 participation rate for Hispanic H.S. grads (35 percent) was nearly identical to that of 1976 (35.8 percent) and 1995 (35.3 percent). But the rate has fluctuated during the past 20 years, and Hispanics have experienced a gain of 6 percentage points since 1990.

- The African American rate was 35.0 percent in 1996, about 7 percentage points higher than a decade ago, but only slightly higher than the 1976 percentage of 33.5.

**EDUCATIONAL ATTAINMENT 25 to 65**

- Nationally, the 1996 proportion of adults 25 to 65 who had com
completed H.S. was largely unchanged from a decade ago (87.3 percent vs. 86.1), while the proportion of adults who had completed four or more years of college rose modestly (27.1 percent, up from 22.4).

- Despite year-to-year fluctuations, African Americans have narrowed the gap with Whites: 87.5 percent for Whites vs. 83.6 for African Americans in 1996 and 84.4 vs 86.5 in 1995.

- Hispanics continued to significantly lag behind the two groups, posting a 61.1 percent high school completion rate in 1990.

- In 1996, 28 percent of Whites ages 25 to 29 had completed four or more years of college, 14.6 percent of African Americans, and 10 percent of Hispanics in this age group.

### College Enrollment

- Enrollment of students of color increased in 1996: by 3 percent for undergrads, by 3.7 percent for graduate students, and by 29 percent at the first-professional school level.

- Hispanics recorded the largest overall college enrollment gains among minority groups, 53 percent. African Americans continued to experience the smallest.

<table>
<thead>
<tr>
<th>Undergraduate Graduate</th>
<th>Asian American</th>
<th>Hispanic American</th>
<th>African American</th>
<th>Indian American</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-1996</td>
<td>27.7%</td>
<td>32.5%</td>
<td>10.0%</td>
<td>16.2%</td>
</tr>
<tr>
<td></td>
<td>37.2%</td>
<td>42.7%</td>
<td>41.1%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

- One-year gains for Asian Americans were 3.4 percent, and for American Indians, 2 percent.

- Hispanics also recorded the largest five-year gains—a whopping 32.5 percent: African Americans, the smallest, 10 percent; Asian Americans gained 27 percent; American Indians, 10.2.

- Hispanics also posted the largest one-year and five-year gains in graduate school enrollment (6.8 and 42.7 percent), followed by African Americans (5.8 and 41.1).

- Asian Americans had the lowest one-year gain in graduate enrollment, 4.5 percent, but over a five-year period, their rate rose by 3.2 percent. The one-year gain for American Indians was 5.1 percent, and the five-year gain was 34.5 percent.

- Students of color have made significant gains in enrollment in professional schools in recent years—a 35.7 percent increase between 1991 and 1996—but data indicate a leveling off or possible decrease in the near future. Only Asian American students experienced significant gains in this category (6.2 percent) between 1995-96. During this period, White enrollment decreased by 1 percent.

### Degrees Conferred

- Overall, students of color earned 18 percent of all bachelor's degrees awarded in 1995, up 1 percentage point.

- Hispanics recorded a 12.3 percent increase in associate degrees conferred: 29 for bachelor's; 8.3 for master's; and 31 percent at the first-professional degree level.

- American Indians experienced the largest one-year gain among the groups at the associate level.

**The number of Hispanic full-time faculty increased by 7.2 percent from 1993 to 1995, but these persons represented only 24 percent of all full-time faculty in 1995, up only slightly since 1993.**
12.7 percent. However, American Indians earned 1 percent or less of degrees earned at all levels.

- Doctorates earned by students of color overall did not increase from 1994 to 1995, but did increase 4.1 percent over the decade.
- Doctorates received in 1996 by American Indians rose by 24.8 percent over 1995; by Hispanics, 3.4 percent; and by African Americans, 0.5 percent.

**USING NONTRADITIONAL ASSESSMENT MEASURES IN ADMISSIONS**

Higher education officials are urged to broaden their evaluation of potential students when making admissions decisions.

The special focus section of the ACE report explores the cognitive and noncognitive assessment variables in higher education admission. Noncognitive variables, such as leadership skills and self-esteem, refer to students' motivation, perceptions, and ability to adjust to circumstances and environments, and are not evaluated by traditional assessment measures. Cognitive variables, such as verbal and quantitative skills, are measured by grades and standardized test scores.

Research has shown that noncognitive variables can provide insight into a person's ability to succeed in postsecondary studies—especially for students of color and women who are more likely than White males to be held to demonstrate their intelligence in ways not encouraged by traditional assessment tools.

Their use in admissions decisions could result in a more equitable process and likely would increase the number of students of color admitted to higher education institutions, as well as the likelihood that these students would succeed academically, states the report.

Its author, William E. Sedlacek, professor of education, director of testing, and assistant director of the Counseling Center at the University of Maryland College Park, has conducted extensive research on the topic and is the creator of a questionnaire that assesses students' noncognitive skills, a tool already in use for admissions by some postsecondary institutions.

**Hispanics recorded the largest five-year gains in college enrollment—a whopping 32.5 percent; African Americans, the smallest, 10 percent.**

**Asian Americans gained 27.7 percent; American Indians, 16.2.**

In the report, Sedlacek calls on college officials to develop more holistic admissions' processes when deciding whom to reject and admit.

"Higher education institutions have a greater societal responsibility than to simply admit students who have the highest test scores and grades," Sedlacek states in the report. "Given the growing diversity of the U.S. population, postsecondary institutions must do a better job of educating the nation's diverse citizens."

Although most colleges and universities use multiple criteria, the most common are high school GPA, standardized test scores, and high school curricula. However, in recent years, as competition has increased—particularly at highly selective schools—more admissions decisions have been based heavily on standardized test scores. The report does not suggest that test scores be removed from the admissions process but does advocate placing weight and value on noncognitive variables in the process.

Standardized tests were designed to predict a student's academic performance during the first year of postsecondary studies and provide little indication of a student's overall ability to succeed in college, particularly for students of color. Research has shown that noncognitive variables can provide insight into a student's retention and graduation potential, the report states. These skills could be assessed through the use of questionnaires, personal interviews, or portfolios.

The special focus section discusses a number of noncognitive variables that could be incorporated into postsecondary admissions processes. Some are noted below.

- **Positive Self-Concept (or self-esteem)**
  - Studies have shown that students are likely to do better in college than those who do not have a realistic view of their abilities. Likewise, students of color who recognize, understand, and are able to deal with racism are more likely to succeed in postsecondary studies on predominantly White campuses than are their peers who are unable to do so.

- **Successful Leadership Experiences**
  - Students who have demonstrated leadership skills perform better in college than those who do not possess such skills. Research shows the report encourages school officials to consider nontraditional evidence of leadership, noting students of color might have developed skills through their involvement in community organizations or churches, or through informal interactions within their neighborhoods, not at school.

The report also highlights colleges and universities that currently are assessing students' noncognitive skills as part of their admissions procedures.

**ACE is the umbrella association for the nations colleges and universities. Its membership includes about 1600 accredited, degree-granting institutions from all sectors of higher education and nearly 200 national and regional higher education associations and organizations.**

The Sixteenth Annual Status Report on Minorities in Higher Education is available for $29.95 plus $3.50 shipping and handling, prepaid from the Publications Department, American Council on Education, P.O. Box 191, Washington, DC 20055-0190 (call 1-800-604-9073).
Endowed Chairs to Five Hispanic Professors at

Cruz, García, Martelly, Meza, Montoya Among 13 Honored

BY

Betty Semet

The Endowed Chairs are made possible through the support of individuals, corporations, and organizations that have donated $45,000 each. The state provides a matching grant to bring the value of each endowment to $75,000.

Hispanic teachers are among the 13 Miami-Dade Community College professors who have been named as the 1998 recipients of the college's highest honor, the Endowed Teacher Chair. Miami-Dade Community College (M-DCC) was the first community college in the nation to honor its faculty with endowed chairs to recognize excellence in teaching, beginning in 1992.

Endowed Teaching Chair award recipients each receive $75,000 a year for three years, allowing faculty to explore new teaching methods, develop new projects, purchase specialized teaching materials, enhance their technological expertise, and generally further their own knowledge in order to directly benefit their students.

The Endowed Chairs are made possible through the support of individuals, corporations, and organizations that have donated $45,000 each. The state provides a matching grant to bring the value of each endowment to $75,000. Miami-Dade has awarded 13 endowed chairs since the program's inception.

The Endowed Teaching Chair represents this institution's highest recognition, said Eduardo J. Padron, M-DCC president. The recipients of this award have demonstrated excellence in every aspect of teaching. Further, they have made student learning their number one priority and, in so doing, have fulfilled the central mission of the college. For their efforts, I congratulate them on this exceptional achievement."

This year's Hispanic recipients are:

Ana Cruz - The Southeast Banking Corporation Foundation Endowed Teaching Chair; Judith García - The Dr. Robert H. McAbee Endowed Teaching Chair; Diana Martelly - The Anastasios and Maria Kyriakides Endowed Teaching Chair; Alberto Meza - The Citybank of Florida Endowed Teaching Chair; Rolando Montoya - The Carlos Arboleya/Barnett Bank Endowed Teaching Chair.

Wolfson Campus

Ana Cruz, Associate Professor, Accounting and Tax

Her students' assignments have included preparing actual tax returns through the Volunteer Income Tax Assistance (VITA) program, managing the budget of a small local organization, visiting The Miami Herald, and learning state-of-the-art electronic accounting procedures.

"I will try to help my students see the practical aspects of business in today's society, and help them understand the importance of being educated citizens," said Ana Cruz. "My goal is to find the equilibrium between theory and practice."

After more than a decade working for the IRS as well as in private practice, Cruz moved into the academic environment, and has earned quite a reputation for making the study of accounting both interesting and relevant. She has also incorporated service learning into her classes by asking her students to perform volunteer community service with VITA and other organizations. Cruz also assists her students in applying for scholarships and has arranged innovative book loans through educational publishers for students who cannot afford to purchase the often expensive accounting and tax textbooks.

An alumnus of M-DCC, Cruz holds an MBA from the University of St. Thomas of Villanova, and a bachelor's degree from Florida International University. She is currently pursuing a doctorate at Nova University.

North Campus

Rolando Montoya, Professor of Accounting, Finance, Economics, and Business Statistics

As an expert in international finance, Rolando Montoya brings extensive experience in foreign affairs and international trade into the classroom. This native of Camagüey, Cuba, was the former Consul and Trade Commissioner of Costa Rica in Miami at the Costa
Rican Ministry of Foreign Affairs (1980-84), and has served as Finance Vice President for Aldo International Corporation, and as junior auditor for Price Waterhouse & Company in San Jose, Costa Rica.

Montoya has distinguished himself at M-DCC by creating and directing numerous new scholarships for students, serving on many college committees, and coordinating various cultural and educational extra-curricular activities.

One of only a handful of professors to receive this award twice, Montoya is a previous recipient of the Sun Trust Bank Endowed Teaching Chair (1995). He was named “Outstanding Professor” and “Business Professor of the Year” for four years in a row by student honor societies.

Montoya is a Certified Financial Manager and Certified Management Accountant, and holds a master's degree from Florida International University, where he is currently completing studies toward his doctorate in higher education administration.

KENDALL CAMPUS

Judith Garcia, Associate Professor, English as a Second Language

The Swap Shop, Macintosh Corner, and Bacon Workbook might sound like great book titles, but they are really the titles of some of the most effective and innovative teaching methods for ESL developed by Judith Garcia. She has also co-authored the “I Speak English” Teacher Training Manual and the

Heinle & Heinle Intermediate Writing Series, in addition to many articles.

Garcia herself speaks six languages and uses that multilingual experience to teach more than 30 different courses and coordinate the campus' language labs. She also has designed and created software, and has developed Internet-based support for eight courses. As a result, she was designated as the technical liaison for her department and has taught technology workshops for the college's Training and Development program and microcomputer institute. She has also developed and implemented Internet-delivered distance education courses and several multimedia projects.

I like to bring technology to students in new and more meaningful ways because I believe this use of technology will give students a skill they will be able to apply to any profession they enter once they learn how to speak English,” Garcia says.

She received her bachelor’s degree from the University of the Pacific and earned her master’s degree from the University of California-Davis.

Alberto Meza, Senior Associate Professor or Art

Alberto Meza is an artist, poet, author, innovator, and teacher who not only introduces his students to the arts but also tries to “inflame them with the passion to share their artistic experiences.”

Although he has earned local, national, and international accolades for his art work, he has concentrated much effort on bringing the arts to the children of Overton. “By helping students learn to turn art into community service, they become aware of the importance of art as communication.” says Meza.

Some of the community art projects include involving Overton elementary school students in a dramatic play about AIDS, building a scale model of Overton’s historic Lyric Theater, writing a play about homelessness, and creating a 15-foot mural.

Meza, an internationally recognized artist in many genres, recently had some of his works accepted by the San Juan International Print Biennial in Puerto Rico, and he also received the 1997 Florida Artist Book Award for his Leonardo’s Phobias—a work that combines etched images on zinc, printed on both handmade and embossed paper with a handwritten story.

He earned his bachelor’s degree from the University of Chile, another B.A. and a masters degree from Syracuse University, and a Master of Fine Arts degree from Northern Illinois University.

HOMESTEAD CAMPUS

Diana Martelly, Professor, Natural Sciences and Mathematics

I love teaching, and I believe that enthusiasm carries over to the students and helps them find their own motivation for learning, says Diana Martelly.

Recognized by her peers as both an outstanding professor and administrator, Diana Martelly has a reputation for accessibility; she can be seen often in the advisement area counseling students one-to-one, and her door is always open to colleagues.

Since 1992, when the Homestead Campus was destroyed by hurricane Andrew, Martelly admits that her greatest challenges as an administrator have been the tremendous expansion of her department of natural science and math. She had a leadership role in the physical expansion of the campus, including the addition of six new buildings and three science laboratories, as well as in the development of new courses in biology, chemistry, microbiology, and physiology.

In the classroom, Martelly has created many new and innovative ways to teach mathematics, and acquired several grants to introduce additional methods of teaching. She is listed in Who’s Who Among America’s Teachers, and has received several awards for innovative excellence in teaching and community service, including M-DCC’s Distinguished Professor Award in 1995.

Martelly is an alumnus of M-DCC, and earned her bachelor's, masters, and doctoral degrees at Florida International University.
William Paterson was an immigrant from Northern Ireland who came to the colonies when he was two. Paterson served as New Jersey's first attorney general, from 1776 to 1783, joined the first U.S. Senate in 1788, and was second governor of the State of New Jersey, from 1790 to 1793. President George Washington named him to the Supreme Court, where he served from 1793 to 1806.

The institution that takes his name, William Paterson University, part of the public-supported New Jersey State System, has developed a pioneering personality and prestige all its own. It is distinguished by variety everywhere you look. From its fields of study and student activities to the students themselves, William Paterson University presents a diverse texture rarely found in an institution of its size.

It is situated in a spacious, beautifully wooded setting featuring the congeniality and comfort of small-town friendliness—yet with a world-renowned academic and cultural resources of New York City just minutes away. William Paterson University offers students affordable education with no compromises. Hispanic Outlook ranks this Publisher's Pick Inductee to the Honor Roll.

University president Arnold Speert acknowledges that by any measure, the past academic year has been remarkable. University status was granted on June 27, 1997, by the New Jersey Commission on Higher Education. The 300-acre campus has such a tranquil, rural feel that many are surprised to notice the faint profile of the Manhattan skyline 20 miles away and, closer at hand, abstract sculptures of stone, steel, and iron.

The Meadowlands Sports Complex is a 1-hour drive; skiing, an hour north; and the celebrated Jersey shore, a hundred miles of recreational beachfront, starts an hour to the south.

President Speert characterizes WPU as a rich and complex community of educators, scholars, and students. It resides in a rich and complex state, both a melting pot and a collage of cultures and colors.

"While there are many common threads that bind us together," says Speert, "none more important than the people who make the university family, the individuals who brought about university status, who challenge our students, and who continue to make William Paterson education rewarding.

With the advent of university status, Speert, our schools became colleges, and one
college, the College of Business, was added. Student enrollment is increasing, and degrees are offered in 28 undergraduate and 14 graduate areas. It's a great time to be part of William Paterson University.

According to a U.S. World & News Report survey, William Paterson has the highest alumni donor participation rate among New Jersey's state universities.

This year the Carnegie Foundation for the Advancement of Teaching named Carole Sheffield of WPU's Political Science Department the New Jersey Teacher of the Year.

WPU was founded in 1855 as the Paterson City Normal School, set up to train teachers for the emerging free public schools of Paterson, the "Silk City," famous for its textiles, a city that now boasts two large ethnic communities—Hispanic and African American—and is laced with pockets of Middle Easterners as well as the descendants of earlier European settlers.

The school was incorporated by the State Board of Education in 1923 and designated as the New Jersey State Normal School at Paterson. In 1927 the name was changed to the New Jersey State Teachers College at Paterson. In 1951, the school relocated to its present site in Wayne on Allsa Farms, former estate of the family of Garret A. Hobart, U.S. Vice President under William McKinley.

In 1958 the institution became Paterson State College and was accredited by the Middle States Association of Colleges and Middle Schools. In 1967, all New Jersey State teachers colleges were mandated by statute to make the transition to "multifaceted liberal arts institutions." In 1971, the institution's name was changed to William Paterson University.

**Honor Roll Facts in Brief**

**INSTITUTION:**
William Paterson University

**LOCATION:**
300 Pompton Road
Wayne, New Jersey 07470-2103
1-888-4WILPAT

**ESTABLISHED:**
1855

**ENROLLMENT:**
9,500

**DEGREE OFFERINGS:**
Bachelor's
Master's

**ANNUAL TUITION:**
$4,150 - tuition and fees (in-state, full-time, undergraduate)

**NUMBER OF FACULTY:**
342 full-time

**SPECIAL OR NOTABLE DEGREE PROGRAMS:**
- African American & Caribbean Studies
- Applied Clinical Psychology
- Business Administration/Finance
- Environmental Science
- Music Management
- Women's Studies

**INTERNET (Website) ADDRESS:**
www.wilpaterson.edu

College of New Jersey, honoring its birthplace and worthy namesake.

The essential thrust of the university goes beyond teaching, research, creative activity, and service. WPU is one of only 15 institutions in the nation to receive a Ford Foundation grant to increase minority recruitment, retention, graduation, and graduate school placement. Its dedication to diversity is made clear in its Mission Statement: "The University values diversity and equity as essential to educational excellence, with an obligation to everyone in the university community to create and maintain a climate in which respect and tolerance are recognized as part of the institutions commitment..."
to educational quality."

Last fall's total enrollment reached 9,207, and that number rose to 9,500 this term. Hispanics made up 12.2 percent of the class, and African Americans, 9.7 percent. Another 3.3 percent were Asian Americans, and 0.2 percent, Native Americans.

William Paterson carries the small-community atmosphere into a very important area, the classroom. The average class size is 25 students, and no course is taught by teaching assistants. The student-faculty ratio is 14 to 1. This fall 342 full-time faculty serve students by mentoring and personally assisting them with their curriculum and career planning. Eighty-one percent of faculty have a Ph.D. or highest degree offered in their field.

Students are encouraged early in their academic careers to visit the Career Development Center, where counselors work with them on-a-one-to ensure that their academic preparation dovetails with their career ambitions. Center counselors also help students write resumes, prepare for job interviews, locate paid internships and part-time summer employment, and plan for graduate school.

WPU's Office of Minority Education, directed by Lester McKee, assiduously tracks academic performance of students of color and sponsors three ongoing programs specifically directed to minorities: the Pre-University-Academy, the Alliance for Minority Participation Program in Science and Mathematics (AMPS), and Student Empowerment through Academic Mentoring (SEAM). OME also advises and supports ethnic student campus organizations.

Among the dozens of SGA-sponsored student clubs and organizations are OLAS, NAACP, CARIBSA, IMPACT (Involving Minorities Productively in Arts and Communication Technology), SABLE (Sisters for Awareness, Black Leadership and Equality), the Spanish Club, WCRN Radio Station, and WPC-TV.

SAPB, the Student Activities Programming Board, includes a Multicultural Committee that schedules programs to entertain and educate the university community about different cultures through dance, comedy, lecture, and music.

Workshops, job fairs, and on-campus recruiting are part of every semester. Internships offered through the communications department alone connect students with major television networks, well-known television shows, and advertising and public relations firms in New Jersey and in Manhattan—one of the most important and competitive markets in the U.S. The intense focus on postgraduate preparation pays off. In one survey of recent graduates, more than 95 percent of respondents were either employed or enrolled in graduate school.

William Paterson's program in women's studies, started 25 years ago, is one of the oldest such curricula in the country. And it is newly expanded as an undergraduate interdisciplinary major rather than minor.

New, too, this year are master's degree programs in history, applied clinical psychology, sociology, and music.

Among the older programs, one in the Department of Music has been especially effective in drawing people throughout New Jersey and New York and beyond to the college campus—the Jazz series. Initiated long before the current renaissance of this major American art form, Jazz artists of the caliber of Sonny Rollins, Marian McPartland, Joe Williams, Lita Jones, Houston Person, Jon Faddis, and Dave Valentino are invited on campus to work with directors David Dempsey and Rufus Reid and the music students and to perform with them for a discriminating audience.

Several dozen officially sanctioned music groups, from a Concert Choir and Opera Workshop to Latin Jazz Ensemble and Brass Quintet, and a host of student-generated combos, enrich the life on campus.

The university's long-running Midday Arts series presents noon-time music from opera to new age, its Art at Lunch lectures discuss antiquities as well as the avant garde. Evening programs of theater and music and lectures—such as last month's talk by Leon Panetta, seen nationwide via C-SPAN—round out the programming. State-of-the-art production equipment and ample studio space enable WPU to offer hands-on training to media students and to serve as a multimedia site for interactive cyber-conferencing far beyond the Ailsa Farms.

Earlier this month, WPU hosted, as it has in the past, the annual convention of Círculo de la Cultura Panamericana, a longstanding national group of scholars who paid special tribute this year to Federico García Lorca and the Spanish '98 generation.

The university is also home for more than ten years to the New Jersey Project, the first and still the only statewide, state-funded faculty-development project in the nation working to make higher education more inclusive, working to transform scholarship, curriculum, and pedagogy along the lines of race, ethnicity, gender, sexuality, class, and culture. The New Jersey Project conducts conferences, residential institutes, student essay contests, and campus lectures, and publishes a nationally circulated journal, Transformations.

What does all this diversity of options and of community mean to an individual student's growth and future? An example is Roy García, sworn in last year to a two-year term as one of two student representatives to the Board of Trustees. In addition to this semester's 15-credit load, García works as a resident assistant in the Hillside Dormitory, responsible for 45 students. Born in Colombia and raised in Anchorage, Alaska, García is the first in his family to attend a university.

"Getting involved in extracurricular affairs," says García, "teaches you things that the books don't teach you—valuable learning experiences." To foster such involvement for others, García has created Business.L.I.V.E.K. (Latinos Infiltrating Networking Koneksiets), an organization that encourages Hispanic students to reach out to business professionals.

Allan Gorah, president of the WPU Alumni Association, sums up the WPU story: "From a teacher-training school in a simple brick building located in Paterson to a four-college university on a 300-acre campus, William Paterson continues to meet the academic and cultural needs of a growing region. Through ongoing planning, self-evaluation, and hard work, the university community is positioned to continue its success..."
Strengthening International Ties

CSU-Stanislaus Hosts Latin Americans

California State University-Stanislaus has announced the renewal of an exchange program with one of Latin America's top institutions of higher education, Simón Bolívar University in Venezuela. In 1990, the two institutions signed an agreement to provide for an exchange of faculty and students. Since then, "Just like a little ball of snow, it keeps getting larger and larger," Dr. Enrique López-Contreras, CSU-Stanislaus professor of modern languages, said proudly. "Our faculty get more of a global perspective," López-Contreras said. "Modern universities," he continued, "need teachers who know more than one language, who are familiar with another culture." A portion of the latest exchange agreement will provide a $40,000 Fulbright scholarship for 13 professors to go to Venezuela for five weeks. CSU-Stanislaus President Marvalene Hughes said the University will strive to find ways to strengthen the program in coming years. "It has taken a lot of dedicated work to make this exchange work, and I look forward to its becoming much more in the future," President Hughes said during the signing ceremony. "We want to expand on the opportunities we've had up to this point."

Visiting CSU-Stanislaus for the signing ceremonies and to better familiarize themselves with American education and culture were three emissaries from Simón Bolívar. Nurka Ramos, Professor of Mathematics; Francisco Martínez, Professor of English; and William García, Professor of...
English stayed in California for three weeks in order to study the university, surrounding schools, and culture.

"We can't say thank you enough to all the people who have shown us kindness," Martínez said. "The hospitality is overwhelming.

The three took numerous tours throughout the Central Valley and the Bay area to study diversity in the California school system and rapidly changing bilingual education programs.

López-Contreras, a member of the faculty at Simón Bolívar University in Venezuela for 25 years and president of the Coastal Campus for the past four years, served as chair of CSI-Stanislaus' Department of Modern Languages. A visiting professor in the department from 1999 to 2001, he has since returned to the region each summer to teach high-intensity Spanish-language training classes.

High on López-Contreras' list of priorities are building a teamwork atmosphere in the department, responding to the community's needs, and offering increased opportunities for language and cultural understanding to the region. Just as English has been adopted as a necessary second language taught in Venezuela's schools, he envisions a growing need for Spanish language instruction at CSI-Stanislaus.

"I feel that any Spanish department has a tremendous responsibility, considering the demographics of this state," López-Contreras said, noting that California's Hispanic population will be the majority in the 21st Century. "Mastery of the Spanish language has become an economic necessity and an enormous factor in our future. I hope to be a facilitator so we can meet that responsibility and achieve goals as a team."

Endeavors such as the exchange program are of great benefit, he believes, as students need a greater understanding of other languages and cultures if they are to compete in a global market.

"My opinion is that nobody can be isolated anymore," he said. "Information technology is the industrial revolution of this era, and many people can't even begin to comprehend how big an impact that is going to happen. I am so excited that at this campus, I see people with a vision of what's going to happen in the future."

A native of Venezuela, López-Contreras comes from a distinguished family that has served in the public arena and sought to establish democracy and cultural understanding. His grandfather, Eleazar López-Contreras, initiated a push toward democracy after succeeding a long run of dictators as democratically elected President of Venezuela from 1936-41. When López-Contreras' father, Fernando, served as Venezuela's consul-general in San Francisco from 1957-67, his association with American education and the English language began.

López-Contreras became a soccer star, leading a junior-level team from San Francisco to a national title and helping the University of San Francisco to its first NCAA championship in 1966.

A love for learning and teaching language and culture swept López-Contreras into his career in higher education. He earned a master's from Virginia Tech and last year completed his doctorate at Simón Bolívar. He has published three books on language and bilingual issues, the latest this year.

López-Contreras was joined in Turlock by his wife and two sons, both of whom have enrolled at the university.

This summer, Dr. Julia Cruz, CSI Professor of Modern Languages, organized at the college an International Conference for Distinguished Scholars in Hispanic Literature. The event, held in the United States for the very first time, was co-hosted by the University of Costa Rica.

Open to the public, it included morning and afternoon sessions, most of them conducted in Spanish, evening book-signing sessions, a banquet, and a side trip to Yosemite National Park. Headliners were award-winning writers Don Fernando Alegría and Rima de Vallbona. Alegría, a native of Chile and professor emeritus at Stanford University, has been internationally acclaimed as a poet, critic, writer, and educator. He started his career at the University of Chile in 1950 before coming to the U.S. where, he taught at UC-Berkeley and Stanford.

Author of 13 scholarly publications, he began the conference with a presentation entitled, "The Creative Memory: The Autobiographical Novel and Poetry in Latin America."

Rima de Vallbona's talk, "The Lieutenant Nun's Life and Events," closed the conference. A native of Costa Rica and professor emeritus at the University of St. Thomas, de Vallbona has written 13 publications and won a number of writing and literary awards. They include: The 1983-84 Ancora Award for the Best Book in Costa Rica; the Lady's Ribbon of the Order for Civil Merit by His Royal Majesty; D Juan Carlos I of Spain, for contributions to Hispanic culture; and election by the New York Chapter to the Spanish Royal Academy.

Cruz reported that participants came to the Turlock campus from the United States. Denmark, France, Romania, Spain, Argentina, Brazil, Costa Rica, and Venezuela.

Book-signing sessions were held with Costa Rican writers Jorge Katen Zabló, author of Through the Carnival of Life; and Carlos Villalobos, author of Rituals for Rain.

Presenters from U.S. institutions included Teresa L. Mynto, CSI-Hayward: Luis Jiménez, Florida Southern College; Cecilia Ojeda, Northern Arizona University; Joseph Vélez, Bayor University; Enrique Giordano, University of Cincinnati; Elena De Costa; Carroll College; and Estrella Ogden Villanueva.

Those from abroad included Alfredo More, Álvaro Contreras, and Soledad Núñez of the University of los Andes; Doina Damaceanu, Iasi, Romania; Maria Zierling, University of Copenhagen; Francisco A. Ribera and Deneal Segura, Universidad Federal de Espiritu Santo; Jorge Chen Shum, Universidad de Costa Rica; Dante Barrientos Tecun, Universidad de Perpiñán; Vicente Cervera, Universidad de Murcia; and Izda Pintos of Argentina.
Jeremy Valdéz: Engineer, Journalist, Comedian

Texas Aggie Keeps Options Open

By MIKE L. DOWNEY

Jeremy Valdéz might be the only member of the American Institute of Chemical Engineers ever invited to perform stand-up comedy at a New York night club.

But then, Valdéz, a senior at Texas A&M University, might also be the only stand-up comic performing at Catch a Rising Star who has ever cooked pig manure.

The El Paso native has also written columns for the student newspaper, worked in a semiconductor laboratory for two semesters, spent a summer tutoring grade school kids in trigonometry, and produced a music show that he hosted for the campus radio station.

What he really wants to do, however, and do today—is be a lawyer.

"I watch Court TV all the time," Valdéz says. "I really like intellectual property law and high-concept science. I could use my verbal skills in the courtroom."

His goal at the moment is to finish his degree, score well on the law exams in September, and go to law school somewhere where he can perform in local comedy clubs. He's got some talent. Two years ago, he won the Texas A&M competition for the USA Network's "Up All Night" College Comedy Tour. The prize was that Manhattan performance at Catch a Rising Star, a show also broadcast on the USA Network.

But goals can change, he notes. "Life is a series of 'A plans' and 'B plans' that could work out if you just got up on the other side of the bed one day," Valdéz says.

Valdéz had considered majoring in computer science and political science but opted for engineering after his civil engineer father mentioned it one day. He chose chemical engineering because he'd been good in chemistry in high school.

He added journalism as a double major his junior year.

Over the past six years, he's received about a half-dozen scholarships, including a National Merit Scholarship and the Linda Chemical Engineering Scholarship. Valdéz, a member of the student chapter of the American Institute of Chemical Engineers, has hit some snags, though.

Two years ago, he won the Texas A&M competition for the USA Network's "Up All Night" College Comedy Tour. The prize was that televised Manhattan performance at Catch a Rising Star.
"Differential equations are just beyond me; they kill me," he laments.

"My heat transfer class surfaces in my head when I'm on stage telling jokes. I'll find myself doing convection currents in my head."

In Texas A&M's cooperative education, or co-op, program, Valdés worked for two semesters as an engineer for Advanced Micro Devices in Austin. He did liquid particle counting and delivery of bulk ultrapure chemicals in semiconductor labs.

"The best part was getting to run the forklift," Valdés said.

His chemical engineering interests are in semiconductors and bioengineering, the latter being where he worked with pig manure and other interesting materials. The lab work under Dr. Mark Holtzapple involved the chemical engineering professor's award-winning research converting waste biomass—municipal waste, sewage sludge, manure, and agricultural residue—into useful products.

"There is nothing worse than the smell of burning pig manure," Valdés says. "It would clear the lab every time."

Holtzapple says Valdés is one of the most eclectic, well-rounded chemical engineers he's taught.

"He's full of surprises," Holtzapple said. "I've had Jeremy in two classes: freshman engineering and a laboratory course. He's interested in the material and asks questions."

Holtzapple recalled that in doing extra reading for the first-year student course, Valdés became captivated with an article about how engineers are depicted in films. He's now writing a major report on the topic.

Writing fills a big part of Valdés' day. He carries a little notebook with him all the time to write down possible jokes and things for his other writing. "I could write jokes all day," Valdés says.

But not everything he writes is funny. He recently finished a column for the student paper on political correctness—perceptions and reality that stemmed from being assaulted at a concert.

"I was telling a friend a joke that I was trying to work up for my act. Someone overheard it and took offense. I tried to explain and apologize, but long story short, he beat the crap out of me. It's an occupational hazard, I guess."

Hazards aside, becoming a comic was never a Plan A or B, but it was always there somewhere below the surface.

"When I was 15 or so, I used to sneak into comedy clubs because I really liked hearing the stand-up comics," Valdés recalled. "I didn't like the repetition of the same jokes and themes, though."

He credits a disastrous recitation of "The Gettysburg Address" in a seventh grade contest with curing any performance anxiety he might ever have.

"I stumbled in the last third of it, lost it completely, ran off stage crying and hid outside under a bush until my parents came to get me," Valdés said.

Survivors that convinced him never to worry about being in front of people again.

Valdés recalls that he was never the class clown, was even something of a teacher's pet. However, during his sophomore year in high school, he did his first stand-up comedy routine at a talent show in San Antonio.

While he enjoyed the experience and the notoriety that followed, he didn't pursue it again until college and another somewhat dissimilar on-stage experience.

In 1995, he and some friends were at a show by local improvisational comedy troupe Freudian Slip when he was shoved on stage as a "volunteer" for a skit. It didn't go well at all.

"Two weeks later, I read a poster about the USA Network's stand-up competition for college comedians," Valdés said. "I saw it as a chance to redeem myself."

He wrote five minutes worth of stand-up comedy material that he performed to win the Texas A&M competition and a trip to New York. In April 1996, he did the standard 10-minute routine on stage before a live audience and the USA Network cameras.

"It was a whole lot of fun, and with a few exceptions, everyone was very laid-back and made suggestions to improve my act," Valdés said.

Since then, Valdés has performed locally at Caffe Caprì's Comedy Corner, the Copasetic Cafe, the Crooked Path Ale house, and others. A performance late last year with the Austin Comedy Club earned him an invitation back there, and he's booked to play the Velveeta Room in Austin soon.

Rami Cerone, owner of Caffe Caprì's Comedy Corner, says Valdés finds humor in real life.

"He takes everyday settings that you wouldn't think were funny, gives them a twist, and makes you laugh," Cerone said. "He makes fun of himself a lot, what he's doing at work and school, what he wants to do with becoming a lawyer. He just makes you laugh at him and with him."

Valdés admires the observational abilities of comic Jerry Seinfeld, but says his own comedy is closer to a hard-edged Jeanne Garofalo. He likes Bill Hicks and has grown to respect the comedy of Paul Rodriguez.

"On TV, Rodriguez always gets distilled into the token Hispanic, but live, he's something else altogether," Valdés said.

Valdés doesn't want to be categorized either. His comedy material is personal, but he says he avoids overdone topics like relationships. A good comic can't be too politically correct, he believes.

"A stand-up comedian can't survive worrying about what people think," Valdés said. "I'm a heterosexual Catholic Hispanic engineer who likes to redecorate his apartment every now and then."

Valdés takes his comedy and his engineering very seriously.

"Engineers can laugh at themselves—they might not laugh at anything else, but they can laugh at themselves," Valdés says.

Valdés doesn't worry too much about what he'll do next. He notes that he attended the same private school that Supreme Court Justice Sandra Day O'Connor went to. There's got to be a joke in there somewhere.
Aaron Gutiérrez, First Student to Join Board of Trustees

BY
Stefanie Pettit

Under legislation signed this past spring by the governor of the state of Washington, college students may serve one-year terms on the institutions’ boards of trustees, with full voting privileges on all issues except personnel matters. Their terms end May 31, 1999.

Aaron Gutiérrez of Bothell, Wash., a senior philosophy-communications major, knows exactly what he intends to do as the first student ever named to the Eastern Washington University Board of Trustees.

"I'm not on the board just to address student issues but to serve general university matters from a student perspective," said Gutiérrez. "I hope I can show that this kind of perspective can be valuable to a governing board."

He said he believes it is important that a student from each of the state's universities and colleges has been named to the governing boards.

James Kirschbaum, chair of the EMU Board of Trustees, said that Gutiérrez is clearly a good choice, as he is well qualified and deeply interested in the university. "On behalf of the entire board, we welcome him and look forward to his participation," Kirschbaum said.

Why would a student such as Gutiérrez, who already has a busy campus life at Eastern, be interested in serving on the board of trustees? "Gee, who wouldn't be interested?" he said. "This is a great opportunity to help shape this university."

Gutiérrez, a 1994 graduate of Bothell High School, was born in the Spokane Valley and moved to Bothell early in his childhood. Both of his parents, Barbara and Larry Gutiérrez, earned baccalaureate degrees from Eastern, which inspired their son to carry on the family legacy. The family name, he said, comes from his paternal grandfather, who came from Mexico.

At Eastern, he has served in several capacities with the Associated Students of EMU. He is currently an ASEMU council member, student member of Eastern's Undergraduate Affairs Council and Academic Senate, and a member of Phi Lambda Upsilon fraternity.

"I tell my friends that I was raised in Bothell but I grew up at Eastern," he said. "Much of how I've matured has to do with what have gained through my fraternity a group of people who believe in me, who I can count on, and who help me to believe in myself."

Gutiérrez has participated in several Eastern music groups, playing bass trombone. This summer he did promotional work for the Spokane Symphony.
First Annual Hispanic Outlook Scholarship Award Recipients

BY
MARI CARMEN SARRACENT

While her plans are to complete her bachelor's degree, Garcia can't help but think ahead. "I might take an extra year and get a masters."

Launching its own scholarship tradition, this year H.O selected two college-bound high school seniors – Verónica García and Lourdes Rebeca Perdomo – to receive the Hispanic Outlook Scholarship, a merit-based award for eligible Hispanic students. Candidates are required to have a B average or a cumulative grade point average of 3.0. Eligibility is limited to acceptance and enrollment in a school listed on the 1997 Publisher's Pick List. Each winner received $1000 to be used toward tuition and books. If award recipients maintain a 3.0 GPA, they may reapply.

Verónica García, originally from Pacoima, Calif., entered Massachusetts Institute of Technology in Cambridge, Mass. this fall. Her acceptance to MIT was the culmination of diligence and hard work in high school and an impeccable academic record, not to mention that she has made history in the Garcia family, which has made her family very proud. "I'm the first to leave the house and go to college," says Garcia. Her parents, both born in Mexico, have four other children.

Garcia attended San Fernando High School in San Fernando, Calif., where she was involved in the Math, Science and Technology Magnet Program, considered

Verónica García, graduate of San Fernando High School in San Fernando, California.

- 1998 Class valedictorian
- Attending Massachusetts Institute of Technology (MIT)
- Planned Major: Mechanical Engineering
Lourdes Rebeca Perdomo was recently accepted to the University of Florida in Gainesville. She attended American High School in Hialeah, Fla., where she was president of the senior class. According to her high school counselor, Mary Haslam, Perdomo's "leadership has made a floundering senior class into a well run, efficient and functioning group. As an independent learner, she utilized her unique analytical and synthetic techniques that will assure her academic success."

At the University of Florida, Perdomo plans to major in architecture, with a minor in sociology and engineering. "I have always loved math. Since I was little, I designed houses and layouts. When we'd move into a new house, I'd draw it out," said Perdomo. Perdomo's hobbies include drawing and martial arts. She has studied four years of Tae Kwon Do and is a first degree black belt.

Born of Cuban parents, Perdomo is proud to say that she is bilingual, as both Spanish and English were spoken at home. In high school, she studied French and may continue to do so in college. Perdomo plans to live on campus and get involved in extracurricular activities once she gets settled.

"I have always loved math. Since I was little, I designed houses and layouts. When we'd move into a new house, I'd draw it out," said Perdomo.
PEOPLE

Quintanilla Speaks at Lewis and Clark

Lupe Quintanilla, a member of the National Hispanic Hall of Fame, came to Lewis and Clark College (Ore.) recently to speak on "Success in Education: An Ongoing Challenge.”

Labeled retarded, Quintanilla dropped out of school in the first grade. By the time she was 16, she was married, and by the time she was 21, she was raising three children. But she returned to school when her own children were labeled slow learners because they couldn't speak English.

She has gone on to earn a bachelor's degree, a master's, and a doctorate. President Reagan appointed her as alternate ambassador to the United Nations, and President Bush asked her to help him create laws that would be fair to all cultures. She co-chaired the National Institute of Justice, was elected to the National Hispanic Hall of Fame, and was named one of Houston’s Top Ten Leaders and one of 24 Hispanic Women in Power. Today she teaches at the University of Houston, where she previously served as assistant vice president for academic affairs. Quintanilla is president of Cross-Cultural Communication Center of Houston and is the subject of books and dozens of articles.

Her lecture was part of a two-day conference: “Developing Programs for Hispanic Youth: Administrative Challenges and Responsibilities.”

CCNY’s Vásquez Named to Honor Committee

María Vásquez, Director of City College of New York’s Office of Academic Advising, has been named to the Committee of Honor for the first time traveling exhibition to offer a panoramic view of Spanish folk art and its influence throughout Latin America and the Spanish-speaking Caribbean.

Entitled “El Alma del Pueblo,” or “The Soul of the Community,” the exhibit offers a panoramic view of Spanish folk art and its influence on art throughout Latin America and the Spanish-speaking Caribbean.

The exhibit, which opened in September, will be on display through Dec. 31 at the Americas Society: The Spanish Institute (N.Y.).

“This exhibition has significant artistic and educational value,” Vásquez said, “because it sheds light on the development of Spanish art in the Western Hemisphere. I highly recommend it for Latinos as well as members of the non-Spanish-speaking community.”

Committee members are individuals who have distinguished themselves in the Latino community and who have demonstrated strong commitment to Latino causes.

Suárez Chancellor of Grossmont-Cuyamaca Community

Last month Dr. Omero Suárez became chancellor of the Grossmont-Cuyamaca Community College District (Calif.).

Suárez returned to California from a position as deputy chancellor for the Community Colleges of Chicago, where he had been since 1994, serving first as vice chancellor, academic affairs, planning, research and student services. Suárez also was president of East Los Angeles College, founding president of the Valencia Campus of the University of New Mexico, and held faculty positions in Oklahoma and Nebraska.

He received his bachelor’s from Chadron State College (Neb.), his master’s from the University of Nebraska, and his doctorate from the University of Oklahoma.

An active participant in his community, he served on the City of Chicago Workforce Board and the Cook County Welfare Reform Board.

Lehman Students Win Scholarships

Lehman College (N.Y.) students Trish Olmeda (l.) and Cándida Santos (r.) are receiving $2500 scholarships from the National Hispanic Business Group, an advocacy and networking organization that awards scholarships based on students’ grades, community involvement, and career goals.

Olmeda, an accounting major, plans to become a CPA. Santos, a psychology major, hopes to work as a psychotherapist with children. Both live in the Bronx.

Olmeda's family comes from Puerto Rico; Santos emigrated to New York from the Dominican Republic in 1994.

Award-Winning Director Pérez in San Marcos

Award-winning director Severo Pérez SWT was in San Marcos, Texas, in September for a special screening of his film adaptation of Tomás Rivera’s classic novel “La Familia Ríos.”

The film and novel depict the lives of a South Texas family of migrant farm workers during the 1950s. Rivera’s novel, published in 1975, is widely considered a modern classic and is taught in literature courses around the country. Pérez’s quiet yet powerful film has won international acclaim, including top honors at several film festivals. Both Pérez and Rivera are alumni of Southwest Texas State University.
Pérez's productions have won more than 50 awards, including three GINE Golden Eagles. A successful playwright, he has worked extensively with Luis Valdez's El Teatro Campesino.

He received a bachelor's from the University of Texas.

The screening coincided with the Southwestern Writers Collection's exhibit, "Mythic Journeys: The Film Archives of the Southwestern Writers Collection."

**Martha López Gilpin at BCC**

Actress and Puppeteer Martha López Gilpin recently presented a lecture/demonstration on holistic acting featuring the masks of Ralph Lee at Burlington County College (N.J.).

Gilpin has toured extensively with the Mettawee River Theater Company of Salem, N.Y., an acclaimed puppet theatre, under award-winning director Ralph Lee. One of the foremost puppet artists in the U.S., has worked on numerous scripts off-off-off Broadway, and is currently creating a one-woman show entitled _Monkey Mind: a Girl's Guide Through Madness._

Born and raised in Santa Fe, New Mex., she received a BFA in Theatre from the University of New Mexico and an MFA from Rutgers University.

**Colón-Valle Speaks at Bloomfield**

Miriam Colón-Valle, Latina arts activist, actress, producer, and director, delivered the Convocation address at Bloomfield College (N.J.) and received the Silver Medal from its president for her contributions to American culture.

Colón-Valle created the Puerto Rican Traveling Theatre Company, a well-known training ground for aspiring Hispanic actors and writers, in 1967. She also founded Nueva Galaxia Dramática, the first Spanish-language arena theatre in New York City.

As a community leader, she served on the New York State Council on the Arts for more than 10 years and as a panelist on the Expansion Arts Panel of the National Endowment for the Arts, and on the Institutional Advancement Pilot Program Panel. She was also a member of the National Hispanic Task Force.

The first Puerto Rican accepted at the Actors Studio, where she has been a member for the last 25 years, Colón-Valle has acted in films starring Marlon Brando, Sally Field, and Al Pacino, and acted on television and Broadway.

She has received many awards for her contributions to the arts, including the Puerto Rican Coalition's "Lifetime Achievement Award" from President Reagan, as well as honorary degrees from several colleges and universities.

**Rodríguez Wins Presidential Award**

Armando Antonio Rodríguez, associate professor of electrical engineering at Arizona State University (ASC), received a 1998 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring at the White House in September. Of the 10 individuals honored, Rodríguez was the only Hispanic.

ASC is the first university to have two professors named to the prestigious list. Math Professor Joaquín Bustoz won the honor in 1996, the first year of the awards.

For five years, Rodríguez has directed a student research program that has involved more than 60 underrepresented minority undergraduate and graduate students. All have gone on to challenging careers or graduate school.

His program is dubbed MoSART, with modeling, simulation, animation, and real-time control of dynamical systems as a central theme. Projects include the automatic control of robotic systems, semiconductor processes, and advanced aerospace systems.

"Such projects are intended to capture the imagination of students early on," Rodríguez said. "The projects also help put their studies into proper perspective by giving them a sense of the big picture and demonstrating possible career directions, which they may never have otherwise considered."

**Novello Wins Mujer Award**

The National Hispana Leadership Institute recently awarded Dr. Antonia C. Novello the 1998 Mujer Award, which pays tribute to the lifetime achievements of a Hispanic woman who has served her community in the U.S. in accordance with the philosophy and values of the institute.

Novello was sworn in as the 14th Surgeon General of the U.S. in March 1990. The historic event marked two firsts: Novello became the first woman and the first Hispanic ever to hold the position.

After her surgeon general tenureship (1993-1996), she served as United Nations Children Fund Special Representative for Health and Nutrition where she advised the executive director on issues pertaining to women, children, and youth. In particular, Novello provided leadership towards the global efforts related to iodine and vitamin A deficiencies disorders, immunizing the world's children, and preventing smoking and substance abuse in youth.

Currently, she is Visiting Professor of Health Policy and Management at the Johns Hopkins University School of Hygiene and Public Health and Special Director of Community Health Policy.

Born in Puerto Rico, she earned a bacheelor's and a doctorate from the University of Puerto Rico and a master's from Johns Hopkins University.

**Orrego Links Science to Human Rights**

Dr. Cristian Orrego, professor of biology and genetics at San Francisco State University, spoke at Ramapo College of New Jersey in September. His talk, "Molecular Genetics and the Search for the Disappeared," addressed human rights issues from a scientific perspective. It was the second lecture in the series, Human Rights: Human Responsibilities, which commemorates the 50th anniversary of the Universal Declaration of Human Rights.

The topic of the application of science to human rights, particularly in the search for the disappeared, is very much present in mind and heart, says Orrego. He discussed the history of the application of molecular
genetics to human rights work from its beginnings in Argentina in 1984, the remarkable techniques that we now have to recover DNA and identify human beings, and the future of science applied to human rights work.

**Guedes Helping FIU**

There are plans for renowned Hispanic humorist Guillermo Alvarez Guedes, who has an entire lifetime dedicated to the art of making people laugh, to use his creative talent to help bright poor students find their way to Florida International University (FIU).

Guedes’ original scheduled performance at the school had to be postponed, but is being rescheduled.

Proceeds will benefit local students who have outstanding GPAs and high SAT scores but are not eligible for federal financial aid or most scholarships because they are not U.S. residents. Tuition at state universities such as FIU is heavily subsidized by the State of Florida; therefore, non-residents must pay approximately four times as much as Florida taxpayers.

“There are many students in that predicament here at Miami High,” said Alicia Bivas, Miami Senior High Schools head counselor. “We felt that the community had to be aware of this problem, and we are pleased to have Alvarez Guedes and FIU come to the forefront and help some of these exceptional students.”

Guedes is to donate his time and performance while FIU donates the auditorium and the staff power for the scholarship fundraiser.

**Leon Chairs Cuban Studies at UM**

Through the end of the spring semester, University of Miami (Fla.) Professor Luis Aguilar Leon will continue as Emilio Bacardi Moreau Chair in Cuban Studies at the School of International Studies. The chair was inaugurated in 1986 with a gift from Amalia Bacardi and her family for the study of Cuban history and the understanding of Cuban culture.

Last month, Aguilar Leon began leading a two-month-long adult education seminar on “Cuba and its Circumstances.” In the spring semester, he will teach a seminar for graduate students on “Cuba and the Revolution in Latin America.”

“Professor Aguilar Leon knows and understands well Amalia Bacardi’s vision for this, her last project honoring the memory of her father. Emilio Bacardi Moreau,” said Manuel Jose Gutillas, chairman of Bacardi and co-chair of the University of Miami International Advisory Board.

Born in Cuba, Aguilar Leon is Professor Emeritus at Georgetown University in Washington, D.C.

A prolific writer, he has published several books, *Todo Tiene Su Tiempo* being the most recent. He has also written extensively for several Latin American newspapers and magazines on Cuban-related issues.

**Quintero New WNCC ESL Coordinator**

Miguel Quintero, the new Western Nevada Community College (WNCC) Adult Basic Education and ESL coordinator, will direct basic skills education as well as English programs for non-native speakers, and will work with area businesses to train workers and develop bridge classes to help students move from basic skills to college-level courses.

“My interests in education have been in the areas of multicultural education—English as a second language, bilingual education, whole language education, and curriculum development,” Quintero said.

He attended school in Mexico City and graduated with a degree in elementary education. Shortly afterward, he moved to the United States and began to teach migrant workers in adult basic education programs and migrant education programs in Utah, Arizona, and California.

He earned an associate’s, a bachelor’s, and a master’s at Brigham Young University. He recently completed the doctoral program at the University of Utah, Salt Lake City, and is now working on his dissertation.

**Morey Wins Law Student Award**

William Morey, a third-year evening student at Southwestern University School of Law (Calif.), has received the American Bar Association Law Student Division’s “1997-98 Volunteer Income Tax Assistance (VITA) Program Lt. Governor of the Year” award.

During 1997-98, Morey served as the Lt. Governor for the Ninth Circuit (which covers Southern California and Hawaii). Under his leadership, the number of law schools providing VITA programs expanded from two campuses in 1997 to eight this year. This provided hundreds more people with access to free tax counseling.

Morey previously directed Southwestern’s 1996-97 VITA Program, which won the ABA/LSD “Rookie Site of the Year Award” for assisting more than 150 tax-payers and offering services in three languages (English, Korean, and Spanish).

He earned his bachelor’s from California Polytechnic University-Pomona.

**Rodriguez to Chair Trial Advocacy Board**

Todd Rodriguez, a resident of Los Angeles, Calif., has been appointed to chair the Southwestern University School of Law (Calif.) Interscholastic Trial Advocacy Program’s Board of Governors.

The International Trial Advocacy Program sends students to national competitions where participants demonstrate their skills in case preparation, opening and closing arguments, direct and cross examination, and use of expert witnesses, in mock trials.

A second-year student at Southwestern, Rodriguez earned a bachelor’s from St. Andrews College in North Carolina.
UNF's Díaz, Future Politician

University of North Florida Student (UNF) Government Association Vice President Alexander Díaz plans to embark on a career in public service, including one day becoming governor of Florida. No stranger to public service, Díaz had devoted more than 7,000 hours of community service by the time he graduated from high school in 1996.

Right now, the 20-year-old political science major is immersing himself in student government issues and pledging to work hard to make UNF a fun school with more activities for students.

Díaz also plans to focus some of his attention on the minority groups on campus.

"I believe that by having a diverse student body, you can enrich the community in which we all live, whether it be on campus or off," said Díaz.

He is a member of the UNF Presidential Search Advisory Committee, the parking committee, the food services advisory committee, and the student advocate committee.

He plans to enter the master's program in public administration at UNF after he receives his bachelor's degree in 2000.

Griego and Maestas Recognized at CCD

For the second year in a row, Orlando Griego received recognition as Community College of Denver's (CCD) Administrator of the Year. Sophie Maestas, assistant teacher (child care aide) at the TEC West Child Development Center, was the Classified Employee of the Year.

Griego is co-director of Proyecto Access, a new summer program to prepare Denver middle school students in math, science, and engineering and lead them into science and technology careers. It is a model program of the Hispanic Association of Colleges and Universities, funded by the National Aeronautical and Space Association.

He wrote the Colorado AmeriCorps Literacy Initiative Grant proposal. CCDW will train 21 Americorps members who will recruit volunteers to participate in literacy initiatives in the community. He continues his work with the Denver Education Network and the Westside Advocacy Team, building a bridge for students from middle and high schools to college.

Maestas says she thinks she was nominated for Employee of the Year: 'Because I'm responsible, I'm at work every day, giving 100 percent every day. I believe in being a team worker, and I work well with the head teacher and the other teachers.'

Maestas is a single parent who will receive her associate degree this semester. She may continue work toward a four-year degree in behavioral science, social services, or early childhood education, or she may obtain a teaching certificate.

Hispanic Heritage Month at SUNY Rockland Community College

Rockland SUNY Rockland Community College (N.J.) celebrated Hispanic Heritage Month with a 6-weeks-long series of events with the theme "Voices of Latinos/Latinas in Our Community.

Dr. José López-Isla, publisher of The Hispanic Outlook in Higher Education, was the kick-off speaker on September 15th. Among the events that followed were:

- A panel discussion on "Latinos: The Right Stuff," moderated by Rockland's vice president for student affairs, Dr. María Vallejo (pictured here).
- A photography exhibit called "Voices of Hispanics/Latinos: Latinos: Who We Are and Where We're Going," a lecture/discussion by Karen McGovern of the Rockland English Department.
- "Latinos in Education," a program for ASPIRA students.
- A performance by Ballet Los Pampas, featuring Argentine tango, folklore, and music.
- "The Imprisonment of Young America," a lecture/discussion with guest speakers the Honorable Joseph Suárez, Esq., and William Engelbracht of Rockland's Criminal Justice Department.

HACU Holds 12th Annual Conference

"Hispanic Challenges in the 21st Century: Leadership, Vision, and Compassion" was the theme of the 12th Annual Hispanic Association of College & Universities (HACU) Conference held in late September in San Diego.

HACU President Antonio Flores told the Opening Plenary audience that HACU is working to build momentum and its membership base. The Association has adopted a new logo that better reflects the organization's strength and mission as it builds its national and inter-
national presence.

The Reverend John Moder, S.M., president of St. Mary's University (Texas), the oldest and largest Catholic university in the Southwest, and chairman of the Board of Trustees of HACU, addressed the conference attendees.

Among the many other conference events were sessions on post-affirmative action admissions strategies, and federal and research opportunities for HSIs (Hispanic Serving Institutions) and their students; and a Town Hall Meeting entitled "The Americano Dream: Point/Counterpoint," moderated by Adriana Martínez, director of governmental relations for the Hispanic Radio Network.

Nearly 70 exhibitors were in attendance. Pictured here at The Hispanic Outlook in Higher Education's exhibit are (1. to r.): Lourdes Cruz, Southern Connecticut State University; Orlando López-Isa, Vice President, HOHE; and Awilda SaaVEDRA-Reasco, Central Connecticut State University.

Two Reports Find Latino TV Characters Scarce

Michigan State University has released a report that highlights the scarcity of Latino television characters. Released last February, the report says that on prime-time television in 1996, only 3.2 percent of all characters were Latino, compared to 16 percent African American and 80 percent White.

According to the report, out of the prime-time shows that did have Latino characters — 77 percent were about crime.

As mentioned in the Hispanic Link Weekly Report, a national publication of Hispanic Link News Services Inc., this is one of several similar reports to come out on the subject.

In 1996, the National Council of La Raza issued a report stating that out of all the characters portrayed on television, only 2 percent were Latino.

Last year, a nonprofit organization dedicated to bringing educational opportunities to Latinos interested in careers in the arts, the National Hispanic Foundation for the Arts (NHFA), was formed by Félix Sánchez, the CEO of TerraCom, a Washington, D.C.-based consulting firm, and actors Jimmy Smits and Esai Morales.

According to the Hispanic Link Weekly Report, Sánchez is pairing this effort with his work in preparing Latino stars to become effective spokespersons in Washington and elsewhere for worthy causes.

The NHFA hosted its second annual gala in the capital on Sep. 22.

SAC Faculty Team Publishes Spanish Guide


"Buscalo! is a user-friendly guide and reference tool designed specifically to provide quick, concise, and reliable answers to common problems that confront the language learner," explain the authors in their introduction.

They add that while traditional textbooks may eventually answer a problem (such as how to express the English "meas" in Spanish), the reader may have to search hard for it and then find the information scattered throughout the text. To simplify this search process, entries are listed in alphabetical order and often cross-indexed.

Nuevo Compañía Tangueros at DuPage

Nuevo Compañía Tangueros recently performed the tango ballet "Milonga Boulevard" at the Arts Center at College of DuPage (IL).

This tango ballet in two acts, with a company of 10 and a live orchestra, was produced and directed by Marachrata Michi and Marco Costellani, and adapted from the 1951 short story of Julio Cortázar. "Las Puertas del Cielo (The Heaven's Doors)."

Set during the late 1940s, during tango's golden era, "Milonga Boulevard," with its nearly two dozen dances, displays not only the talents of the Tangueros, but also a recollection of those earlier practitioners of this style of dancing.

Wrote Cortazár: "They show up at eleven o'clock, coming down from mysterious realms of the city, calm and slow, one by one or in couples. They know and admire each other in silence, they don't let themselves be noticed: it is their dance and their encounter. Lacing in grave respect, ball after ball, slowly turning without speaking, many of them, eyes closed, even at last the party, the completeness."

A contemporary of the writer Jorge Luis Borges, Cortazár lived in Buenos Aires during the height of tango dancing until he moved to Paris, where he died in 1984. He was also a poet, translator, essayist, and amateur jazz musician.

$2 Million Gift for NYU Latin American Chair

Venezuelan President Rafael Caldera; Luis Urdaneta, the chairman of CITGO Petroleum Corporation; Luis Guiart, president of Petroleos de Venezuela; and Venezuelan Ambassador Enrique Tejera-Paris were honored by New York University (NYU) at a luncheon celebrating the announcement of a $2 million gift that will establish the Andres Bello Chair in Latin American Culture and Civilization at the King Juan Carlos I of Spain Center of NYU.

The gift, presented by Urdaneta, will enable NYU to invite an eminent Latin American scholar or cultural or political leader to campus each year as a visiting professor and researcher. The newly established Chair is being named in honor of Andres Bello (1781-1865), the Venezuelan-born poet.
scholar, and diplomat, one of the most influential figures in the history of the Americas. Bello was one of the educators of Simon Bolivar and the drafter of the Latin American civil code of law. Caldera is the author of an important biography of Bello.

The creation of the Andrés Bello Chair will serve as a magnet for funds to enrich Latin American Studies at NYU.

**USF Latino Scholarship Awards**

To help bright, ambitious Latino students finish their education, the University of South Florida’s (USF’s) Latino Advisory Committee formed a partnership four years ago with individuals and public and private businesses to provide renewable, four-year scholarships to local Hispanic scholars in need of financial assistance. It also includes a mentoring component in which donors become involved in their protégés’ academic career.

Since the program started, it has awarded more than $375,000 in scholarships and by the end of the year, it will have produced 25 Hispanic alumni. Donna Parrino, USF’s director of Latino Community Advancement, says the perseverance of the students and the program’s continuing success have encouraged other donors to pledge their support.

At the seventh annual USF Latino Scholarship Awards ceremony this past August, all of the scholars were recognized and new gifts were announced. Pictured here

at the ceremony are (l. to r.) Dr. and Mrs. Hernan León, Student Recipient Glenda Rodriguez, and USF President Betty Castor.

The gifts included the establishment of a planned gift in the form of a $300,000 charitable remainder trust by Dr. and Mrs. León, the Tampa Bay Latin American Medical Society’s $100,000 endowment for scholarships, and a $5,000 donation presented to President Castor by the Mayor’s Hispanic Advisory Council.

The civic group, Tampa Hispanic Heritage, Inc., won the Lt. Baldomero López Award, for its contributions to the betterment of the community.

**Amoco Awards Roosevelt U. Scholarship Money**

Amoco Corporation announced last September that it has awarded Roosevelt University (Ill.) $290,000 to create the Amoco Honors Scholar Program, which will provide scholarships for outstanding African American, Hispanic, and Native American students studying business or hospitality management at the university.

As members of Roosevelt’s Honors Program, the Amoco Scholars will take special courses focusing on community, political, business, and cultural issues of the metropolitan region; work with distinguished mentors from the city’s leading corporations and organizations; and intern at Chicago or suburban institutions.

Doug Ford, vice president of Amoco Petroleum Products, said, “Through our Amoco Foundation and programs like the Amoco Scholars, we’re able to help foster effective education and provide outstanding employment opportunities. Programs like this also help expand the pool of potential employees who possess the critical skills we’ll be looking for in tomorrow’s workforce.”

**Charleston Establishes Graduate Certificate**

The University of Charleston, S.C. Bilingual Legal Interpreting Program has added a new graduate certificate option to its current offerings. The graduate certificate program will allow students to attain foundational skills in legal interpreting in an abbreviated time frame, generally in one summer.

The curriculum will be made up of courses currently offered as part of the university’s M.A. program in Spanish/English legal interpreting. The required courses can be taken during an eight-week summer session or two summer sessions for a total of eight weeks.

Application requirements are that students currently hold a baccalaureate degree and/or are currently enrolled in a graduate program in a related field. Students must also take an entrance interpreting aptitude examination to demonstrate fluency in both English and Spanish.

The University of Charleston’s M.A. program in Bilingual Legal Interpreting was established in 1996 to address the shortage nationally of qualified, professionally trained judicial interpreters.

**Minority Enrollment Increases at GYSU**

Grand Valley State University (GYSU), in Michigan, has reported solid gains in minority enrollment this fall. GYSU admissions officials have reported that the number of Hispanic students has increased by 10.8 percent. Minorities make up nearly 9 percent of GYSU’s student body.

“What I’m hearing from the ethnic minority population is that seeing is believing,” said Oliver Wilson, assistant director of admissions for minority recruitment at GYSU.

“They’re coming to campus and feeling that Grand Valley provides a campus community that is conducive to learning and also a home away from home, that there’s a sense of belonging among minority populations.”

Wilson said efforts to reach out to minority populations in Detroit and Chicago as well as other communities across the state has helped attract more minority students to Grand Valley.

For the second year in a row, and only the third time in its history, the overall fall enrollment at GYSU has jumped by more than 1,000 students.

**Enormous Gift for USC School of Education**

Two educators, Barbara J. and Roger W. Rossier, whose expertise with emotionally delayed children laid the groundwork for a multimillion-dollar enterprise, have committed $20 million to the University of Southern California’s (USC) School of Education. The gift is believed to be by far the largest ever given to a school of edu-
cation at an American college or university.

In recognition of their gift, the USC board of trustees voted to rename USC's 90-year-old School of Education in the couple's honor.

They both earned Ed.D. degrees at USC.

Other urban educational activities involving School of Education faculty and students include the USC Latino and Language Minority Teacher Project, a School of Education program providing social and academic support to bilingual teacher aides who work in public schools, enabling them to continue their studies and become full-time teachers.

Research interests among USC School of Education's faculty members include: approaches to multicultural teaching and learning, particularly in reading and language acquisition; and risk factors for teen drug use, teen pregnancy, and violence among youth, as well as counseling programs designed to protect against these social problems.

**Crafton Hills Celebrates Mexican Independence**

Crafton Hills College (CHC), located in California, recently staged a Mexican Independence Day Celebration on its campus.

Mayda Gómez, president of the CHC MECHA, said the purpose of the cultural event was "to raise money for student scholarships and to have a good time and some good food."

The local Aztec dance troupe Danzantes de Aztlán, consisting of six dancers and a drummer, staged various ancient dances for CHC students and the community. Pictured here are drummer Víctor Uribe, director of the Danzantes de Aztlán, and traditional Aztec dancer Priscell Uribe.

**News from Universidad Interamericana de Puerto Rico**

La Universidad Interamericana de Puerto Rico (UIPR) recibió un donativo de $50 mil por parte del Gerente de la Operación de El Comandante Operating Company, Inc. (ECOC), siendo reconocida por su labor comunitaria como centro de estudios superior del país. La entrega de la aportación se llevó a cabo en una cálida actividad en el Salón Gobernador del hipódromo.

El donativo será entregado a la UIPR en cuatro plazos anuales de $10,000, $10,000, $15,000 y $15,000 durante el primer trimestre de los años 1998, 1999, 2000 y 2001, respectivamente.

El Dr. José R. González, presidente de la UIPR (pictued here), agradeció a nombre de la UIPR y de la Junta de Síndicos por tan significativa aportación e indicó, "garantizamos que este dinero será incluido en el fondo de beca para los estudiantes de escasos recursos económicos de la Interamericana, para que todos tengan igual oportunidad de alcanzar sus metas de estudios."

Gaztambide exhortó a los presentes en el evento a unir esfuerzos ya que entidades como la UIPR benefician laboran arduamente por el bienestar social de Puerto Rico.

La Universidad Interamericana de Puerto Rico recibió el premio “Distinguished Information Sciences Award” en el área de la Educación, por su laboratorio de ingeniería para el diseño tridimensional CATIA, ubicado en el Recinto de Bayamón.

Este premio le otorga la “Data Processing Management Association” a las organizaciones que están a la vanguardia en la tecnología de computadoras y comunicaciones, a la vez que utilizan las tecnologías gerenciales más avanzadas en el área de Sistemas de Información.

La “Data Processing Management Association” es la organización más grande en los Estados Unidos que representa los administradores profesionales en el área de la tecnología de la información. Representantes del área de la banca, el gobierno, la manufactura y los seguros, también fueron premiados en esta ocasión por la DPMA.
American Cultural Patterns: A Cross-Cultural Perspective
by Edward C. Stewart and Milton J. Bennett

Since its original publication in 1972, American Cultural Patterns has been used extensively as a text in courses and as a handbook in cross-cultural training.

1990
208 pgs.
51995 Paper
Intercultural Press
(800) 370-2665

The Art of Crossing Cultures
by Craig Storti

A compelling analysis of the personal challenges inherent in the cross-cultural experience. Craig Storti bases his analysis of cross-cultural adaptation not only on psychological and communication theory but also on the perceptions of some of the world’s greatest writers and the literature they have produced.

1990
136 pgs.
ISBN 0-938662-85-8
516095 Paper
Intercultural Press
(800) 370-2665

Reflections on Multiculturalism
Robert Fdwy, ed.

Robert Fdwy brings together ten authors whose sharply focused, penetrating essays make a significant contribution to the literature on multiculturalism. It is Fdwy’s view that we as Americans have regressed from the goal of multiculturalism in its truest form: mutual respect for differences and social and economic justice.

1990
240 pgs.
51995 Paper
Intercultural Press
(800) 370-2665

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126 or (609) 257-1400

Caudillo: The History of the Spanish Civil War

The Spanish Civil War was among the most exhaustively photographed modern bloodbathes, for both sides received not only military assistance but superb documentary camera crews from outside. There is no editorial commentary in this film; there is no need—the footage speaks for itself. (1 hr. 51 min. b&w)

Item #FFH 150

Miró: The Catalan Master

20th-century surrealist Joan Miró talks about his life and the various influences on his work. It features a selection of his masterpieces, with each piece brought to life through expert commentary. Known primarily for his abstract paintings, his other works include murals, sculptures, tapestries, and ballet sets. (55 min., color)

Item #FFH 680+

Art and Revolution in Mexico

Nowhere but in Mexico has history been painted as superbly; nowhere else have outspokenly polemical painters, such as Rivera and Siqueiros, produced such great art. The art of revolution and the revolution of art seem, in this time and place, to have nurtured one another. (51 min., color)

Item #FFH 179

School of Assassins

This Academy Award-winning program looks at a United States institution that trains Latin American military officers. Few Americans have heard of the school—the U.S. Army School of the Americas—nor are they aware that some of its graduates have
Thread of Hope

This program tells the powerful story of a group of women who banded together and dared to defy the brutal dictatorship of Chile's Gen. Augusto Pinochet. They set out to work to tell their stories by creating arpilias, colorful handmade tapestries that chronicled the horror and justice of Pinochet's reign of terror. Narrated by Donald Sutherland. (51 min., color)

Item #FFH 6549

Affirmative Action: The History of an Idea

This program explores the historical roots of affirmative action and the current debate over its usefulness. The program looks at several different affirmative action programs today. It includes archival footage and features interviews with a wide array of academic scholars. (56 min., color)

Item #FFH 6562

Women of Hope: Latinas Abriendo Camino

This program tells the story of Latina women in the U.S. through portraits of twelve unusual women who have broken new ground in their lives and achievements. Among those featured in the program are Miriam Colón, actress and founder of the Puerto Rican Traveling Theater; Nidia Velázquez, the first Puerto Rican Congresswoman; and Sandra Cisneros, Chicana novelist and poet. (29 min., color)

Item #FFH 6558

Artistic Legacy of the Mexican Revolution

This program traces the 1910 Mexican Revolution's impact on Mexican American communities in the Southwest. The lasting impact of the Mexican American culture is discussed with historians, artists, and eye-witnesses to the changes the revolution created. (30 min., color)

Item #FFH 5701

The Walls of Mexico: Luis Barragán

This beautifully filmed program looks at the wall paintings of some of the most famous Mexican muralists—Diego Rivera, Juan O’Gorman, José Clemente Orozco—and at the work of Luis Barragán, the greatest Mexican architect of this century. They all used the wall to create something distinctively new and vital, but they all found their guiding force in the renaissance of Mexican art and culture in traditions grounded in the pre-Columbian era. (56 min., color)

Item #FFH 6273

Ruíz: El Libro Buen Amor

This rendition of the greatest Spanish troubadour ballad and one of the high points of Spanish medieval literature puts special emphasis on the clear, accurate enunciation of Spanish verse. (60 min., color)

Item #FFH 160

Conferences

Modern Language Association Annual Convention

December 27-30
1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.
Contact: visit the MLA Web site at <www.mla.org>.

National Association for Bilingual Education Annual Conference

January 26-30
“Bilingual Education: More Than Just Talk!” is the NABE conference theme. In Denver, Colo.

Ethnic Studies National Conference

February 9-13
Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.
In Houston, Texas.
Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 83-2650.

The Academy in Motion

February 13-16
Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.
Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.
Contact: NHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.
The Hispanic Outlook Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2 or 4 year accredited U.S. college recommended in the PUBLISHERS PICK LIST as printed in the November 20, 1998 issue of The Hispanic Outlook in Higher Education Magazine.

Scholarship is renewable annually by students maintaining a 3.2 GPA.

Scholarship amount $1,000.

Application deadline is May 1, 1999. Scholarship recipients will be notified by August 1, 1999.

*To request an application send a self addressed stamped envelope to:
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Frederick Douglass Teaching Fellowships
Summer 1999

West Chester University of Pennsylvania is offering teaching fellowships to graduate students entering the final year of terminal degree programs and planning to be college teachers, for the purpose of attracting graduate students from historically underrepresented and underserved populations. Students selected will teach one course during a five-week term June 28-July 30.

The fellowships are designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass' Life of Public Service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are Master's degree completed and currently enrolled in a terminal degree program, with academic background in one of the fields taught at West Chester University, and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preference given to teaching and teaching assistants.

Applicants must successfully complete interview process and be considered as a finalist. Compensation will be as outlined faculty, $9,574 (subject to taxation). On-campus housing in an apartment also will be provided at no charge.

Applications are due December 4. For information, application, contact: Assistant Provost Office, 145 Bull Center, West Chester University, West Chester, PA 19383, Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu — information douglass fellows.

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. West Chester is located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, New York, and Washington, DC. The University is an equal opportunity affirmative action employer encouraging diversity.

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WILLIAMS COLLEGE

Gaius Charles Bolin Fellowships for Minority Graduate Students
1999-2000 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging minority students to pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. or in the humanities or in the natural, social, or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 1999-2000 is $20,000. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $2,000 for expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full copies of each of the following materials, postmarked by January 1, 1999:

- A full curriculum vitae
- A graduate school transcript and three confidential letters of recommendation
- A copy of the dissertation prospectus, preferably limited to 10-15 pp.
- A description of teaching interests

RESPOND TO: David L. Smith, Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, Massachusetts 01267.

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 1999.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,200 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Olmsted Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

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SCSU is a comprehensive metropolitan public university, located in historic New Haven. Enrolling some 12,000 students, SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

Each position listed is a tenure track appointment. Rank and filing deadline are stated below in the specific position descriptions. Searches will continue until positions are filled. Applications should include a current vita; a letter describing the candidate's qualifications and experience for the position; a statement of teaching philosophy and research interests; and current undergraduate and graduate transcripts. Send materials to the appropriate Chairperson as noted, at: Southern Connecticut State University, 301 Crescent Street, New Haven, Connecticut 06515.

SCSU is an equal opportunity, affirmative action employer. The University seeks to enhance the diversity of its instructional staff. SCSU actively encourages women and minorities to apply.

ACCOUNTING:

ASSOCIATE OR ASSISTANT PROFESSOR

Responsibilities: teach at least two of the following areas: managerial accounting, accounting information systems, and international accounting, and engage in professional development and collegial activities. Advise students. Qualifications: Ph.D. in Accounting required; a CMA or CPA is desirable. Send materials to: December 1, 1998 to Professor Barry A. Curren, Chair, Accounting Search Committee, 301 Crescent Street, New Haven, CT 06515.

ANTHROPOLOGY:

ASSOCIATE PROFESSOR OF ARCHAEOLOGY

Responsibilities: teach introductory courses in Archaeology and advance through upper level anthropology courses, supervise interns, and advise students. Qualifications: Ph.D. or equivalent in Archaeology preferred. Send materials to: December 1, 1998 to Professor Marc Smogorzewski, Chair, Anthropology Search Committee, 301 Crescent Street, New Haven, CT 06515.

ART:

ASSOCIATE PROFESSOR-SCULPTURE EMPHASIS/FOUNDATIONS

Responsibilities: teach sculpture courses and other foundational courses. Qualifications: MFA and active exhibition record required. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

ART:

ASSOCIATE PROFESSOR-DRAWING/FOUNDATIONS

Responsibilities: teach all levels of drawing as well as foundation courses. Qualifications: MFA or equivalent preparation required. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

CHEMISTRY:

ASSOCIATE PROFESSOR OF ANALYTICAL/ENVIRONMENTAL CHEMISTRY

Responsibilities: teach General Chemistry, Analytical Chemistry, and upper division courses in Environmental Chemistry. Research interests may include quantitative and qualitative techniques. Qualifications: Ph.D. in Chemistry desired. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

COMMUNICATION:

ASSOCIATE OR ASSISTANT PROFESSOR/ORGANIZATIONAL COMMUNICATION

Responsibilities: teach approximately 500 majors in improved BA and B.S. programs, as well as among the following courses: Interpersonal Small Group, Professional Ethics, Fundamentals of Contemporary Communication, and Research Methods. Qualifications: Ph.D. in Communication preferred. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

COMMUNICATION:

ASSOCIATE OR ASSISTANT PROFESSOR/ADVERTISING AND/OR PROMOTIONAL COMMUNICATION

Responsibilities: teach approximately 500 majors in improved BA and B.S. programs, as well as among the following courses: Communication Concepts in Advertising, Product Information, Creative Message Construction, and Research Methods. Qualifications: Ph.D. or equivalent preparation required. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

COMPUTER SCIENCE:

ASSOCIATE PROFESSOR

Responsibilities: teach computer science courses including information technology, and prepare students for careers in software development. Qualifications: Ph.D. in Computer Science preferred. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.

ECONOMICS AND FINANCE:

ASSOCIATE OR ASSISTANT PROFESSOR OF FINANCE

Responsibilities: teach at least one course in advanced investments, portfolio management, and personal finance. Qualifications: Ph.D. in Finance preferred. Send materials to: December 1, 1998 to Professor John W. Ross, Chair, Search Committee, 301 Crescent Street, New Haven, CT 06515.
FOREIGN LANGUAGES:

ASSOCIATE OR ASSOCIATE PROFESSOR/TESOL-BILINGUAL EDUCATION

Responsibilities: coordinate an M.S. Program in TESOL, bilingual education, supervise TESOL teacher certification; teach graduate courses in TESOL; second-language acquisition and bilingual education; Engage in scholarship, research, and professional colloquial activities. Qualifications: PhD in TESOL or applied linguistics, with a strong language background.

FOREIGN LANGUAGES:

ASSOCIATE PROFESSOR/LANGUAGE LAB DIRECTOR

Responsibilities: coordinate support technology, including audio and video equipment; advise and train faculty and students in the use of software and equipment; introduce them to new materials, maintain department website, teach two courses each year in a language offered by the Department. Qualifications: PhD in MA in instructional technology, linguistics, or foreign language/area studies, knowledge of second language and teaching methodologies. Administrative and college-level teaching experience strongly preferred. Send materials by February 1, 1999, to Professor Linda Olson, Department of Foreign Languages. Deadline: February 28, 1999. Please include full curriculum vitae. Search 98-416

HISTORY:

ASSOCIATE OR ASSISTANT PROFESSOR-AFRICAN-AMERICAN HISTORY

Responsibilities: teach undergraduate and graduate courses in African-American history with the ability to teach undergraduate courses in African Diaspora and African-American history. Must be able to teach the U.S. History survey courses in African-American history. Qualifications: PhD in African-American history required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of History.

MANAGEMENT:

ASSOCIATE OR ASSISTANT PROFESSOR OF MANAGEMENT

Responsibilities: teach courses within the Management specialization. Knowledge of management theory, organizational behavior, and management research methods. Qualifications: PhD in Management required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Management.

MATHMATICS:

ASSOCIATE PROFESSOR-TWO POSITIONS

Responsibilities: teach courses in mathematics, with preference given to areas in pure and applied mathematics. Qualifications: PhD in Mathematics required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Mathematics.

MUSIC:

ASSOCIATE PROFESSOR-UNIVERSITY CHURCH AND VOCAL ENSEMBLES

Responsibilities: teach and direct the University Church and Vocal Ensembles. Qualifications: PhD in Music Education, with experience in church music. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Music.

PSYCHOLOGY:

ASSOCIATE PROFESSOR-DEVELOPMENTAL PSYCHOLOGY

Responsibilities: teach graduate courses in child and adolescent psychology; conduct research in developmental psychology. Qualifications: PhD in Psychology, with a strong research background. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Psychology.

PSYCHOLOGY:

ASSOCIATE PROFESSOR-EDUCATIONAL PSYCHOLOGY

Responsibilities: teach graduate courses in educational psychology, with a strong research background. Qualifications: PhD in Psychology, with a strong research background. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Psychology.

PUBLIC HEALTH:

ASSOCIATE OR ASSISTANT PROFESSOR

Responsibilities: teach and conduct research in public health, with a strong research background. Qualifications: PhD in Public Health required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Public Health.

PUBLIC HEALTH:

ASSOCIATE OR ASSISTANT PROFESSOR-ENVIRONMENTAL HEALTH

Responsibilities: teach and conduct research in environmental health, with a strong research background. Qualifications: PhD in Environmental Health required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Public Health.

SCIENCE EDUCATION/ENVIRONMENTAL STUDIES:

ASSOCIATE PROFESSOR-MARINE STUDIES

Responsibilities: teach courses in marine biology, with a strong research background. Qualifications: PhD in Marine Biology required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Marine Studies.

SPECIAL EDUCATION AND READING:

ASSOCIATE OR ASSISTANT PROFESSOR

Responsibilities: teach courses in special education and reading, with a strong research background. Qualifications: PhD in Special Education required. Send materials by February 1, 1999, to Professor E. Ellis Pope, Department of Special Education and Reading.

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Amy Martinez, senior in Social Work Member of the Hispanic Student Organization Honors student

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David Lira, junior in Criminal Justice Vice-president of the Hispanic Student Organization Honors student

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Rice has been featured in The Hispanic Outlook in Higher Education and by the 1997 & 1998 Guide to the Top 25 Colleges for Hispanics. Currently, 12% of our undergraduates are Hispanic; 4% of our population are ethnic minorities. We seek a diverse community scholars who are willing to explore differences and celebrate them.

For more information, contact:
Rice University, Office of Admission-MS17, P.O. Box 1892, Houston, TX 77251-1892
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National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by: November 28, 1998

SEND ABSTRACTS TO:
Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

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- Celebration of Hispanic Heritage Month
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The Mandel School of Applied Social Sciences, Case Western Reserve University, is soliciting applications for an Associate Dean of Research. The position provides leadership for efforts to increase the amount of governmental research funding. This includes gathering and distributing information on sources of research grant funding and proposal requirements, providing technical support and consultation to faculty in the development of grant proposals, reviewing proposal drafts, and organizing and supervising support staff to provide secretarial, budgetary, and other technical assistance to faculty in the submission of research grant proposals. The Associate Dean will also plan and organize opportunities for faculty to enhance their knowledge of research methodology, provide oversight and management of research development funds, work with faculty to disseminate the dissemination of research activities and research findings to the broader social work community and specific constituencies, and represent the research interests of the School.

Requirements include a Ph.D. in social work or a related field, qualifications for an appointment as a senior faculty member (associate or full professor), expertise in social science research, experience with federally funded research projects, interest and ability to work with faculty on a collegial basis, and ability to work as part of the administrative leadership team of the school.


Please send applications to: Victor K. Groza, Ph.D., Mandel School of Applied Social Sciences, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164. E-mail: vkg2@po.cwru.edu. Applications will be accepted until the position is filled.

Case Western Reserve University is an equal opportunity/affirmative action employer.

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**Dean Boston College College of Arts and Sciences**

Boston College invites nominations and applications for the position of Dean of the College of Arts and Sciences. Boston College is a national Catholic University with enrollment of 14,700 graduate and undergraduate students. It was ranked 36th among national universities in recent college guide and was rated as one of the top Catholic universities in the US.

Boston College seeks a dean with substantial experience in liberal education in the Jesuit tradition and as director of the Jesuit tradition and as the College of Arts and Sciences. The dean will be responsible for the development and evaluation of the College of Arts and Sciences. The position is a four-year term.

Requirements include a Ph.D. in a liberal arts field, experience in institutional administration, and a strong commitment to the Jesuit values of community, service, and social justice.

Please send applications to: David R. Burgess, Academic Vice President and Dean of the Faculty, Boston College, Chestnut Hill, MA 02467-3838.

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**Associate Dean of Research**

Nominations and applications of qualified and interested candidates are sought for the position of Associate Dean of Research. The position provides leadership for efforts to increase the amount of governmental research funding. This includes gathering and distributing information on sources of research grant funding and proposal requirements, providing technical support and consultation to faculty in the development of grant proposals, reviewing proposal drafts, and organizing and supervising support staff to provide secretarial, budgetary, and other technical assistance to faculty in the submission of research grant proposals. The Associate Dean will also plan and organize opportunities for faculty to enhance their knowledge of research methodology, provide oversight and management of research development funds, work with faculty to disseminate the dissemination of research activities and research findings to the broader social work community and specific constituencies, and represent the research interests of the School.

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Department of Communication DePaul University

The Department of Communication invites applications for two tenure-track positions at the rank of assistant professor beginning September 1999. Candidates able and willing to teach in interdisciplinary programs will be advantaged.

MEDIA STUDIES
Tenure-track, assistant professor to teach a mix of undergraduate and graduate courses. Background and training in television genres, analysis and criticism required. Other possible courses: culture and media, video production, research methods, history of broadcasting, mass communication history and criticism. Familiarity with new technologies a plus. Successful candidate will help shape our future course offerings in mass communication Ph.D. or near.

COMMUNICATION STUDIES
Tenure-track, assistant professor to teach a mix of graduate and undergraduate courses. Background and training in rhetorical theory, history and criticism. Interest in debate a plus. Candidate with metronomical background and emphasis on critical theories, cultural studies and postcolonial discourse will be advanced. Possible courses include: contemporary issues in multicultural contexts, rhetorical theory, history and criticism, persuasion and argumentation. In addition to instructional responsibilities, the position includes supervision of the debate coach. Ph.D. or near.

The department currently serves approximately 400 undergraduate majors and 95 graduate students with an integrated curriculum for undergraduates that includes 1) media history, theory, criticism and production; 2) rhetoric and composition; and 3) language and culture offerings. The graduate offerings are in the areas of multimedia and corporate communication. The department has 18 full-time faculty.

DePaul University is a private, Catholic institution with a total enrollment of approximately 18,000 students. DePaul has five campuses in both urban and suburban locations. The university has a strong commitment to providing a comprehensive liberal arts education and emphasizes both teaching and scholarship. The university is committed to building a faculty that matches the diversity of its students and the Chicago community. The university's main campus in the heart of Chicago offers a stimulating and diversified range of cultural and educational opportunities.

Send a letter of application, CV, letters of recommendation, copies of teaching evaluations including student comments, sample syllabi, official transcripts and writing samples to: Dr. Donald R. Martin, Chair, Search Committee, Communication Department, Job Code: H0HE, DePaul University, 2230 N. Kenmore Ave., Chicago, IL 60614-3208. We specifically solicit applications from women and people of color. Deadline for applications: January 5, 1999 or until position is filled.

Cascadia Community College
Bothell, Washington

FACULTY POSITIONS
Start Date: February 1, 1999

Cascadia Community College invites applications for four full-time temporary, renewable non-tenured faculty positions to participate in a collaborative, intensive interdisciplinary process to design the core curriculum for the college and develop the core curriculum. Located in the state of Washington, ten miles east of Seattle, Cascadia is Washington State’s newest community college. The college is located in Bothell, which is a part of the Seattle metropolitan area. The college offers a wide range of degrees and certificates in various fields.

The positions require experience in teaching in learning communities, alternative pedagogies, or broad interdisciplinary training and practice. Knowledge of and experience in the design and implementation of innovative teaching strategies is highly desirable. We are seeking candidates with advanced degrees and experience in any area of the following subject areas: biological sciences, psychology, human behavior, and education.

We are seeking candidates with advanced degrees and experience in any of the following subject areas: biological sciences, psychology, human behavior, and education.

Application Process
A position announcement and required application materials can be obtained by calling Cascadia Community College at (425) 798-5532 or by email to taytor@cascadia.ctc.edu. For additional information, please visit our website at http://www.cascadia.ctc.edu.

Positions open until filled
Start Date: February 1, 1999

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FACULTY VACANCIES

Serving more than 34,000 students, College of DuPage is America’s largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D.’s “life-long learning” curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The following full-time, tenure track vacancies are available for the 1999-2000 academic year:

- **BIOLOGY**
- **COMPUTER INFORMATION SYSTEMS**
- **COUNSELOR**
- **EARTH SCIENCE**
- **ENGLISH as a SECOND LANGUAGE**
- **MATH**
- **OFFICE TECHNOLOGY INFORMATION**
- **PHYSICAL EDUCATION**

A Master's Degree in the field or a related field is generally required with previous teaching experience. Bachelor's Degree in the subject area with teaching and recent related work experience are beneficial. Salaries range from $31,600 to $48,300 and are dependent on education and experience.

Positions available beginning September 1999. Salaries range from $31,600 to $48,300 and are dependent on education and experience. This is a three-quarter academic year assignment with additional opportunities to earn significant additional income through overload and summer remuneration. College of DuPage also offers a generous benefits plan.

Call, write or e-mail for an application packet. Screening for this position begins January 11, 1999. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

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Cazenovia College

Faculty Position

Human Services

Full Time Tenure Track Appointment

Cazenovia College, an independent two- and four-year coeducational college, seeks qualified candidates for a full-time, tenure track appointment in Human Services. The successful candidate will have major responsibilities for the Counseling and Mental Health track.

Qualifications: Master’s degree in Social Work or related discipline required. DSW or PhD in related discipline preferred. Professional experience needed are two years of postgraduate practice in Human Service positions, preferably working with diverse populations, and interns. Previous undergraduate teaching experience is required in human services, or a related field. Teaching responsibilities include possible assignments in Introduction to Human Services, Community Mental Health Issues and Services, Childhood Disorders, Intervention Strategies, Rehabilitation Services and Internship Seminar. Development of coordination and supervision of Human Services field placement sites will also be required.

Faculty members at Cazenovia College participate in the governance and planning structures of the College.

Rank and salary will be commensurate with experience. Candidates should submit a detailed letter of application, current curriculum vitae, the names and telephone numbers of three references, and a statement of teaching philosophy. Deadline for applications is November 11, 1999. Anticipated appointment is September 1, 1999. Send application to:

Human Services Search
Personnel Office
Cazenovia College
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles south of Syracuse. 

For further information, visit our website at www.cazenovia.edu

Cazenovia College is an equal opportunity affirmative action employer.

Vice President for Research and Dean of the Graduate School

The University of Maryland College Park invites applications and nominations for the position of Vice President for Research and Dean of the Graduate School.

The Vice President for Research is a member of the senior leadership team of the campus and reports to the President of the University while working closely with the Senior Vice President for Academic Affairs and Provost. The Vice President is expected to provide the leadership needed to sustain the strong growth in the University's research programs and to assume a position of leadership in formulating and interpreting research policy and representing the university to national and international research and educational agencies, business and industry, and in the national and international research community. The Vice President will lead the campus in the development of new multi-disciplinary research activities and units, particularly those working across university campuses, government agencies, and the business sector, and is charged with promoting policies that support a large and diverse faculty in the conduct of their research, scholarship, and creative work.

As the principal academic officer of the Graduate School, the Dean reports to the senior Vice President for Academic Affairs and Provost and is responsible for policy development and administration of a decentralized Graduate School offering over 40 advanced degree programs and enrolling over 8,000 students. The Dean plays an important role in shaping graduate curriculum, must approve any new graduate programs, and is also in charge of the review and modification of existing programs and the recruitment, admission, support and education of graduate students.

The University of Maryland, College Park, is a Carnegie I category, comprehensive research-oriented, public university with almost 35,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C.

Qualifications: An earned doctorate in an appropriate area of specialization and a substantial record of scholarly accomplishment, research leadership, and the recruitment of extramural funding. Qualified applicants must merit appointment at the Professor rank and have successful administrative experience. Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons whom the search committee can contact for references. Nominations are encouraged and will be accepted at any time. Review of nominations and applications for this position will commence on November 1, 1998, and continue until the position is filled. All materials should be sent to:

Search Committee: VP For Research and Dean of the Graduate School
Attention: Sheila Mahaffy
2119 Main Administration Building
University of Maryland
College Park, MD 20742

The University of Maryland, College Park, as its subscribes to a policy of equal education and employment opportunity. Women and minority candidates are encouraged to apply.
COLLEGE OF ARTS AND SCIENCES

ECONOMICS - Applications are invited for several faculty positions in the area of economic development. Preference will be given to candidates in the areas of game theory and bargaining theory, theoretical and experimental organizational economics, and open economy macroeconomics. Applicants should have a distinguished research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Richard Tresch, Chair, Department of Economics.

HISTORY - Latin America: Applications and nominations for a tenure-track position as assistant professor are invited for the fall 1998. Preference will be given to candidates in the areas of game theory and bargaining theory, theoretical and experimental organizational economics, and open economy macroeconomics. Applicants should have a distinguished research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Richard Tresch, Chair, Department of Economics.

WALLACE E. CARROLL

SCHOOL OF MANAGEMENT

ACCOUNTING - Applications are invited for two tenure-track positions in the areas of accounting. Candidates should have a distinguished research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.

PHILOSOPHY - Tenure-track position open area of concentration in modern philosophy. Applicants should have a strong research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.

PHYSICS - No electronic materials. Candidates for a tenure-track position in the area of quantum mechanics, quantum information, and experimental physics are invited. Applicants should be well-prepared for a full-time academic position and have a strong research record. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.

PSYCHOLOGY - Behavioral Neuroscience - Assistant/Associate Professor - Candidates should have a PhD in Psychology with a strong research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.

SCHOOL OF LAW

INTERNATIONAL LAW - Boston College Law School is continuing a search begun in the 1997-98 academic year for a tenured or tenure-track member who is internationally recognized in international law. The successful candidate should have an internationally recognized career in international law and be able to contribute to the international program at the law school.

LEGAL REASONING, RESEARCH & WRITING - Applications are invited for a full-time, tenured or tenure-track position as Assistant Professor of Legal Reasoning, Research & Writing. Applications are invited for a full-time, tenured or tenure-track position as Assistant Professor of Legal Reasoning, Research & Writing. Applicants should have a strong research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.

GRADUATE SCHOOL OF SOCIAL WORK

PSYCHOLOGICAL RESEARCH - Candidates for a tenure line Policy Research position in the area of social work evaluate the effectiveness of intervention programs in social work education. Preference will be given to candidates with a strong research record and strong interest in both graduate and undergraduate education. Candidates should send a curriculum vitae, 3 letters of reference, and a research paper to Professor Alphonso E. Yen, Chair, Faculty Appointments Committee, Boston College Law School.
MICHIGAN STATE UNIVERSITY
PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of Michigan State University invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest’s premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered. Women and minority group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute’s mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate’s qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vita, reprints and three letters of reference to: William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.

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These positions are being posted jointly with the Five Colleges of Ohio Consortium. For complete job descriptions, please see www.wooster.edu, click on Inside Wooster, click on Employment Opportunities or call or e-mail Linda Farnett 330-263-2133--Farnett@acs.wooster.edu

INSTRUCTIONAL POSITIONS

Tallahassee Community College (TCC) announces openings for continuing positions as Criminal Justice Instructor (#FCACR301) and Humanities Instructor (#FCCHUM07) for academic year 1999-00.

CRIMINAL JUSTICE INSTRUCTOR

Requires a Master’s Degree from a regionally accredited institution with a major in Criminal Justice, Criminology, or related field. Successful teaching experience at the postsecondary level also required. Prefer Doctorate in Criminology, Criminal Justice, or related Criminal Justice field; also prefer experience with computer and crime scene technology.

HUMANITIES INSTRUCTOR

Requires a Master’s Degree in Humanities or the minimum of a Master’s Degree in one of the following disciplines: Art History, Comparative Literature, Philosophy, Religion, Music History, or Classics. Must be able to teach Humanities I and II integrated courses (Ancient Culture through Renaissance and Baroque through 20th Century). Successful teaching experience required. Must be conversant with computer technology. Salary Range for a two semester contract is $35,370-$46,643, per position.

A completed TCC instructional application with supporting documents is required. Resumes are supplemental to the application. Official or unofficial transcripts and letters of reference should be forwarded as outlined on the last page of the TCC application. Applications must be received no later than Monday, January 25, 1999, or postmarked no later than January 22, 1999.

If an ADA accommodation is needed in order to participate in the application/selection process, please notify: Human Resources by January 19, 1999; TDD (850) 921-2014 or Fla Relay (800) 955-8771. Applications may be obtained from and must be submitted to: Tallahassee Community College, Human Resources, 444 Appleyard Dr., Tallahassee, Fl 32304-2895. Telephone #: (850) 922-8104, HR hours: 8AM-5PM, Monday-Friday. TCC will be closed November 26-27, December 18-January 3, and January 18.

Equal Opportunity/Affirmative Action Employer.

FACULTY POSITION

THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES, CASE WESTERN RESERVE UNIVERSITY is soliciting applications for a tenure-track faculty position. The position focuses on mental health practice from a sociocultural perspective. It includes teaching courses in mental health and psychopathology at foundation and advanced levels. Candidates should have the ability to develop and conduct a program of scholarly activity.

Requirements include a D.S.W. or Ph.D. in social work or a related field. A Master’s degree in Social Work with two years post-master’s practice experience is required. We are interested in individuals who are committed to the field of social work and have demonstrated skills in research, teaching, and service.

MSASS currently offers Master’s and Doctoral degrees to approximately 500 students. The School is committed to innovative, interdisciplinary, and community-based approaches to practice. The Mandel School also has a mental health research institute, which provides an opportunity for faculty to collaborate with their colleagues in conducting mental health services research. Our mission reads: MSASS provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally.

Please send applications to: Paul Adams Ph.D., Associate Dean for Academic Affairs, Mandel School of Applied Social Sciences, Case Western Reserve University, 10800 Euclid Avenue, Cleveland, Ohio 44106-7164. E-mail: pla@po.cwru.edu. Applications will be accepted until the position is filled.

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University is an equal opportunity/affirmative action employer.
ASSISTANT/ASSOCIATE PROFESSOR, Position is tenure-earning and primarily involves teaching, research, and service in CACREP-accredited Mental Health Counseling program. Assigned initial academic rank will be contingent upon professional qualifications in the areas of teaching, research, and professional service. Salary is open and competitive dependent upon professional qualifications and experience. QUALIFICATIONS: Applicants eligible for consideration for this position must have experience in mental health counseling in other community agencies or schools and substantiate potential for excellence in teaching, research, publication, and professional service. A demonstrated commitment to diversity is essential. Applicants for this position must have an earned doctorate in Counselor Education or a closely related field and be willing to seek licensure as a mental health counselor in the State of Florida. PREFERRED: Preference will be given to applicants having academic and/or teaching experience in psychodiagnosis and/or substance abuse counseling and/or career development. Preference also will be given to graduates of a CACREP-accredited doctoral program. Familiarity with the use of computers and other technology in counseling and teaching is highly desirable. APPLY TO: Search Committee Chairperson, Department of Counseling Education, PO Box 117047, University of Florida, Gainesville, FL 32611-7047. DEADLINE: Applicants should submit by 1) current professional vita (include email address if available); 2) three letters of recommendation; 3) documentation that the doctoral degree was or will be awarded by August, 1999; 4) a letter of interest that includes a description of professional and personal qualifications and their match to the position-specific requirements and references; and 5) a statement of the applicant's philosophy of counselor education. Applications not including all parts (including references) of the required five components will not be considered. All application materials must be postmarked by January 15, 1999.

ASSISTANT PROFESSOR MEASUREMENT AND EVALUATION, Tenure-track position in the Department of Foundations of Education. Primary responsibilities include teaching undergraduate and graduate courses in classroom assessment and evaluation and research methodologies. Qualifications: candidate should have a Ph.D. in education and related area, and a strong commitment to teaching and research in education. The minimum educational qualification is an earned doctorate in research and evaluation. APPLY TO: Dr. James Algina, PO Box 117047, University of Florida, Gainesville, FL 32611-7047. DEADLINE: Applicants should submit an introduction letter stating research and teaching interests, a vita, a statement of professional and personal qualifications and their match to the position-specific requirements and references; and a statement of the applicant's philosophy of counseling. Applications not including all parts (including references) of the required five components will not be considered. All application materials must be postmarked by January 15, 1999.

ASSISTANT PROFESSOR PHILOSOPHY OF EDUCATION, Full-time tenure track position to teach Foundations of Education courses in undergraduate teacher preparation programs. Teach graduate courses in the philosophy of education and related area. Serve on doctoral committees and maintain a successful record of research and publication. QUALIFICATIONS: An earned doctorate in philosophy of education; a record of successful college teaching. APPLY TO: Dr. Rodman Webb, Chair, Philosophy of Education Search Committee, Foundations of Education Department, PO Box 117047, University of Florida, Gainesville, FL 32611-7047. DEADLINE: Applicants should submit by December 15, 1998. Applicants should arrange for letters of recommendation to be mailed to Dr. Webb.

ASSOCIATE OR FULL PROFESSOR SCIENCE EDUCATION: Teach undergraduate and graduate courses in science education; provide leadership in planning and implementation of a coordinated science/mathematics component in elementary education program; conduct and publish research; direct doctoral research; provide leadership in seeking extramural funding for research and development in science education; perhaps direct a center for research and development in science education. QUALIFICATIONS: Earned doctorate in science education preferred. APPLY TO: Dr. Mary Grace Kazakowski, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE: Letters of application accompanied by resume; three representative reprints of research and scholarly publications; other supporting materials as appropriate; names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.

ASSISTANT PROFESSOR EDUCATION TECHNOLOGY, Teach and advise undergraduate and graduate students in education technology, collaborate with colleagues in a thriving department and program; provide leadership in planning and implementation of a coordinated science/mathematics component in elementary education program; maintain a personal program of interdisciplinary research and creative activities; advise graduate students in education technology. QUALIFICATIONS: Earned doctorate in education technology or related field. APPLY TO: Dr. Mary Grace Kazakowski, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE: Letters of application accompanied by resume; three representative reprints of research and scholarly publications; other supporting materials as appropriate; names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.

ASSISTANT PROFESSOR EARLY CHILDHOOD EDUCATION, Teach and advise undergraduate and graduate students in a collaborative, inclusive, five-year unified Early Childhood Teacher Education program. Supervise field experiences: teach, advise, and supervise doctoral students; maintain an active program of research and publication. QUALIFICATIONS: Earned doctorate at least two years' successful teaching experience in early education settings. APPLY TO: Dr. Kristen Kemple, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE: Letters of application accompanied by resume; three representative reprints of research and scholarly publications; other supporting materials as appropriate; names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.
Chair, Department of Theatre

The Department of Theatre at the University of Maryland, College Park, seeks a Chair to lead it during its move to a new state-of-the-art performing arts center. The Department of Theatre has a significant presence in the Baltimore-Washington D.C. metro area for its strong programs in production and scholarship. The Department offers a full range of undergraduate courses within the B.A. degree, and the graduate program currently offers the M.A. and Ph.D. in theatre studies and the M.F.A. in production design. It participates as well in an interdisciplinary M.F.A. in arts management.

There are twelve full-time faculty and a staff of six in the Department.

A new performing arts center is currently under construction, and the Department is one of three teaching units to be housed there. The successful candidate will possess the necessary qualifications to guide the Department effectively through this move to the new center and into its next stage of development.

The successful candidate must have the qualifications to support appointment at the rank of Professor and, ideally, will hold the Ph.D. or M.F.A. Experience within the University setting and a demonstrated commitment to a balanced program within theatre (scholarly and artistic) are required together with an ability to lead a Department with a strong commitment to self-government.

Applications from women and minority candidates are particularly encouraged.

A statement of interest and the names, addresses, telephone numbers, and email addresses of four references should be sent to:

Professor Richard Price, Chair
Department of Theatre Search Committee
College of Arts and Humanities
1102 Francis Scott Key Hall
University of Maryland
College Park, Maryland 20742

For best consideration, applications should be submitted by December 1, 1998, but they will be received and reviewed until the position is filled.

The University of Maryland is an AA/EEO employer.

NORTH PARK UNIVERSITY
Chicago, Illinois

Faculty Positions

Full-time, tenure-track, beginning Fall, 1999

Athletic Training-Program Developer/Director (accredited major)
Biblical & Theological Studies-Old Testament/Arts courses required
Biology (pending funding)-Genetics, Zoology, General Education
Business (Marketing)-Graduate-Undergraduate Teaching
English (pending funding)-American Ethnic Literature, General Education
Music-Orchestra Conductor plus History and Theory

Qualifications: Doctorate or A.B.D., commitment to integrating learning with Christian faith and to liberal arts education in an urban context. Rank and salary negotiable per qualifications. North Park University is affiliated with the Evangelical Covenant Church. Women and minorities encouraged to apply.

Send letter and vitae to:
Dean Ehler
Vice President for Academic Affairs
North Park University
3225 W. Foster Avenue
Chicago, IL 60625

EDEM-F

FORT HAYS STATE UNIVERSITY
College of Education

The College of Education, Fort Hays State University, is seeking to fill the position of chair of the Department of Teacher Education. A Kansas Regents University, FHUSU is located midway between Denver and Kansas City. The College of Education offers coursework on campus as well as off campus through technology. Faculty participates in both on- and off-campus teaching. Undergraduate and graduate programs are offered. The College is NCATE accredited. Position description available at www.fhpu.edu/ed/cti/index.html

REQUIREMENTS
Education: Earned doctorate in Curriculum and Instruction or comparable field
Experience:
- Five or more years of involvement in University and service teacher preparation programs,
- At least 3 years experience in Pre-K -12 schools,
- Experience with professional development schools, field-based teacher education programs,
- Knowledge of inclusion program elements in teacher education
Application enhanced by nationally recognized, publication, presentation, record, knowledge of and experience with students and program assessment approaches and practices, and experience with distance learning programs

Individuals possessing the qualifications for the position described above, who are interested in cultural, ethnic, linguistic or racial background are especially invited to apply.

Deadline: Please submit a letter of interest in the position along with a resume reflecting qualifications and names and addresses of three (3) references in Teacher Education Chair Search Committee, c/o Dean of College of Education, 1st Floor State University, 600 Park Street, Hays, KS 67601. Priority will be given to applications received before 1 December 1998 and review will continue until position is filled. Fax (785) 624-444

FHUSU is an AA/EEO Women, minorities, disabled persons and veterans are encouraged to apply.

Economics Faculty Opening

Located in New York's Capital District, Union college is a private and highly selective 4-year liberal arts college. Our Economics Department is seeking applications for a tenure-track position at the assistant professor level. A successful candidate is expected to offer courses and to undertake research in the areas of labor and other macroeconomics. All majors in the department are required to complete a two-semester thesis.

Union College offers an attractive teaching load in a department of 11 faculty, a highly competitive salary and a generous benefits package including medical, dental, and vision insurance, life and disability coverage, a generous retirement plan, and tuition remission. More information is available on the web at: http://www.union.edu

Applicants should possess a strong commitment to scholarly research and excellence in undergraduate teaching. PhD should be in hand by the starting date of September 1, 1999.

To apply, please submit a letter of application, a current curriculum vitae, a writing sample, summaries of teaching evaluations or other evidence of teaching ability, and three letters of recommendation by December 10, 1998. Be sure to indicate how we can contact you during the last two weeks in December. We will interview at the ASEA meetings in New York. Please apply to Prof. Suthathip Yaisabang, Chair, Department of Economics, Union College, 807 Union Street, Schenectady, NY 12308.

Union College is committed to a program of affirmative action and equal opportunity. Women and minorities are strongly encouraged to apply.
University at Buffalo

Two Faculty Positions
State University of New York at Buffalo
Lawrence Schumman, Dean

The School of Social Work at the State of New York at Buffalo invites nominations and applications at the Assistant Professor and Associate Professor levels. Candidates must have earned doctorate in social work or closely related field and a strong commitment to scholarship, research, and excellent teaching.

The University at Buffalo, a Carnegie Foundation Category I research university is New York's premier public center for graduate and professional education, and the state's largest and most comprehensive public university. The School of Social Work enrolls over 280 students and offers an M.S.W. and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health/mental health services, and multicultural social work. The school recently issued the UB Center for Research on Urban Social Work Practice.

Deadline: December 15 or until positions are filled. Please submit a letter of application, curriculum vitae, a sample of scholarship (e.g., published article, paper presented at a conference), and the names, addresses, and telephone numbers of three references to:

Andrew Safyer, Ph.D.
Chair, Personnel Committee
School of Social Work
University at Buffalo
359 Baldy Hall
Buffalo, New York 14260-1050

Visit our website at: www.sosw.buffalo.edu

The University at Buffalo is an affirmative action, equal opportunity employer with a commitment to the principle ofiversity. In that spirit, applications from women, minorities, and persons with disabilities are strongly encouraged. No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, marital or veteran status, or sexual orientation.

University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the Psychology of Physical Activity. Candidates will be expected to engage in interdisciplinary research within the department, to seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement current faculty in this area. There are currently positions within Kinesiology an interdisciplinary faculty with interests in the following research themes: lifespan physical activity; human performance and fitness; disability; disease and rehabilitation; human factors, and cultural studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support interdisciplinary research in physical activity. Further information about the Department of Kinesiology and current faculty can be found by visiting http://www.kines.uiuc.edu. Qualifications include an academic background in Kinesiology and the ability to teach one or more courses in Kinesiology and the Psychology of Physical Activity. A doctorate is required. Teaching and post-doctoral experience are desirable. Women and minorities are especially encouraged to apply. Salary is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by January 15, 1999. The appointment will be effective August 21, 1999.

Steven J. Petrassello, Chair, Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
231 Louise Freer Hall
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer.

Georgia Southern University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University enrolls its 16,000 students (~1,000 FTE) from nearly every county in Georgia. The University's 82 campuses Georgia Southern is located in Statesboro, a community of 30,000 located 60 miles northeast of Savannah and 200 miles southeast of Atlanta. <http://www.gasu.edu>

The Position
As the chief academic officer of the University, the Provost and Vice President for Academic Affairs reports to the President and serves as the principal administrator in charge during the President's absence. Reporting to the Provost are the deans of the colleges, three associate vice presidents, the University Librarian, and directors of major academic services. Anticipated starting date: July 1, 1999.

Qualifications
- Earned doctorate or other appropriate terminal degree, including a distinguished record as scholar and teacher that would qualify the candidate for the rank of Professor and tenure upon appointment.
- Successful performance as a senior academic administrator beyond the level of academic department chair. Significant experience in management of budgets and personnel is essential.
- 3 years of experience that facilitates strategic planning, teamwork, and coordination of academic programs.
- Commitment to equity and diversity.

Applications
The Search Committee will continue to accept applications until the position is filled. Applications are encouraged prior to December 20, 1998. When screening will begin, a letter of application, addressing the position description and qualifications, a current curriculum vitae, and the names, addresses, and telephone numbers of at least five professional references to the search chair Dr. G. Lanier Vann Tassell, Chair, Provost/VPAA Search and Steering Committee, P.O. Box 8008, Georgia Southern University, Statesboro, GA 30460-8008.

Electronic mail: lvantassell@gasou.edu

Boston University
School of Education

Special Education

The Department of Special Education is seeking an assistant or associate, tenure-track, faculty member as part of its strategic plan to build a comprehensive program. The position involves teaching and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

The deadline for applications is February 1, 1999.

A letter of application, a current curriculum vitae, sample publications, and the names, addresses, e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215
For all positions, send letter of application, vita, copies of all undergraduate and graduate transcripts, three current letters of reference and any additional materials requested in individual position descriptions by specified date to the named Search Committee Chair and Department at the address below. Applications received by the submission date will receive full consideration.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Teach undergraduate and graduate art education methods courses, supervise student teachers, and supervise graduate research. Required: PhD in Art Education, or equivalent. Must have completed a minimum of 3 years full-time teaching experience at K-12 level. Must have completed at least one year of graduate level coursework in Art Education. Must have a strong background in art history and theory. Must have excellent communication skills and the ability to work effectively with a diverse group of students.

COMMUNICATION (Broadcasting Production)

Teach a range of radio and television production courses. Additional teaching responsibilities in support of departmental general education mission. Required: Ph.D. in communication or related field, with expertise in broadcasting or film production. Must have demonstrated ability to teach public speaking, critical thinking, and media production skills. Must have a strong commitment to diversity and inclusion. Must have excellent communication skills and the ability to work effectively with a diverse group of students.

SOCIAL WORK

Teach a full range of courses in a B.A.-level accredited program. Must have expertise in social work practice, social policy, and community organization. Must have excellent communication skills and the ability to work effectively with a diverse group of students.

SOCIOLOGY/CRIMINOLOGY

Teach courses in Sociology and Criminology. Required: Ph.D. in Sociology or related field. Must have expertise in research methods and quantitative analysis. Must be able to teach courses in areas such as social inequality, crime and deviance, and social policy. Must have excellent communication skills and the ability to work effectively with a diverse group of students.

ECONOMICS

Required: Ph.D. in Economics. B.S. in Economics, Quantitative Economics, or related field with strong background in econometrics. Must have expertise in research methods and quantitative analysis. Must be able to teach courses in areas such as microeconomics, macroeconomics, and international economics. Must have excellent communication skills and the ability to work effectively with a diverse group of students.
Faculty Positions in the
College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions. The Assistant/Associate Professor rank, beginning no later than September 7, 1999. All positions require completion, or near completion, of an earned doctorate. Successful candidates will show evidence of a commitment to teaching, research, publication and service.

Position 11b - Reading Education (Secondary)
Major responsibilities include teaching undergraduate and graduate courses in a self-contained department of Reading Education. An earned doctorate in reading education (focus on secondary classroom practices) required. At least three years of teaching experience at the secondary level required. Experience in administration and/or supervision of reading programs preferred. Experience in university teaching is also preferred.

Position 11c - Special Education (Learning Disabilities)
Major responsibilities include the teaching of undergraduate and graduate courses in mild/moderate disability areas with a preference for an emphasis in learning disabilities, and the supervision of related field experiences. Expertise in assessment, language development, and behavior management is preferred. The applicant is expected to have prior experience teaching individuals with disabilities. Knowledge about research-based teaching practices is desirable.

Position 11d - Special Education (Mental Retardation)
Major responsibilities include the teaching of undergraduate and graduate courses in mild/moderate disability areas with a preference for an emphasis in mental retardation, and the supervision of related field experiences. Expertise in assessment, assistive technology and augmentative communication, and instructional strategies is preferred. The applicant is expected to have prior experience teaching individuals with disabilities. Knowledge about research-based teaching practices is desirable.

Position 11e - Curriculum and/or Language Arts
Major responsibilities include teaching undergraduate and graduate courses in a department of Curriculum and Instruction. Assignments may include supervision of field experiences Knowledge of connecting-the-curruculum, curriculum assessment and standards, and/or language arts for elementary-middle school is desirable. A minimum of three years of teaching experience at the elementary or secondary levels and university teaching experience preferred.

Position 11f - Bilingual Education (Hmong/Spanish)/ESL and/or Curriculum
Major responsibilities include teaching undergraduate and graduate courses in a department of Curriculum and Instruction. Assignments may include supervision of field experiences Knowledge of connecting-the-curriculum, curriculum assessment and standards is desirable. Prior experiences teaching bilingual education/ESL children or adolescents are desirable. A minimum of three years of teaching experience at the elementary or secondary levels and university teaching experience is preferred.

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophies, transcripts, and three current letters of recommendation to Dr. Carmen J. Coballes-Vega, Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WIS 54901-8662. Applications will not be accepted after February 16, 1999. Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law.

The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution.
Florida International University invites nominations and applications for the position of Dean of the College of Education. The Dean reports to the Provost and Executive Vice President for Academic Affairs.

The University: FIU, located in Miami, is a research university and one of the fastest-growing members of the State University System of Florida. Opened in 1972, FIU enrolls over 30,000 students on two major campuses. FIU has an established and rapidly growing reputation for excellence in research and a strong history of diversity and inclusion. Representation among its students, faculty, staff, and administrators is reflective of the diversity of South Florida.

The College: The College of Education delivers a variety of graduate and doctoral programs in fields such as educational leadership, counseling, special education, and early childhood education. The College is home to the nationally recognized Center for Research in Education, a leading research institution. The College's six departments include the Department of Educational Leadership, the Department of Counseling and Counseling Psychology, the Department of Special Education, and the Department of Early Childhood Education.

Responsibilities: The Dean will be responsible for overseeing the strategic planning and implementation of the College's mission and goals. This includes leadership in research, teaching, and service, as well as the development of partnerships with K-12 school districts and community partners. The Dean will also be responsible for the management of the College's budget and resources.

Qualifications: The ideal candidate will have a doctoral degree in education or a related field, with a strong record of research and publication. The candidate should also have a demonstrated commitment to diversity and inclusion, and experience in managing and leading a large and complex academic unit.

Application: Interested candidates should submit a letter of application, curriculum vitae, and three letters of recommendation to the search committee. The application deadline is January 15, 2023.

Florida International University is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.
Assistant/Associate Professor Positions

University of Missouri-Rolla

Four new tenure-track, Assistant/Associate Professor positions are being created on the University of Missouri-Rolla campus through State Enhancement funding in the area of materials and manufacturing. Ideally a faculty member is sought who can complement the teaching and research activities of existing faculty working in the appropriate discipline area listed below, and who will participate in the campus interdisciplinary Materials Research Center. Previous experience and evidence of independent research activities in the area of films and coatings is preferred.

Metallurgical Engineering (Metallic Thin Films) #R52880, Ceramic Engineering (Nanomaterials, Films and Coatings) #R52877, Physics (Experimental Condensed Matter Physics/Materials) #R52802, and Chemistry (Polymers, Coatings, and/or Materials Synthesis) #R52797. For further position and departmental information, access the center's home page at http://www.umr.edu/nmr.

Applications, including curriculum vitae with publications list, the names and addresses of at least three references, and a brief description of research interest should be sent by January 30, 1999, to Human Resource Services, #R (with appropriate reference number), University of Missouri-Rolla, 1202 North Bishop, Rolla, MO 65409-1050 for logging and acknowledgment prior to being forwarded to the department.

UMR is an AA/EEO employer and tenants, minorities, and persons with disabilities are encouraged to apply.

University of Florida

Department of Computer Science

Assistant Professor

Applications are invited for the tenure-track position of Assistant Professor beginning August 1999. Applicants must hold a Ph.D. in a related discipline and should be able to teach a variety of undergraduate courses in computer science. Preference will be given to individuals with experience in industrial experience. Salary range: $47,000-$55,000 depending on experience.

The Department has 200 undergraduate and 150 graduate programs in CS, CIS, and software engineering. We offer B: CIS, MS degrees in CS and software engineering, and a number of programs offered by the ECE department. Our faculty focuses on areas of interest including algorithms, software architecture, software engineering, and database systems.

The University of Florida is an urban university with 37,000 students situated in an 8,000-acre wooded campus on the edge of the State University. Florida, Pensacola is located within about 50 miles east of Mobile, 200 miles east of Atlanta, 325 miles west of Atlanta, Pensacola is well known for its beautiful beaches, and moderate cost of living.

Applicants must provide documentation of the right to work. Applicants should send (not by e-mail) a resume, a list of three references, and a statement of interests and goals to Jim Bezek, Search Committee Chair, Department of Computer Science, The University of Florida, P.O. Box 118404, Gainesville, FL 32611-8404. Review of applications will be completed by May 1, 1999. UWF is an EEO/AA employer. Women and Minorities are encouraged to apply.

Visit us at http://www.cs.ufl.edu

Harvard Law School

Coordinator of Externship Programs

Harvard Law School has one of the most extensive clinical education programs in the country administered by the Office of Clinical Programs. Our Externship component utilizes a variety of local, criminal, and governmental legal agencies in the Boston area. Approximately 150 students participate in our Externship and Independent Clinical Work Program each academic year. We are seeking a new Coordinator of Externship Programs who will work with, and report to, the Administrative Director of Clinical Programs.

Communications with faculty, investigators, and students are required, as is participation in complex evaluation process including monitoring and evaluating placements and supervision, obtaining student feedback, conducting site visits, and working with visitors.

Continually evaluates overall quality of externship program. Develops and maintains data and produces regular reports. Participates in general program administration including academic planning, counseling students, and program pre-registration forms. BA required, JD preferred with 3-5 years' experience in student services or clinical education administration. Must have solid working knowledge of local, criminal, and governmental legal communities or comparable experience; strong oral and written communication skills; and interpersonal skills required. Must be self-starter and a creative problem solver.


Harvard Law School is an equal opportunity employer.
VICE CHANCELLOR
FOR ACADEMIC AFFAIRS
Indiana University South Bend

Indiana University South Bend invites nominations and applications
for the position of Vice Chancellor for Academic Affairs

THE UNIVERSITY - Indiana University South Bend is the third largest of eight state-wide
Indiana University campuses. It is a non-residential, urban, comprehensive campus, enrolling
over 7,300 students and is staffed by 246 full time and 273 part time faculty members.
Indiana University South Bend offers 103 different degree and certification programs, with
master’s degrees in Business, Education, Music, Public and Environmental Affairs,
Psychology, Social Work, Nursing and Liberal Studies.

RESPONSIBILITIES - The Vice Chancellor reports to the Chancellor, is the chief academic
officer of the campus, and represents the campus on the All-University Academic Officers
Committee. Reporting directly to the Vice Chancellor for Academic Affairs are the Associate
Vice Chancellor for Academic Affairs, the Deans of five academic Divisions (Business and
Economics, Education, Liberal Arts and Sciences, Nursing and Health Professions, and
Arts), and more than a dozen other academic administrators.

QUALIFICATIONS

• Vision and energy to lead the faculty and staff of a diversified, comprehensive,
growing, public university.
• Earned doctorate or terminal degree.
• Distinguished academic record commensurate with faculty appointment at full
professor level with tenure.
• Significant record of effective teaching and substantial scholarly achievement.
• Demonstrated experience in research administration.
• Successful administrative experience as a Dean or in a major academic unit.
• Demonstrated expertise in budgetary, fiscal, and personnel management.
• Commitment to and experience in shared governance with faculty, staff, and students.
• Dedication to academic excellence and academic freedom.
• Ability to communicate effectively with all University constituencies.
• Commitment to equal opportunity and affirmative action.

SALARY - The salary is competitive, with a comprehensive fringe benefits package.

THE COMMUNITY - Indiana University South Bend is located in north central Indiana.
90 miles east of Chicago. With a population of more than 250,000, the South Bend area
has the amenities of a metropolitan center with the personal warmth of a mid-sized community.
South Bend is the home of five other colleges and universities, and with the community’s
exceptional cultural and recreational resources, offers an attractive quality of life.

APPLICATION - The position of Vice Chancellor for Academic Affairs will be available
July 1, 1999. Review of applications will begin immediately and will continue until the
position is filled. Completed applications received after January 15, 1999 cannot be assured
full consideration. Nominations should include the name, address, and telephone number
of the nominee. Applicants should submit a letter of interest, a Curriculum Vita, and the
names, addresses, email, fax, and telephone contact information for 3 to 5 professional
references.

Send nominations and application materials to:
John E. McEnaney, Co-Chair
Vice Chancellor for Academic Affairs Search Committee
Indiana University South Bend
Post Office Box 7111
South Bend, IN 46634

Information about Indiana University South Bend is available online at http://www.iusb.edu.

American University, Washington College of Law is seeking to fill four tenure-track faculty
positions in a wide variety of curricular areas. The fields include: Alternative Dispute
Resolution, Clinical Legal Education, Constitutional Law, Intellectual Property
Law, Law and Government, Legislation and Regulation, Federal Courts, Business Law,
Communications Law, Health Law and Legal Ethics.

The Washington College of Law is committed
to a diverse faculty, staff and student body and
encourages the application of women and minorities. Appointments will be for the 1999-2000 academic year.

The American University is an EEO/AA employer committed to a diverse faculty, staff
and student body. The school encourages applications by members of under-represented minority groups.

Send nominations and application materials to:

John E. McEnaney, Co-Chair
Vice Chancellor for Academic Affairs Search Committee
Indiana University South Bend
Post Office Box 7111
South Bend, IN 46634

Search Contact Information:
Voice: 219-237-4278
FAX: 219-237-6589
Email: PHrynko@IUSB.edu

Information about Indiana University South Bend is available online at http://www.iusb.edu.

American University
Washington College of Law
Office of the Dean, Suite 366
4801 Massachusetts Avenue, NW
Washington, DC 20006
MENNAH COLLEGE
Grantham, PA 17027

Position Openings for 1999-2000
- Registrar
  Contact: Human Resources
- Librarian/Technical Services Coordinator
  Contact: Jonathan Lauer, Director of Library


- Assistant Professor of Biology
  (Molecular Biology)
- Assistant Professor of Biology
  (Vertebrate Biology)
  Contact: Gary Embler, Chair, Natural Sciences
- Assistant Professor of Family Studies
- Assistant Professor of Experimental Psychology
- Assistant Professor of Urban Studies
  (Philadelphia Campus)
  Contact: Rachel Haroun, Chair, Behavioral Sciences
- Assistant Professor of European History
  Contact: Dean Curry, Chair, History & Political Science
- Assistant Professor of Marketing
  Contact: Terry Earhart, Chair, Management & Business
- Assistant Professor of Graphic Arts
  Contact: Ted Prescott, Chair, Visual & Theatrical Arts
- Assistant Professor of Music
  (Orchestral)
  Contact: Richard Robertson, Chair Music
- Assistant Professor of Exercise Physiology
  Contact: Barbara Burwell, Chair, Health, Physical Education & Recreation
- Assistant Professor of Engineering
  Contact: David Vaskar, Chair, Engineering

Submit a letter of interest, vita, and the names, titles and phone numbers of three professional references to the respective Chair.

Application Deadline: December 15, 1998

MENNAH COLLEGE, a Christian college of the liberal and applied arts and sciences, is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. MENNAH COLLEGE is a teaching institution which emphasizes instruction but values research and public service. Strong support is given to faculty growth and scholarship. For additional information, contact Kim S. Phipps, Academic Dean, MENNAH COLLEGE, Grantham PA 17027, 717-766-2311, www.mennah.edu

WILLIAM RAINED HARPER COLLEGE
Grantham, PA 17027

WILLIAM RAINED HARPER COLLEGE is a comprehensive community college located in Chicago's northwest suburbs which enrolls over 20,000 students of all ages. The College supports and encourages the development of multiple perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching. Full-time tenure track faculty positions are available in the following areas for the 1999 Fall Semester:

FACULTY POSITIONS

ACCOUNTING: MS in Accounting or MBA (with minimum 24 hrs in Accounting); CPA or CMA and three to five years accounting experience preferred.

ANTHROPOLOGY/SOCIOLOGY: Master's degree in Anthropology or Substantial M/A equivalent in Sociology. Competency to teach introductory Sociology, Anthropology and Cultural Anthropology. Field work in either discipline preferred.

ART: MFA in a two-dimensional area and qualifications to teach drawing, figure drawing, painting, and printmaking. College level teaching experience preferred.

AUTOMATED MANUFACTURING SYSTEMS: Requires a degree in mechanical or electrical engineering or technology with a minimum of five years industrial experience and documented teaching experience with mechanical systems, hydraulics and pneumatics, electronic instrumentation, PLC's, sensors, and electro-mechanical interfacing. Verified work experience in electronics and computer technology plus.

BIOLOGY: Master's degree in Biology and demonstrated teaching competence in general education Biology courses as well as health career support courses. Three years of college biology teaching with community college experience preferred.

CNC/CAM: Journeyman machinist with significant industry technical and documented teaching experience required. Knowledge of SmartCam (or equiv. Software), conversational programming, machining processes, and a strong desire to teach. Proven experience in administering technical programs and curriculum plus.

COMPUTER INFORMATION SYSTEMS: Master's degree in Information Systems or Computer/Information Systems related field. Minimum of three years experience with large mainframe/mini-computer systems and design experience. Programming experience required in C++, COBOL, Assembler, or Visual BASIC with knowledge of and experience in networking, mainframe server, or Object-oriented Design desired.

CRIMINAL JUSTICE: Master's degree in Criminal Justice, Law Enforcement or closely related field. Juvenile, Parole officer or similar law enforcement or community corrections experience preferred. Community college experience and extensive understanding of law enforcement at all levels, community policing, emergency and disaster procedures, computer literacy and demonstrated communication skills strongly desired.

DENTAL HYGIENE: RDA with master's degree in Dental Hygiene, education or related field. Teaching experience in a dental hygiene program, both clinical and didactic, preferred. Primary duties include two-level clinical instruction and program coordination responsibilities.

EARLY CHILDHOOD EDUCATION: Master's degree in Early Childhood Education or Human Development, two years teaching experience with children ages 0-5 years, and one year of college teaching experience with demonstrated teaching competency preferred. Experience directing a child care center and active participation in appropriate professional organizations preferred.

ELECTRONICS: Requires BS in Electronics Technology, Electronics, or equivalent. Three to five years verified industrial experience in the field. Electronic Manufacturing and/or Telecommunications experience. Three years of documented, successful teaching experience and current curriculum development projects. Working knowledge of National Instruments LabView software (or equivalent) or the ability to become a certified LabView instructor desired. A combination of hardware and computer technologies a plus.

HISTORY: Master's degree in History with competencies to teach US and Latin American History.

MATHEMATICS - General: Master's degree in mathematics or equivalent and meet the AMATYC preparation guidelines. Three years teaching experience preferred. A full-range college mathematics teacher.

MATHEMATICS - Math Education: Master's degree in mathematics or equivalent and meet the AMATYC preparation guidelines. Three years teaching experience preferred. Course work in mathematics or related work and experience is preferred. A full-range math teacher with emphasis on math education for pre-service elementary school teachers.

MATHEMATICS/COMPUTER SCIENCE: Master's degree in mathematics or equivalent and meet AMATYC preparation guidelines. Additional coursework in computer science required. Three years teaching experience preferred. A full-range math teacher with emphasis in computer science.

MUSIC: Instrumental Conductor. Master's required, doctorate preferred. Responsibilities include expand & develop instrumental ensemble program (concert band, pep band, jazz band),Quick instruction (woodwinds preferred, other considered); 3 general music courses; 4 recruiting. High school and college teaching experience preferred. Send list of references, representatives concert programs and supporting materials. No tapes now! NASM accredited department.

NURSING: Master's degree with a major in nursing; two years nursing practice in medical surgical and/or orthopedic; also community home health desirable. Oregon registered nurse license in Illinois or eligibility for Illinois license. Responsibilities include didactic and clinical instruction in medical surgical and community health nursing. Teaching experience preferred.

PHILOSOPHY: M.A. degree and demonstrated teaching competency required. Should have proficiency in at least one of the following: Western Philosophy, Feminist Philosophy or Environmental Ethics. Other responsibilities include teaching interdisciplinary courses & development of a Critical Thinking course.

PHYSICS/PHYSICAL SCIENCE: Minimum of Master's degree in Physics or equivalent, with three years success in teaching at the undergraduate level. Responsibilities include teaching physics, physical science, energy and society, and possibly astronomy courses at the freshman, sophomore and service-course levels. Experience in a microcomputer based laboratory setting is preferred. Experience using multimedia in the classroom a plus.

SIGN LANGUAGE: Master's degree in field or related field with native or near-native fluency and an understanding of Deaf culture; two years successful teaching experience; professional certification from RID or ASLTA. Primary duties to be taught include beginning to advanced level ASL courses. Other related courses may include interpreting coursework to be taught includes beginning to advanced level ASL courses. Other related courses may include interpreting coursework.

SPANISH: Master's degree required with native or near-native fluency and an understanding of Spanish culture, teaching experience desired. Duties include teaching all instructional levels, from introductory Spanish grammar to literature. To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational/teaching philosophy, and three (3) letters of recommendation.

Harper College
Employment Specialist
1200 W. Algonquin Rd
Palatine, IL 60067

Applications will be reviewed beginning in October 1998 and will continue to be accepted until the position is filled. Women, minorities and veterans are encouraged to apply.
Provost / Vice President for Academic Affairs

The Western Washington University campus community invites applications and nominations for the position of Provost / Vice President for Academic Affairs. The Provost / Vice President for Academic Affairs is the chief academic officer of the university and has senior leadership, policy, and decision responsibility for academic programs, faculty, academic relations with other organizations, academic budgets, and academic facilities planning. The Provost also serves as a member of the senior management team, fulfills an important role in university-wide matters, represents the university to appropriate external bodies, and serves as President when the President is unavailable.

Required qualifications for the Provost / Vice President for Academic Affairs position include an earned doctoral degree and academic leadership experience as a Dean, Academic Vice President, or other senior administrator. Candidates must also demonstrate a distinguished record of teaching and scholarship appropriate for an appointment as a tenured Full Professor in one of the university’s academic departments. Desirable qualifications include:

- Evidence of extensive, effective planning and decision-making experience in curricular, personnel, and budgetary areas, a record of increasing line responsibility in academic management.
- A collegial leadership style that embraces shared faculty governance, accessibility, and a commitment to diversity.
- Evidence of excellent communications skills, an ability to work with diverse constituencies, and experience in managing change.
- A demonstrable understanding of the mission and environment of a public, comprehensive university.
- A record of support for undergraduate education and for inclusive approaches to pedagogy, as well as a record of successful undergraduate teaching.
- Evidence of a commitment to academic excellence in areas such as graduate education, faculty scholarship, undergraduate opportunities in research, and endowed programs.

Western Washington University is a comprehensive university whose goal is to provide the highest quality undergraduate programs in the state along with a number of selected graduate programs. Western is an institution of more than 11,000 students located on a beautiful campus in Bellingham, Washington about 90 miles north of Seattle and 60 miles south of Vancouver, British Columbia.

The President and campus community seek to fill the position of Provost / Vice President of Academic Affairs by September 1999. The salary and benefits are competitive. All inquiries, nominations, and applications will be held in strictest confidence and should be addressed to:

Provost / Vice President of Academic Affairs
Search Committee
Professor Stephen Senge, Chair
Old Main 450 MS 9000
Western Washington University
Bellingham, WA 98225

Applications should include a letter of interest addressing the stated qualifications, a curriculum vitae, and the names and addresses of five references. To assure full consideration, application materials must be received by December 7, 1998. WWU is an AA/EEO employer.

More information on the Provost / Vice President of Academic Affairs search is available at http://www.de.wwu.edu/~provost. This website provides an opportunity to send nominations electronically.

United States Department of Agriculture
Cooperative State Research, Education, and Extension Service (CSREES)

Administrator, CSREES

USDA is seeking to fill the position of Administrator for the Cooperative State Research, Education, and Extension Service. As Administrator, the incumbent is responsible for working with partners and customers to advance research, extension, and higher education in the food and agricultural sciences and related environmental and human sciences to benefit people, communities, and the Nation. Programs under the direction of the incumbent are financed by approximately $900 million in Federal funds and accomplished through the efforts of approximately 400 CSREES employees. The incumbent reports directly to the Under Secretary, Research, Education, and Economics and has frequent contacts with top officials of USDA, other government agencies, cooperative extension services, state agricultural experiment stations, colleges and universities, private organizations and corporations, national and international institutions, Departments and Ministries of Agriculture in other nations, and members of Congress and their staffs.

This is a Senior Executive Service position. Salary ranges from $106k to $125k (including locality pay), commensurate with experience. A Ph.D in a discipline related to the position is highly desirable.

For information on the position, call Betty Lou Gilliland at 202-720-7441; for vacancy announcement/application procedures, call Gwen Donovan at 301-504-1448.

Gainesville College

Political Science Faculty Position (Tenure-Track)

Gainesville College invites applications for a tenure-track position in Political Science beginning January or August 1999.

THE POSITION

Primary teaching responsibilities are American Government with preference given to candidates with credentials to teach in other sub-fields or a related discipline. Candidates must demonstrate a commitment to excellence in teaching, interdisciplinary endeavors and distance learning.

QUALIFICATIONS

Ph.D in Political Science preferred with a strong commitment to teaching at the two-year college level.

THE COLLEGE

Gainesville College is a two-year college of the University System of Georgia offering classes on and off campus including day, evening and weekend. It is committed to teaching, service, and support of professional development and campus diversity.

THE APPLICATION

Candidates should submit a letter of application, vita, and three copies of official copies of undergraduate/graduate transcripts (official copies will be required of those chosen for an interview) and a statement of teaching philosophy and three letters of recommendation to:

Human Resources Office
Political Science Search Committee
Gainesville College
PO Box 1358
Gainesville, GA 30503

Review of completed files will begin December 1998 and continue until the position is filled.

Gainesville College is an Affirmative Action Equal Opportunity Educational Institution.
Applications are invited for the position of Chair, Computer Science Department, beginning Fall 1999. Applicants must hold the Ph.D. in Computer Science/Computer Engineering/CIS or a related discipline. The primary focus of our department, and at UWF more generally, is on teaching, but we also expect our faculty to engage in research and scholarly endeavors. We have a burgeoning enrollment, a small faculty, and good potential for growth. We expect to hire several faculty this year to meet the needs of our growing student body, making the chairperson's job exciting as well as demanding. Salary range, negotiable, depending on administrative experience, research and teaching background, and other factors relating to effective leadership of the department. Field of expertise is open.

The Department has 500 undergraduate and 150 graduate students enrolled in programs in CS, CIS, and software engineering. We offer BS degrees in CS and CIS, MS degrees in CS and software engineering, and support a BS in computer engineering offered by our ECE department. Our faculty have interests in the following areas: pattern recognition, artificial intelligence, computing in education, neural networks, image processing, software engineering, computer vision, graphics, and simulation.

The University of West Florida is an urban university with approximately 6,300 students, situated in a 1,000-acre wooded campus on the edge of Pensacola, and is part of the State University System of Florida. Pensacola is home to about 250,000 people and is about 50 miles east of Mobile, 200 miles east of New Orleans, and 325 miles southwest of Atlanta. Pensacola is well known for its beautiful beaches, wonderful seafood, and modest cost of living.

Applicants must provide documentation of the rights to work in the United States. Applicants should send not by e-mail a resume, a list of three references, a statement of interests and goals to Jim Bezek, Search Committee Chair, Department of Computer Science, The University of West Florida, Pensacola, Florida 32514. Review of applications will begin on February 1, 1999. UWF is an EO/AA employer. Women and minorities are encouraged to apply.

Visit us at http://www.cs.uwf.edu/

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Consider Skagit Valley College
Mount Vernon, Washington

Dr. Lyvda Ledesma-Reese
President

Skagit Valley College, located in Northwest Washington and dedicated to educating and serving students, is seeking applicants for the following full-time, tenure-track faculty positions. Starting date for faculty positions is September, 1999.

Mount Vernon Campus:
- English Instructor
- Math Instructor
- Music Instructor
- Physical Education Instructor
- Physical Sciences Instructor
- Physics Instructor
- Speech Instructor

Qualifications: Master's degree in appropriate discipline required. Multicultural experience desired.

Salary: $33,400 for nine-month contract, plus benefits.

Application Procedure: Applications may be obtained from and returned to:

Skagit Valley College
Personnel Office
2405 East College Way
Mount Vernon, WA 98273
360-416-7800/TTY 416-7718/www.svcc.tct.edu

Applications must include: 1) official SVC application, 2) resume with names and phone numbers of three professional references, and 3) written response to supplemental questions of interest. Screening begins November 30, 1999 (except for Physical Education and Speech Instructor positions, screening begins November 20, 1998). Positions are open until filled.

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ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION

Division of Educational Leadership and Policy Studies

ASSOCIATE OR FULL PROFESSOR
Higher and Postsecondary Education Program

The Higher and Postsecondary Education Program of the Division of Educational Leadership and Policy Studies, College of Education, Arizona State University invites nominations and applications for one associate/full professor position. The person selected will join a nationally recognized graduate program in one of the leading colleges in the United States. Arizona State University is the third largest university in the country and is the only public university in the rapidly-growing Phoenix metropolitan area, now the seventh largest in the United States. Graduate faculty in this Research I university are noted for productive scholarship and service to the region, state and nation, as well as to their academic discipline. The Higher and Postsecondary Education program has a particularly strong emphasis on studies relating to college students and on preparation of student affairs administrators.

POSITION RESPONSIBILITIES:
The person selected will teach and advise graduate students in the Higher and Postsecondary Education program, primarily in the program emphasis on studies relating to college students and on preparation of student affairs administrators. Collaborate with colleagues in recruiting, graduating and placing students, mentor doctoral students in dissertation completion and professional development; provide appropriate service to the program, division, college, university and discipline, and conduct research, publication and grant activities appropriate to the rank of associate or full professor in a Research I university.

REQUIRED QUALIFICATIONS:
To be considered for appointment to this position candidates must have an earned doctorate in Higher Education, College Student Personnel or other discipline appropriate to studies relating to college students and the preparation of student affairs administrators, and an established record of research and publication appropriate to rank.

DESIRED QUALIFICATIONS:
In addition to these requirements it is highly desired that candidates have recent experience in student affairs administration in teaching and/or mentoring graduate students. Also desired is evidence of participation in service to the profession, successful external grant proposal activity and scholarly qualifications to chair Ed.D and Ph.D. student advisory committees.

APPLICATION DEADLINE:
Review of applications will begin on November 1, 1998 and continue until January 16, 1999. Applications received after January 16, 1999 will be considered if a subsequent review cycle is necessary.

APPLICATION PROCEDURE:
Send a letter of application & curriculum vita (including names of at least three persons who may be contacted for references) to:

Chair, Search Committee Faculty Position
Higher & Postsecondary Education
Educational Leadership & Policy Studies
College of Education
Arizona State University
Box 872411
Tempe, AZ 85287-2411

GENERAL INFORMATION:
Arizona State University is an Equal Opportunity/Affirmative Action employer, encouraging diversity.
UNIVERSITY OF HOUSTON
Cullen College of Engineering
Department Chair Positions

Applications and nominations are invited for the following openings. Candidates should have an established national and international reputation in research, and academic and professional leadership experience. Credentials appropriate to the rank of Professor are required.

Department Chair, Chemical Engineering, Detailed information is available at http://www.chee.uh.edu. The position requires an earned doctorate in chemical engineering or a related field. The committee will accept and review applications until the position is filled. Send nominations and applications, including current vita and three letters of reference, to: Dr. Martin Grotubiski, Chair, CHEE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814 (or e-mail to kelledge@uh.edu or mg@uh.edu).

Department Chair, Electrical and Computer Engineering. Detailed information is available at http://www.eegr.uh.edu/eece. The position requires an earned doctorate in electrical or computer engineering. The committee will begin reviewing applications on January 15, 1999, and continue until the position is filled. Send nominations and applications, including current vita and five references, to: Dr. Neal Amundson, Chair, ECE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814, or e-mail to kelledge@uh.edu.

Department Chair, Industrial Engineering. Detailed information is available at http://www.eegr.uh.edu/iee. The position requires a graduate degree in engineering and an earned doctorate in industrial engineering or closely related field. The search committee will accept applications until the position is filled, but will start reviewing applications on January 9, 1999. Send nominations and applications, including current vita and five references, and a philosophical statement on strategies for program and research opportunities development, to Dr. Charles Dalton, Chair, INDE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814, or e-mail to dalton@uh.edu.

Positions are available beginning Fall 1999, with competitive salary and benefits.

UH is an equal opportunity affirmative action employer.

Minorities, women, veterans, and persons with disabilities are encouraged to apply.

Old Dominion University
Darden College of Education
Norfolk, Virginia

The Darden College of Education is pleased to invite applications and nominations for the following tenure track faculty positions beginning July 1, 1999. Candidates are expected to have earned doctorate in the appropriate area of specialization at the time of employment. The college is actively seeking applicants from qualified minorities, women, and persons with disabilities.

The College: The Darden College of Education is the second largest college at Old Dominion University, a dynamic institution of approximately 19,000 students. The college, with 90 full-time faculty and approximately 3,500 students, offers programs at the undergraduate, Masters, and Doctoral levels. Programs are offered on campus, at 4 satellite campuses, 11 military bases, and 50 distance learning sites. The college holds membership in the Holmes Partnership and the Council of Great Cities Colleges. The College is NCATE accredited and programs within the college are accredited by the National Association of Schools of Arts and Sciences, and CACREP.

Assistant and Associate Professor of Special Education (Mild to Moderate Disability)
Assistant Professor of Mathematics Education
Assistant Professor of Science Education/Instrumental Technology
Assistant Professor of Social Studies Education
Assistant Professor of Educational Research
Assistant Professor of Educational Leadership
Assistant Professor of Higher Education Administration
Assistant Professor of Athletics, Training, and Physical Education

Expanded position descriptions are available at the Darden College of Education website www.odu.edu/scholed/scholed.html. For more information, please contact Dr. Randall Goodwin, Associate Dean, c/o ODU College of Education, Old Dominion University, Norfolk, VA 23529/20. Review of applications begins January 4, 1999 and will continue until successful candidates are identified.

Old Dominion University is an equal opportunity, affirmative action employer and makes no policy or practice distinction because of race, color, national origin, sex, age, veteran status, or disability.

FARMINGDALE STATE UNIVERSITY OF NEW YORK

Arts and Sciences, Fall 1999 Technical Communication Assistant Professor, tenure track position
Responsibilities: teaching 4 sections per semester, including but not limited to, Computer Graphics, Writing and Argument, Technical Writing, and the Technical Writing Practicum. Minimum qualifications: Bachelor's degree in English or related field. Graduate study is desirable. Salary: $35,000 to $45,000. Deadline: December 31, 1998. Applicants must possess excellent written and oral communication skills.

Resume and references to: Search Committee, SUNY Farmingdale, Farmingdale, NY 11735. Attention: Dr. Margery L. Brown.

UNIVERSITY OF NEW MEXICO

The University of New Mexico's Counselor Education Program invites applications for a tenure-track Assistant Professor position beginning August, 1999. Minimum qualifications: Master's degree in counselor education, supervision, advising, or related field required. Experience in teaching, advising, and supervising graduate students is desirable. Salary: $27,000 to $35,000, depending on qualifications. Applicants must possess excellent written and oral communication skills. Review of applications begins January 15, 1999. A pre-screening application request is available on request. Comprehensive application packet is required. Application packet includes a cover letter, curriculum vitae, and three professional references.

Application forms are available on request from: Dr. Virginia Shupman, Ph.D., College of Education, University of New Mexico, Albuquerque, NM 87131-2231 or visit the University of New Mexico website at http://www.unm.edu/UMN is an Affirmative Action, Equal Opportunity Employer and Educator.
The University of Michigan
Ann Arbor

Dean, School of Art and Design

The University of Michigan seeks applications and nominations for the
Dean of the School of Art and Design. The School enrolls approximately
500 undergraduates in BFA curriculums in both fine arts and design.
The MFA degree is also offered and enrolls 50 students. The School is
located on the North Campus of the University and has outstanding
facilities. Located near by is the Media Union which is equipped with the
latest technology including that used in the visual arts and design.

Qualifications for the deanship include a terminal degree or equivalent
experience in the arts, and proven leadership skills. The candidate must
be qualified to assume a tenured position at the University of Michigan.
The candidate should have a demonstrated commitment to affirmative
action, equal employment, and educational opportunities. He/she must
possess a clear understanding of the educational role of the visual arts,
including interdisciplinary programs, in a major research university.

The Dean is expected to provide intellectual and artistic leadership for
the School, oversee the instructional program, supervise the budget and
personnel administration, and assume a major role in fundraising. As
the chief academic, administrative, and financial officer of the School, the
Dean reports directly to the Provost and Executive Vice President for
Academic Affairs.

Nominations and applications will be received until February 1, 1999.
Candidates from underrepresented groups are encouraged to apply.
Correspondence should be addressed to: Dr. Paul Boylan, Vice Provost
for the Arts, Office of the Provost, 3074 Fleming Administration
Building, Ann Arbor, MI 48109-1340.

A Non-Discriminatory, Affirmative Action Employer.

The University of Michigan

ASSISTANT PROFESSOR
ENGLISH
African-American Literature

Tenure-track appointment in lively English department in urban
university with diverse student population (500 majors, 100 MA can-
didates) to teach advanced undergraduate and graduate courses in African-
American literature as well as range of American literature and beginning
composition courses. Ph.D. required; active research in African-American
literature expected; consider applicants at higher rank. Application
review will begin immediately and continue until the position is
filled. Please send cover letter, curriculum vitae, names, addresses
and telephone numbers of three references to: Office of Human
Resources, Search 215-140, Uni
versity of Massachusetts Boston,
100 Morrissey Blvd., Boston, MA
02125-3393, An Affirmative Action,
Equal Opportunity Title IX employer.

U Mass Boston
Two Chemistry Faculty Positions
UNIVERSITY OF NORTHERN IOWA

Due to expansion, the Department of Chemistry invites applications for two new tenure-track positions at the Assistant Professor level in the areas of biochemistry and inorganic chemistry beginning in August, 1999. Candidates with research and teaching interests that bridge these areas are also invited to apply. The Ph.D. degree is required and postdoctoral experience is preferred. The successful candidate must have a demonstrated commitment to teaching at both the undergraduate and graduate levels, an active research program involving undergraduate majors and masters students, and obtaining external funding. Teaching assignments will include the undergraduate and graduate courses in the area of specialization as well as general education chemistry courses. Applicants must submit a curriculum vitae, copies of transcripts, a statement of research plans and selected publication reprints, a statement of teaching philosophy, and arrange for three letters of recommendation to be sent directly to: Chair, Search Committee, (Dr. Kirk Manfredi, inorganic chair; Dr. John Bumpus, biochemistry chair) Department of Chemistry, University of Northern Iowa, Cedar Falls, IA 50614-0423. The Department of Chemistry web page address is: http://www.chem.uni.edu/. Email inquiries may be made to manfredi@uni.edu (inorganic) or John.Bumpus@uni.edu (biochemistry). Candidates are assured full consideration if all required materials are received by January 15, 1999. The department encourages applications from minority persons, women, disabled persons and Vietnam era veterans. The salary is commensurate with qualifications and experience. The University of Northern Iowa is a state-supported residential university located in the metropolitan area of Cedar Falls (pop. 35,000) and Waterloo (pop. 75,000), which together form a community that is the commercial, cultural, and political hub of northwest Iowa.

The University is an equal opportunity employer with a comprehensive plan for affirmative action.

Golden West College
VICE PRESIDENT, ADMINISTRATIVE SERVICES

Established in Huntington Beach in 1966, GWC (www.gwc.cccd.edu) is a fully accredited two-year community college offering 140 academic and vocational programs to more than 12,000 students each semester.

The Vice President will supervise and evaluate all administrative services programs including fiscal services, personnel services, facilities, community services and swap meet, student health services, maintenance/grounds/custodial services, child care center, graphics, mailroom and switchboard, bookstore, food services, and technology support services.

Minimum qualifications include a masters degree (or equivalent education and experience), two years of full-time administrative experience comparable to a division dean/director or higher in an educational setting, and qualified to teach in one of the college's instructional programs. The current annual salary range is $61,446 to $92,889, with an annual stipend of $1,779 for possession of an earned doctorate. A two year contract is offered.

To Apply: Application form may be obtained from the District Personnel Office by calling (714) 438-4715. The required application form (#G-99) must be submitted by 12/11/98.

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626

An Equal Opportunity/Affirmative Action Employer

ASSOCIATE DIRECTOR

The American Council on Education, conveniently located near the Dupont Circle Metro in downtown Washington, DC, seeks an energetic, creative and collaborative individual to provide leadership in identifying major issues related to gender and higher education for the Office of Women in Higher Education (OWHE). In addition, the Associate Director works closely with the National Network of Women Leaders (NNWLI) and serves as one of the principal contacts to state coordinators, and a 12 member executive board for the national volunteer network known as NNWLI. Other responsibilities include: develop funding sources, plan advancement strategies and make travel contacts with funding entities. Along with the director, represent the American Council on Education in working with the executive board, state coordinators and planning committees to implement objectives of the OWHE and the NNWLI and to develop additional strategies for advancing women administrators and addressing equity issues for all women in higher education. Individual will be responsible for shaping agendas and supervising the planning meetings, seminars and conferences within the aegis of NNWLI. Interested applicants should have strong leadership, management, and communications skills, as well as a desire to work as part of a close knit team. Ability to work with higher education organizations as well as groups and agencies promoting gender and racial equity. Campus experience is desirable. ACE offers a competitive starting salary and benefits programs. Applications and expressions of interest should be sent to:

Associate Director Search
American Council on Education
One Dupont Circle, NW-Suite 804
Washington, DC 20036

Vanderbilt University
Peabody College of Education and Human Development

Assistant Professor
Higher Education Administration

The Department of Leadership and Organizations at Peabody College, Vanderbilt University, seeks a scholar at the assistant professor level who specializes in one or more of the following areas in the systematic study of higher education: college students, community colleges, curriculum, economics and finance, organization and administration, public policy and higher education. The successful candidate should have a well-formed program of research and scholarship and record of scholarly productivity that indicates that she/he is likely to successfully attain tenure at Vanderbilt University. Moreover, the candidate's scholarship should be of such excellence that it will substantially contribute to maintaining and enhancing the national stature of the program in higher education administration in the Department of Leadership and Organizations at Peabody College, Vanderbilt University.

In addition to excellence in research, the successful candidate must also demonstrate the potential for excellence in teaching at both the undergraduate and graduate level. The successful candidate will be expected to teach undergraduate level courses in her/his area of specialization in the study of higher education, teach undergraduate courses in the Human and Organizational Development Program at Peabody College, advise students, and supervise the dissertations of doctoral students.

All applicants must have an earned doctorate in higher education as a field of study or a related academic discipline. The search committee will begin the review of applications on February 15, 1999. Submit nominations, letter of application, statement of research interests and a curriculum vitae to John M. Braxton, Chair, Search Committee; Department of Leadership and Organizations; Box 514 Peabody College; Vanderbilt University; Nashville, TN 37203.

Women and minorities are encouraged to apply. Vanderbilt University is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.
Dean of the
College of Liberal Arts
Rochester Institute of Technology

RIT is an accredited, private, co-educational, technological university comprised of seven colleges, with an enrollment of 13,500 students, a balanced budget, and an endowment of $400 million. RIT’s degree programs emphasize career education.

The Dean of the College of Liberal Arts is the chief academic, fiscal, and administrative officer of that college and reports to the Provost, Vice President for Academic Affairs. The Dean oversees a college that provides a core curriculum in the humanities and social sciences required of all RIT students, as well as curricula for students in the college’s own baccalaureate degree programs Criminal Justice, Economics, Professional & Technical Communication, Psychology, and Social Work, and a Master’s degree program in Business Administration. The 90 full-time faculty in the College of Liberal Arts represent many disciplines in the Humanities and Social Sciences, including anthropology, fine arts, foreign languages, history, literature, philosophy, political science, science, technology and societal and sociology. Also, the college is home to four endowed professorships. For more information on the college, visit our website http://www.rit.edu/690www/

Responsibilities of the Dean as chief academic and administrative officer of the college
1. In collaboration with the faculty,
   - develops plans that ensure the continued vitality of the college
   - promotes continued excellence in teaching, scholarship, research, and service to the community,
   - supports and promotes enrollment management activities
   - monitors and updates academic programs, policies, and procedures
   - helps formulate university-wide academic policy as a member of the Academic Council
2. Encourages faculty, staff, and student involvement and interaction through open discussion, acknowledging the primary responsibility of the faculty in matters related to teaching and scholarship, and advancing broad-based governance
3. Oversees the management of fiscal resources
4. Represents the college to internal and external communities
5. Advocates liberal learning and the general education curriculum on behalf of the college
6. Promotes the college’s commitment to cultural diversity, pluralism, and individual difference

Professional Qualifications
- Ph.D. or equivalent in the Humanities or Social Sciences
- Qualifications consistent with appointment to tenure and senior faculty rank in one of the disciplines represented in the college
- A record of consistently exemplary teaching, scholarship, and service in the Humanities or Social Sciences
- A record of consistently exemplary administrative leadership at the department chair level or higher—on a general education and/or Humanities Social Sciences degree program, including the supervision, review, and evaluation of the work of faculty
- Experience in securing funding and other resources
- A demonstrable commitment to advancing the role of the Liberal Arts at a career-oriented university, and in technological and business contexts
- A demonstrable commitment to shared governance
- A demonstrable commitment to diversity

Personal Qualifications
- Decisiveness
- Strong skills in communication, organization, and problem-solving
- A sense of humor

Review of applications will begin December 1st and continue until the position is filled. Nominations and applications with resumes should be sent to:

Search Committee for the Dean of the College of Liberal Arts
Office of the Provost, George Eastman Building
Rochester Institute of Technology
6 Lomb Memorial Drive
Rochester, NY 14623-5604

Western Michigan University seeks nominations and applications for the position of Dean of the College of Fine Arts. Located in Kalamazoo, WMU is a Carnegie Doctoral University with an enrollment of 26,500 students. WMU has 1,850 faculty members and 6,000 other students enrolled each year. The College has state-of-the-art facilities for rehearsal, production, and performance.

As the College’s chief academic and executive officer, the dean reports to the provost and is responsible for instructional programs, maintaining accreditation, promoting the creative and scholarly work of the faculty, leading fund-raising efforts, and extending the college’s outreach locally, in the state, in the nation, and abroad. The successful candidate will have an appropriate terminal degree (or equivalent background and experience), a record of scholarship and/or artistic achievement suitable for tenure and a full professorship in one of the units of the College, a strong grasp of the institutional, scholarly, artistic, and performance components of the mission of a College of Fine Arts, and demonstrated administrative and leadership ability.

Send applications and nominations to:

Amrein Associates/Western Michigan
65 Franklin Street, Suite 400
Boston, MA 02110

Review of applications will begin immediately and continue until the position is filled. WMU is an equal opportunity employer and encourages qualified women and members of underrepresented groups to apply.

CHIEF FINANCIAL OFFICER
Charles R. Drew University of Medicine and Science

The Charles R. Drew University of Medicine and Science, located in South Central Los Angeles, is a medical school, a School of Allied Health, a biomedical research center and a mental health facility. The University is a sponsor of GED programs and collaborates with L.A. Unified School District to create a Medical Magnet High School on the university campus.

The University is seeking a Chief Financial Officer for overall financial management. The University’s current operating budget is about $60 million and its endowment is approximately $2 million.

A seasoned financial executive with comparable experience in a healthcare organization, an academic institution, or a related not-for-profit organization is preferred. Candidates from outside these fields will be considered providing their service is deemed to be of sufficient scope, scale and relevance. Significant management experience and appropriate financial education, training, and/or certification (MBA, MA, MS) is expected. BA or BS Degree required. CPA is preferred.

PLEASE SEND RESUMES TO
Carole J. Gilbert, Managing Director or Ira Krinsky, Ph.D., Managing Director % Korn/Ferry International, 1800 Century Park East, Suite 900, Los Angeles, CA 90067
Phone: (310) 552-1834; Fax: (310) 553-6452

R.I.T.
PROVOST AND VICE CHANCELLOR
ACADEMIC AND STUDENT AFFAIRS

The University of Wisconsin-Stout invites applications and nominations for the position of Provost and Vice Chancellor for Academic Affairs.

Responsibilities: The Provost and Vice Chancellor is the chief academic officer of the university who provides leadership to achieve the highest standards in teaching, scholarship, creative activities, and student services by:
- reporting to the Chancellor and serving as the ranking executive officer in the Chancellor's absence,
- providing intellectual and ethical leadership, fostering a positive atmosphere and serving as a catalyst for educational excellence,
- working cooperatively and effectively with all university governance and policy-recommending bodies,
- working with diverse constituencies to establish, coordinate, and implement academic goals, educational policies, curriculum, planning and development, and program review,
- developing and administering academic budgets and resources,
- supporting efforts to enhance students' success,
- supporting university fundraising efforts,
- developing and maintaining relationships with business-industry and local communities,
- maintaining liaison with UW System Administration and academic affairs offices at other higher education institutions.

Qualifications:
- an earned doctorate from an accredited institution
- demonstrated accomplishments in teaching, scholarship and service
- at least three years of university administrative experience at the level of Dean or above
- eligibility for tenure in an appropriate academic department
- demonstrated experience with distance education and with enriching the learning environment through technology
- demonstrated experience with shared governance
- demonstrated commitment to diversity, principles of affirmative action and equal opportunity
- demonstrated leadership in academic planning, outreach activities, and the formulation and articulation of university goals
- demonstrated experience in developing and administering academic budgets and resources
- demonstrated understanding of the mission of a focused institution and administrative experience in a public, statewide university system are also desired

The Campus Community: The University of Wisconsin-Stout is located in Menomonie, Wisconsin, a community of about 14,000 that surrounds the shores of Lake Menomin. Menomonie is 60 miles east of Minneapolis-St. Paul, Minnesota, and 25 miles west of Eau Claire, Wisconsin. The university enrolls over 7,000 students who prepare for careers in business, industry, technology, family and consumer sciences, education and human services and art and design at the bachelors and masters levels. More about UW-Stout by visiting its home page at http://www.uwstout.edu

Applications: A complete application should include a letter expressing the candidate's interest in and qualifications for the position, a curriculum vitae, and names, addresses and phone numbers of three references. To receive full consideration when screening begins, application materials should be received by November 30, 1998. Salary will be competitive and commensurate with qualifications. Women, minority candidates and persons with disabilities are encouraged to apply. Send nominations or applications to: Provost Search Committee, c/o Chancellor's Office, 325 Administration Building, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.

The University of Wisconsin is an equal opportunity, affirmative action employer.

EXECUTIVE ASSISTANT TO THE PRESIDENT AND DIRECTOR OF AFFIRMATIVE ACTION

Central Connecticut State University, the state's oldest public institution of higher learning, seeks applicants for the leadership position of Executive Assistant to the President and Director of Affirmative Action. With a student head-count enrollment of some 11,700 students and faculty and staff of over 900 it is the second largest university in the state.

This dynamic senior level position is responsible for the organization and administration of the University's Affirmative Action Plan, as well as for University-wide leadership in all matters pertaining to equity and diversity for students, faculty, and staff. The Executive Assistant advises the University President, monitors the University's efforts on behalf of all matters pertaining to equal opportunity, and interacts with the University community at large, including those constituents that represent the wide spectrum of "protected classes."

The successful candidate will have demonstrated ability to understand, interpret, and apply federal, state, and local laws and regulations; experience in preparing and implementing affirmative action plans; ability to communicate and provide training on human relations and related issues; and strong supervisory skills. Candidates with the above qualifications and a master's degree (with at least five years of relevant professional experience) are invited to apply. An equivalent combination of education and experience will also be considered.

Application reviews will begin December 1, 1998. Send applications to: Dr. Peter Rosa, Chair of Search Committee, Student Affairs, Central Connecticut State University, New Britain, CT 06050-4010. CCSU aggressively pursues a program of equal employment and educational opportunity and an affirmative action. Members of all underrepresented groups, women, veterans, and persons with disabilities are invited and encouraged to apply.

FACULTY TENURE TRACK

Trinity College, a community college located in the western suburbs of Chicago, offering a comprehensive curriculum of career and liberal arts education leading to associate degrees and occupational certificates, is seeking to fill full-time tenure track faculty positions starting August of 1999. Candidates should be student-oriented, strong advocates of professional growth, practice creative and innovative teaching methods, and technology-oriented. Review of resumes will begin immediately and continue until filled.

Arts & Sciences
*Chemistry, Ph.D. - 20
*English, Ph.D. - 21
*Journalism, English, Ph.D. - 22
*Spanish & Italian, Ph.D. - 23
*Math, Ph.D. - 24
*Philosophy, Ph.D. - 25
*Psychology, Ph.D. - 26
*History/Political Science, Ph.D. - 27

Health Careers
*Nursing, Ph.D. - 28
*Radiology, Ph.D. - 29

Career Education
*Architecture Engineering, Ph.D. - 30
*Engineering, Design & Drafting, Ph.D. - 31
*Computer, Systems Office Tech, Ph.D. - 32
*Computer Repairs, Ph.D. - 33
*Marketing, Management, Ph.D. - 34

Student Support
*Librarian, Ph.D. - 36
*Advisor, Ph.D. - 37
*Counselor, Ph.D. - 38

*Requires master's degree

Apply by sending resume and transcripts indicating minimum number of credits.

Human Resources, Ph.D. - 800

Trinity College
2000 Fifth Avenue
River Grove, Illinois 60171

Website: http://www.trinitycc.edu

[Website URL]
When determining your future, consider this:

- A vibrant campus community, featuring the Student Society for Cultural Diversity
- Extensive fieldwork opportunities—exposing you to practical experiences while you study
- Courses of study in fast-growing professional fields, such as athletic training, physical therapy, computer and information sciences, human services, education, and health studies
- A broad and balanced educational experience

We offer bachelor's degrees in more than 40 majors, and 14 graduate programs, including a doctoral program in physical education. Come visit our main campus in Springfield, Massachusetts, or one of our additional sites: Boston, New Hampshire, Vermont, Delaware, Florida, and California.

For more information —
413.748.3136 or 1.800.343.1257
Visit our web site at www.spfldcol.edu

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PO Box 68; Paramus; NJ 07652
COASTAL PLANKTON ECOLOGIST
Environmental, Coastal and Ocean Sciences

The Department of Environmental, Coastal and Ocean Sciences (ECOS) at U. Mass. Boston seeks a tenure-track Assistant Professor in Coastal Plankton Ecology to start on 9/1/99. ECOS is an interdisciplinary graduate (M.S., Ph.D.) department with an emphasis on coastal and marine environments (see http://www.esumb.edu). ECOS is continuing a multi-year expansion with new faculty expected to contribute to research on coastal processes and marshes. Applicants should have a well-researched program capable of supporting graduate research through internal funding. Preference will be given to candidates whose research complements research by other UMB faculty. Teaching responsibilities include supervising graduate students and teaching graduate courses in a faculty member's discipline. An interest in developing undergraduate courses would be viewed positively. QUALIFICATIONS: Ph.D. in a field relevant to coastal plankton ecology (postdoctoral research and teaching experience preferred). Send a cover letter that includes a statement of interests and goals in research and teaching, curriculum vitae, and three letters of reference to: Office of Human Resources, Search 190-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. Application review will begin on December 20th and continue until the position is filled. An Affirmative Action, Equal Opportunity, Title IX employer.

Flexible Hours

INTPRETER NEEDED

Mott Community College is searching for an Interpreter to work in its Learning Center/Disability Services Department. Interpreters/translitterers are professional staff whose primary role is to facilitate communication between deaf or hard of hearing student, faculty, and staff and other students. Interpreters follow the Registry of Interpreters’ Code of Ethics, which provides a standard where they can apply professional reasonable judgment. Works directly with the Support Services Coordinator for deaf and hard of hearing students.

MINIMUM QUALIFICATIONS: include a Registry for Interpreters for the Deaf Certification or Quality Assurance Certification or Interpreter Training Degree and 2,000 hours actual interpreting experience. Work hours will be determined by student demand and may vary from semester to semester. This is a part-time position with pro-rated benefits. A flexible schedule including evening hours may be required. The interpreter position is a semester to semester appointment. Working attire should present a contrast of the hands so that the latter are easily distinguishable.

If interested, please send a resume to: Mott Community College, CM 1024 Human Resources, 1401 E. Court Street, Flint, MI 48503. FAX #: (810) 762-0595. Visit our website at: www.mcc.edu

Mott Community College
Mott Community College is an AA/EEO Employer

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR
Department of Music

Hunter College is seeking an Assistant Professor in Music Theory.

RESPONSIBILITIES: teach undergraduate and graduate courses in Music Theory and Analysis; committee and placement exam assignment; and in time, direction of the Music Theory program or undergraduate and graduate studies.

QUALIFICATIONS: Doctoral Degree in Music Theory and evidence of success as a College teacher and emerging scholarly required; advance piano skills and ability to read scores fluently at the keyboard, expertise with MIDI and music-publishing programs (such as Finale), and experience in composition highly desirable. This is a one-year renewable contract, with tenure track. The appointment date is September 1, 1999.

SALARY RANGE: $30,829-$53,779.

Letter of application, detailed resume and the names, addresses, and telephone numbers of three references should be sent by December 15, 1998 to: Professor George B. Struffer, Chair, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021. Please do not send any other material at this time.

An Equal Opportunity/Affirmative Action/ADA Employer

Columbia University
Development & Alumni Relations
Development Officer: Major Gifts

Reporting to Executive Director, Major Gifts Development, incumbent assumes responsibility as a staff member in a division of Columbia University's Development Office. The Director has overall responsibility for management of major gift solicitation activities, including individual gifts, deferred gifts, planned gifts, endowment gifts and foundations and other external relationships. The Director is responsible for initiating, developing and facilitating a major gift program with the purposes of raising funds for tuition, enhance the University's image and provide for increased endowment. This position is responsible for identifying prospective donors and new programs and building relationships with prospective donors to assure that all major gift solicitors are qualified programs. This position is also responsible for树立和维护 donor relationships with all programs, including those in Columbia University's Development Office. This position is responsible for leading the Major Gifts office in the development of new programs and initiatives, and the implementation of a comprehensive major gift program.

Please send resume by December 15 to:
Gertrude de la Osa
UDAR
Columbia University
475 Riverside Drive MC 7720
New York, NY 10015

An Equal Opportunity/Affirmative Action/ADA Employer
Cleveland State University's HPERD Department is currently recruiting candidates for the following positions:

Assistant Professor in Sports Management

Duties include teaching one or more areas of marketing, program development, management and athletic administration, event management, governance, facilities management, budget, and finance. Advising undergraduate and graduate students, conducting research and pursuing scholarship; interacting within the urban community and region as a specialist in sports management; participating in the functioning of the university. TERMS: Nine-month, tenure-track position. REQUIREMENTS: Earned doctorate in athletic administration or related area with emphasis in marketing and/or programming. PREFERRED QUALIFICATIONS: Background in a variety of cognate areas including program development, marketing, event management, governance, athletic administration, facilities management, budget, and finance. Teaching experience at the college level including graduate courses; management and supervision experience in a wide range of amateur and professional sport and leisure environments; expertise in applying technology to administrative and instructional processes; commitment to working with the urban community, teaching via distance learning and off-campus courses, and pursuing extramural funding. Search Committee Chair: Dr. Susan Ziegler, Professor.

Assistant Professor in Health Education

Duties include teaching in one or more areas of health education including both process and content courses at the graduate and undergraduate levels such as foundations, methods and strategies, personal health, substance abuse education, human sexuality and nutrition, advising undergraduate and graduate students; conducting research and pursuing scholarship; interacting with urban school and educational settings and the region as a specialist in health education. Participating in the functioning of the university. TERMS: Nine-month, tenure-track position. REQUIREMENTS: Earned doctorate in health education. Minimum 3 years K-12 teaching experience or equivalent. PREFERRED QUALIFICATIONS: Teaching experience at the college level including graduate courses; expertise in applying technology to administrative and instructional processes; CHES approved; commitment to working within the urban community, teaching via distance learning and off-campus courses, and pursuing extramural funding. Search Committee Chair: Dr. Jill Black, Associate Professor.

ADDITIONAL RESPONSIBILITIES: In addition to the specific duties listed, all successful candidates are expected to conduct research, publish and present at conferences, contribute to the College's doctoral program in urban education, and provide service to professional associations, the University and the local community. SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of instructor or assistant professor and includes a competitive benefits package and possible summer appointment, if desired. To apply, send letter of interest, curriculum vitae, three letters of reference, and official copies of transcripts to the appropriate Search Committee Chair, c/o HPERD Department - PE 223, 2451 Euclid Ave., Cleveland, OH 44115-2408. Begin review on January 8, 1999. Position open until filled. Cleveland State University is an AA/EEO committed to nondiscrimination. M/F/D/V encouraged.

Dickinson College

Gettysburg College
Franklin & Marshall College

Three highly selective Pennsylvanian liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following fall 1999 tenure-track positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on date in parentheses.

DICKINSON COLLEGE, CARLISLE, PA 17013
Chemistry: analytical chemistry (1/2), Economics: (1/2), Education: (1/2/15), English and American Studies: African-American literature, (1/2/1), International Business and Management: (1/11/20), Mathematics: (1/2/15)

FRANKLIN & MARSHALL COLLEGE, LANCASTER, PA 17604
Economics: economic history, comparative economic systems, and/or economics in transition (1/2/15), Economics: international economics (1/2/15), Philosophy: 19th and 20th century continental philosophy (1/13/30), Philosophy: moral philosophy (1/11/30)

GETTYSBURG COLLEGE, GETTYSBURG, PA 17325
Computer Science: (1/2/15), Economics: monetary theory (1/2/7), Health and Exercise Sciences: (1/2/15), Management: international management (1/10/15), Management: LeVan Professor of Ethics and Management (1/15/99), Philosophy: continental (1/2/10), Physics: experimental (1/15/99), Psychology: experimental (1/2/15), Religion: (1/2/15)

* For these positions, dates will be published in the individual ads in The Chronicle of Higher Education

Affirmative Action/Equal Opportunity Employer
DIRECTOR OF COOPERATIVE EXTENSION
AND ASSOCIATE DEAN OF AGRICULTURE

The School of Agriculture has 12 departments and includes about 30 majors. 2,500 undergraduate students, and 550 graduate students. In addition to campus-based specialties, the Purdue Cooperative Extension Service includes a statewide system of more than 400 professionals on campus and in all 92 counties delivering effective research-based programs to persons across the state.

RESPONSIBILITIES: The Director provides leadership, vision, and administrative management for statewide programs in Agricultural and Natural Resources, 4-H and Youth Development, Leadership and Community Development, Consumer and Family Sciences, and Veterinary Medicine. The Director is responsible, along with department heads and leaders from the Extension College of Agriculture and Family Sciences and Veterinary Medicine, for encouraging and supporting the development and delivery of strong outreach programs. The Director is also responsible for forging effective linkages with research, academic programs, and international activities.

QUALIFICATIONS: Required qualifications include an earned doctoral degree in Agricultural and Natural Resources, Consumer and Family Sciences, Veterinary Medicine, or a related field. An appointment in an appropriate department. Desired qualifications include administrative and leadership experience with programs, budget, personnel, management in extension, public service, working with policymakers, and an understanding of the broad mission of a land grant university. In addition, interest and/or experience in the international context of extension is desirable.

SALARY: Salary is commensurate with qualifications and experience. This full-time position is available as soon as a suitable candidate is identified.

APPLICATION PROCEDURE: Qualifying persons are requested to submit a letter of application, a statement of administrative philosophy, emphasizing their ability to foster faculty, staff development, and program growth, into the 21st Century, a complete curriculum vitae, including the names, addresses, and phone numbers of three references. Address inquiries and applications to:

Dr. Victor L. Lechthold
Dean of Agriculture
1140 Agricultural Administration Building
Room 114
Purdue University
West Lafayette, IN 47907-1140
Phone: (765) 494-8391  Fax: (765) 494-8420
Email: vle@ag.purdue.edu

Purdue University is an Affirmative Action/Equal Opportunity Employer; Women and Minorities are Encouraged to Apply.

Dean School of Nursing

 Loyola University Chicago, a Jesuit, Catholic, urban university of approximately 14,000 students, invites nominations and applications for the position of Dean at the Niehoff School of Nursing. In addition to the Baccalaureate nursing program, degree completion programs are available for RNs and accelerated programs are available for college graduates seeking a BSN degree as well as a rapidly growing Food and Nutrition Department. Graduate courses are offered leading to both the MSN and PhD in several NP and CNS programs, as well as two dual degree programs (MSN MBA and MSN M Div) are offered. Online national and international clinical courses are available. The faculty is comprised of 50 full time and 35 part time nurse and dietetic educators and 464 undergraduate and 206 graduate students.

As the Executive Officer of the School of Nursing, the Dean reports to the Senior Vice President Academic Affairs. A Dean is sought who has:

- a clear commitment to promoting excellence in undergraduate and graduate education, scholars and research activities;
- a vision for the future of health care and the role of nurses;
- the ability to serve as an enthusiastic leader and advocate for the School both within the University and with external groups;
- a commitment to promoting recruitment, understanding and respect for diversity in the faculty, staff, students and curricula;
- a high standard of professionalism and personal integrity;
- an understanding and appreciation of the Jesuit and Catholic traditions of Loyola.

Candidates for the position should evidence the following qualifications:

- an earned doctorate, master's degree in nursing, and recognized scholar and professional accomplishments to warrant a tenured academic appointment at a senior rank;
- a record of innovative leadership, academic vision, excellent personnel, fiscal and physical resource management, and substantial experience and accomplishment in administrative positions;
- a record of building collaborative and inclusive working relationships with faculty, staff, students, and external constituencies;
- demonstrated success in land-grant activities.

The Search Committee will begin reviewing credentials in December and continue until an appointment is made. The anticipated starting date is July 1, 1999. Interested individuals are invited to browse our website at http://www.luc.edu.

Submit applications and nominations to:

Dr. Mary Ann McDermott
Chair, Search Committee
Niehoff School of Nursing
Loyola University Chicago
6525 N. Sheridan Road
Chicago, IL 60660
E-mail address: mmcdem@luc.edu

Loyola University Chicago is an affirmative action equal opportunity employer.

FARMINGDALE STATE UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR OF ECONOMICS

Anticipated tenure track opening at the Assistant Professor level for fall 1999. Teach four-course load in a service department. Strong commitment to teaching, research and service expected. Minimum qualifications: Doctorate in Economics. Candidates should have a primary field of Microeconomics and Macroeconomics and a secondary field of either Public Economics or Financial Economics. Preferred qualifications: At least 4 semesters of equivalent teaching experience. Successful candidates are expected to utilize modern educational technology in the classroom. Consideration will be given to candidates expecting to complete all degree requirements by August 15, 1999. Resume and reference letters must be received by December 11, 1998. Salary range is $40,450.00. Send resume and reference letters to: CONTACT: Dr. Larry Menna, Chair, HPE Search Committee, History, Economics & Politics Department, 229 Memorial Hall, SUNY Farmingdale, NY 11735.
ASSISTANT/ASSOCIATE PROFESSOR
Gaston Institute for Latino Community Development & Public Policy and the Department of Sociology

The Gaston Institute for Latino Community Development & Public Policy and the Department of Sociology at the University of Massachusetts Boston seek applicants for a joint tenure-track Assistant/Associate Professor position. One-half of the incumbent's time would be spent teaching in the Department of Sociology, and the other half in the Department of Public Policy. This position may also be offered in the Graduate School of Education. The incumbent will be expected to teach a total of three courses per year in the undergraduate and/or graduate level (MA program in applied sociology). Ability to teach regular courses on race and ethnicity is required. One-half of the incumbent's time will be spent with the Gaston Institute initiating, designing, coordinating, and conducting research on the socio-economic status of Latinos in New England and engaging in grantmanship, program planning and evaluation. A Ph.D. in Sociology is expected. An ABD in Sociology or Ph.D. in closely related discipline will also be considered. Experience conducting research on the Latino population, knowledge of Latino community organizations, and bilingual (Spanish) ability. Please send a cover letter, curriculum vitae, and names, addresses, and telephone numbers of three references to: Office of Human Resources, Search 200-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. Applications received by December 1, 1998 will be given priority. The expected hire date is January, 1999. An Affirmative Action, Equal Opportunity, Title IX employer.

TEXAS A&M UNIVERSITY-KINGSVILLE
Director of Distance Learning and Continuing Education

Texas A&M University-Kingsville seeks a candidate with an excellent reputation to lead the university's Distance Learning and Continuing Education Programs into the twenty-first century. This person will design, develop, and implement a comprehensive university-wide distance learning program with a strong instructional infrastructure. Based on the rich traditions of life-long learning in Continuing Education, the Distance Learning Program will support, facilitate, enhance, and coordinate all the distance learning activities on and off campus. In addition to distance education, Instructional Development services will encompass all two-credit courses and non-credit courses offering professional development workshops to the community and South Texas communities. As Director of Distance Learning and Continuing Education, the candidate will be responsible to the Provost and Vice President for Academic Affairs.

Required:
- A degree from an accredited institution
- Demonstrated experience in developing, managing, and evaluating comprehensive distance education programs
- Ability to work with faculty, staff, and students

Preferred:
- A graduate degree
- Extensive distance learning experience
- Experience in instructional development
- Knowledge of and ability to implement new technologies
- Strong organizational skills and a high level of enthusiasm

Applications should be submitted to:
Dr. Jane H. Stanford, Chair
Director of Distance Learning and Continuing Education Search Committee
Campus Box 102
Texas A&M University-Kingsville
Kingsville, TX 78363
(361) 593-3106
AA/EEO

George Mason University
Health, Fitness & Recreation Resources
Assistant/Associate Professor

The Department of Health, Fitness and Recreation Resources (HFRR) at George Mason University is a dynamic, growing department committed to excellence in teaching, research and service, especially through collaborative relationships and initiatives with schools, community organizations, and recreation, park and land management agencies. Located just 16 miles west of Washington, D.C., in Fairfax, Virginia with additional programming at Prince Williams campus in Manassas, Virginia, the Department of HFRR provides an ideal environment for Parks, Recreation and Leisure Studies faculty and Physical Education/Health Education faculty with an applied, collaborative orientation and an interest in preparing recreation resources managers and teachers of physical education for the challenges of the 21st century.

The Department of HFRR offers BS degrees in Physical Education with a Health Endorsement, Health Promotion Exercise Science, and Recreation Resource Management. The department offers a masters degree in Exercise, Fitness and Health Promotion. There are two specializations within the Recreation Resources Program: Recreation Resources Management, and Community Based Therapeutic Recreation.

The Department plays a major role in the operation of the Center for Outdoor Education at Hemlock Overlook, Clifton, VA and the new 110,000 sq ft freedom Aquatic and Fitness Center, Manassas, VA which will open in Fall 1999. In addition, the department enjoys close working relationships with the National Park Service, USDA-Forest Service, and other land management agencies as well as agencies promoting health, fitness, and wellness of people including those with disabilities.

As a result of growth in enrollment and the expansion of additional campus sites with newly constructed state of the art facilities, the Department of HFRR is seeking to fill two faculty, to B.S. Recreation Resources Management and (2) Physical Education. Both positions have an annual appointment date of August 23, 1999. Rank is open for both positions, although a preferred level of appointment is indicated in each case. Consistent with Department and University priorities in the areas of technology and diversity, preference will be given to candidates who can demonstrate expertise in preparing students for bilingual and multicultural environments. Applications from women and minorities and persons with disabilities are especially encouraged. Nominations of outstanding candidates are also invited. Review of applications for both positions will begin January 8, 1999 and continue until the positions are filled.

Applications should be submitted under the subject heading highlighting their qualifications, current vitae, and three letters of reference to Dr. Thomas G. Goodale (for the Recreation Resources Management position) or Dr. Davis K. Wiggins (for the Physical Education position). The address in each case is:

Department of Health, Fitness and Recreation Resources
MSN 4E5
George Mason University
10900 University Boulevard
Manassas, VA 20110-2203

Recreation Resources Management Position
Tenure track. Rank open. Teach graduate and undergraduate courses in Recreation Resources Management and develop or maintain a productive line of research. Develop partnerships with federal, regional, and local agencies, and community organizations. Earned doctorate with at least one graduate degree in recreation and parks required. Evidence of ability to teach the baccalaureate level, to publish in peer-reviewed journals, to secure external funds, and to demonstrate experience working with professionals in the field is highly desirable.

Physical Education Position
Tenure track. Rank open. Position open. Teach undergraduate and graduate courses in the Physical Education Teacher Preparation Program, as well as field experiences in public schools with emphasis in middle and high school instruction. Develop or maintain a productive line of research, collaborate with faculties and public school personnel. Involvement in community and professional service is expected. Doctorate in Physical Education Pedagogy, and evidence of scholarly activity, and willingness to pursue external funding are required. Three years of public school teaching experience and teaching at the college or university level are also preferred. AA/EOE
SUMMER 1999

Universidad Complutense

MADRID
- SPAIN

Scholarship Program for High School & College Students

Four weeks of intensive Spanish language study from mid July to mid August, 1999.

Includes: round trip airfare, three meals a day, room accommodations, instruction, daily activities, and Saturday excursions at Colegio Mayor Nebrija of Universidad Complutense.

For information, write or fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel: (201) 587-1260
Fax: (201) 368-0433

COUNSELORS

Mott Community College, located in southeast Michigan, seeks innovative counselors interested in working with our students and faculty to implement rapid transformational change.

THIS POSITION:
- Counsels students, whose major concerns are normal developmental needs.
- Intervenes in crisis situations and evaluates and makes referrals for psychological or psychiatric care.
- Advises students about their academic program, graduation and/or transfer requirements.
- Counsels students encountering academic difficulty or planning to withdraw from college.
- Counsels students who are vocationally uncertain and need help in planning careers.

MINIMUM QUALIFICATIONS: include a Master's degree in Guidance and Counseling, Counseling Psychology or Educational Psychology, including a supervised counseling practicum of one semester or more and a minimum of one course in career/vocational counseling. Extensive prior experience and the ability to demonstrate skills in the following area: Understanding the needs of the various components of the student population and the surrounding community: using this understanding to develop programs which contribute to help students obtain appropriate and needed skills; and interact with "end-users" of the College's programs to improve and meet the future needs of the community. You must be a licensed Counselor in the State of Michigan.

Mott Community College offers a competitive salary, excellent benefits, and the option of summer teaching/counseling.

These positions are available in January 1999.

If you are interested and meet the qualifications, send a letter of interest, resume, a copy of your license, transcripts, and three recent letters of reference to: Mott Community College, Human Resources CM 1024, 1401 E. Court Street, Flint, MI 48503. Fax #: (810) 762-0595. Visit our website at www.mcc.edu

Mott Community College is an EEO Employer. The selected candidate must submit to a drug test and background investigation.

SARAH LAWRENCE COLLEGE

Sarah Lawrence College invites applications for a tenure-track position in U.S. History, beginning September 1999. We seek applicants who are prepared to teach both broad and specialized courses in Early American and early U.S. Political History, including the Revolution and the Constitution, and to direct research by students in the college's MA program in Women's History. Candidates must have a Ph.D., teaching experience, demonstrated scholarly potential, and a commitment to teaching at a small liberal arts college based on the seminar-style system. Please send c.v., three letters of reference, two sample syllabi, and a letter describing your scholarly and teaching interests to Janet Held, Faculty Secretary, Sarah Lawrence College, 1 Mead Way, Bronxville, New York 10708. The preferred deadline for applications is December 15, 1998. Sarah Lawrence College is an equal opportunity employer. Minority applicants are especially encouraged to apply.

GREENVILLE COLLEGE

Assistant or Associate Professor of Sociology/Social Work. To teach courses in Statistics, Intro to Social Work, Social Welfare Agencies and Institutions, Child Welfare, Marriage and Family, Gerontology and Longevity, Delinquency, CSSS or MSW preferred or Ph.D. in Sociology. Send vita, including statement of educational philosophy.

Dr. Jonathan S. Raymond, Senior VPA
Greenville College
P.O. Box 150
Greenville, IL 62246-0150
CENTRAL MICHIGAN UNIVERSITY

DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY: Central Michigan University is a comprehensive state university with over 800 faculty serving an enrollment of approximately 26,000 students. The university has eight colleges and offers more than 100 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

THE COLLEGE: The AACSB accredited College of Business Administration is comprised of the departments of Business Information Systems, Economics, Finance Management, Law, and Marketing & Hospitality Services Administration, School of Accounting, the Perry School of Banking and a Small Business Institute. There are approximately 100 regular and temporary faculty, 2,900 undergraduate students and 400 graduate students in the college. MBA classes are offered in Mt. Pleasant and nearby Midland, Michigan. Other master's programs include a Master of Science in Information Systems, a Master of Arts in Economics, and a Master of Business Education program. The college has excellent technology facilities with five computer labs, including a new SAP lab.

GENERAL RESPONSIBILITIES: The college is searching for an outstanding leader to assist the university’s efforts to move into the next century as an exemplary model of a modern, technologically-based institution with a major focus on student learning outcomes. The dean is the chief academic officer of the college and reports directly to the provost. The successful candidate will be expected to provide vision, leadership and new program development to the planning and delivery of high quality educational research and service programs. The dean is accountable for managing the college resources and curricula to achieve the mission of the college and the university. The dean should be outcome-oriented and promote effectiveness and efficiency in the pursuit of college and university goals.

QUALIFICATIONS: The successful candidate should possess an earned doctorate or equivalent experience recognized by AACSB, a distinguished record of academic achievement sufficient to meet the expectations for tenure within a department in the college, a record of outstanding leadership and administrative skills, budgetary, planning, and fiscal management experience, a record clearly demonstrating a strong commitment to participatory decision-making, diversity and affirmative action; evidence of ability to attract external funding from private donors, grants, and contracts; a proven ability to work and communicate effectively with all publics served by the college, especially the local and state business communities; a strong appreciation for the role of faculty governance within the college; a commitment to continue AACSB accreditation; and familiarity with a collective bargaining environment. Some variation from these qualifications may be made for individuals with an outstanding record of academic or administrative leadership.

REVIEW OF APPLICATIONS: for the above position begins November 30, 1998 and will continue until the position is filled. All applications will be reviewed under the criteria of the above qualifications. Applications consisting of résumé, letter of interest, three letters of reference, and a statement of educational and administrative philosophy should be sent to: Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859. Tel (517) 774-3932, Fax (517) 774-2942. For more information, please refer to the university’s home page at http://www.cmich.edu, the College’s home page at http://www.cba.cmich.edu, and the College of Business home page at http://www.cba.cmich.edu. The University of Michigan encourages applications from women and minorities.

PRESIDENT COLGATE UNIVERSITY

The Board of Trustees of Colgate University invites nominations and applications for the position of President of the University.

Colgate University is an independent liberal arts institution in Hamilton, New York. Founded in 1819, Colgate has 2,970 men and women enrolled.

The President is the chief academic and administrative officer of the University and should possess distinguished academic credentials and appropriate administrative experience.

Review of applications will begin December 1, 1998, and will continue until the search is completed. Forward applications and nominations to:

Secretary of the Board of Trustees, Colgate University
13 Oak Drive
Hamilton, NY 13346

An Equal Opportunity/Affirmative Action Employer.
West Chester University of Pennsylvania invites applications and nominations for the position of Dean, School of Music.

West Chester University, founded in 1871, is the second largest university in the State System of Higher Education in Pennsylvania. Located in scenic Chester County, WCUs is approximately 25 miles west of Philadelphia. West Chester University offers a high quality, comprehensive education program to approximately 9,000 undergraduates and 1,500 graduate students.

The University is comprised of the College of Arts and Sciences and four professional schools: Business and Public Affairs, Health, Sciences, Music, and Education.

As the Chief Academic Officer of the School of Music, the Dean provides academic leadership and vision to the school. Reporting directly to the Vice President for Academic Affairs/Provost, the Dean sits on the Council of Deans, and is expected to work collaboratively both within the School and across the University.

The School of Music includes 42 full-time faculty with 352 undergraduate and 54 graduate students. The six academic departments comprising the School are Instrumental Music, Vocal Music, Music History, Music Education, Vocal/Choral Music, and Theory and Composition.

The Dean is responsible for curricular management and long-range planning, resource allocation and budgeting, the development, implementation, and evaluation of academic programs, faculty recruitment and retention, and the development of external partnerships. In addition to building faculty excellence in teaching, scholarship and service, the Dean in conjunction with the Department Chairs, also is responsible for administration of academic policies and procedures and compliance with the Collective Bargaining Agreement. Qualifications include an earned doctorate in one of the disciplines involved in the School, and an extensive and distinguished record of achievement in professional teaching and professional service.

In addition, candidates should demonstrate:

- Leadership, organizational, and management skills within the context of shared governance
- Excellent communication, interpersonal, and advocacy skills
- Familiarity with a decentralized budget system
- An awareness of issues facing institutions of higher education
- Experience in fund raising
- Commitment to cultural diversity
- Ability to promote the interests of the School of Music both internally and externally
- Experience in developing partnerships with local and regional music organizations is desirable
- Experience in a college teaching environment is desirable
- Experience in implementation of new curricula is desirable

This is a non-tenured management position. Salary range is $80,000-$88,000 commensurate with qualifications and experience. An excellent benefits package also is included. Anticipated starting date is July 1, 1995. A rolling review of applications will begin on December 4, 1994. Applications will be accepted until the position is filled.

Applications should include a letter of interest and curriculum vitae and three letters and teaching of references in Human Resources, Office of the Provost, West Chester University, West Chester PA 19383.

Applications should be directed toward the above-mentioned responsibilities. Qualifications should include:

1. Expertise in the discipline
2. Experience in academic administration
3. Proficiency in grant writing and development

Applications should be submitted to Dr. Richard F. Mady, Jr., President, West Chester University, West Chester, PA 19383.

Closing Date: December 4, 1994

Kim Voisin
Assistant Director of Residence Life
201 Bovee University Center
Central Michigan University
Mt. Pleasant, MI 48859

Screening of applications begins immediately and will continue until all positions are filled. CMU provides flexible benefits, an excellent retirement program with a deferred investment option, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service. CMU is a member of the AAOC institution and strongly encourages applications from community members.

See also: www.emich.edu/aao.html

INSTRUCTOR OR ASSISTANT PROFESSOR (HUMANITIES)

DESCRIPT: Teach courses in preparation and extension of bilingual/bicultural education. Assignments are made on the basis of bilingual/bicultural education in the United States, methods of reading or elementary school and school systems, and an emphasis on the bilingual/bicultural child.

QUALIFICATIONS: Instructor: Masters degree in bilingual education or related field preferred. Assistant Professor: Doctorate in bilingual education or related field preferred. Experience teaching in urban public schools in bilingual programs is preferred.

INSTRUCTOR: $24,000-$28,000, commensurate with qualifications and experience. Assistant Professor: $28,000-$32,000, commensurate with qualifications and experience. For more information, write or call at the above address.

Dr. Jose Rodriguez, HHS Coordinator
3430 Thomas Ave., LIC, NY 11101.

For more information, visit www.lagc.edu or call (718) 461-6588.

CENTRAL MICHIGAN UNIVERSITY

RESIDENCE HALL DIRECTOR

Office of Residence Life • 1-12 month, academic year appointment. Provides leadership in creating an atmosphere conducive to student development and diversity. Assists in counseling and all council advancement, residence hall administration, supervision of resident assistants and multicultural advisor, and academic career advising. One position available, January, 1995, one vacancies anticipated beginning June 1995. Bachelor's degree required. Master's preferred. One year of residence hall work experience and one additional year of professional work experience since obtaining Bachelor's degree desired. Minimum semimonthly starting salary of $485, commensurate with qualifications, plus apartment and meals. Opportunities exist for temporary assignments during the summer. Submit resume and cover letter to:

Kim Voisin
Assistant Director of Residence Life
201 Bovee University Center
Central Michigan University
Mt. Pleasant, MI 48859

See also: www.emich.edu/aao.html

ASU

ARIZONA STATE UNIVERSITY

Arizona State University is seeking applications and nominations for the position of Director, Office of University Evaluation and Testing. A complete position announcement can be obtained by contacting the following:

Evelyn A. L. Schneider, Chair
Director of Evaluation and Testing Search Committee
Arizona State University
Tempe, AZ 85287-0803

Telephone: 602-965-1035

Email: victoria.rutherford@asu.edu

Arizona State University is an equal opportunity, affirmative action employer.
ILLINOIS STATE UNIVERSITY
NORMAL/BLOOMINGTON

As Milner Library transforms itself institutionally, organizationally, and philosophically to meet the 21st century, welcoming colleagues seek enthusiastic, like-minded professionals to join them in providing outstanding service and innovative instruction, developing excellent collections, and shaping the management of the library. Opportunities for professional growth in 12-month, tenure-track positions include:

- **Music/Communication Librarian**: Reference, collection development, instruction, and liaison in music, communication, and other humanities-related subjects. Manages Media Resources Center. 2nd advanced degree in music strongly preferred.

- **Science and Technology Librarian**: Reference, collection development, instruction, and liaison in mathematics, physics, and at least one other of the pure sciences. 2nd advanced degree in science or technology strongly preferred.

- **Head of Acquisitions**: Directs the operations of that division, including the ordering of library materials in all formats, planning and development of acquisitions processes, personnel management and evaluation. 5-7 years experience in academic libraries. Experience in fiscal management, knowledge of automated systems such as Innovative Interfaces, ILS, or OCLC.

- **Documents Librarian**: Coordinates all government documents activities, including selection, organization, processing and ordering all formats, instruction; public relations. Requires demonstrated knowledge of U.S. Depository Library regulations and procedures, as well as comfort with and commitment to electronic access.

- **General Reference Librarian**: Provides general reference and documents service in a variety of formats to diverse patron. Participates in Milner's extensive bibliographic instruction program. Opportunities for additional, web development, web development, and undergraduate outreach programs.

- **Head of General Reference**: Coordinates and evaluates the contributions of six librarians and three support staff in the library. General Reference and Documents Division. Leads operations, planning, scheduling, and collaboration of the division. 2nd advanced degree and 3 years supervisory experience required.

- **Non-book Cataloger**: Performs original cataloging for computer files, sound recordings, and visual materials. Knowledge of Dewey LC, LCSH, AACR2R, and MARC. 2 years cataloging experience desired.

**QUALIFICATIONS**: All positions require an ALA-accredited master's, excellent communication and interpersonal skills, strong service orientation and focus on the educational role of the academic library, commitment to patron service, professional, or leadership skills. Demonstrated record of scholarship, publication, and service, as well as second advanced degree are required for tenure.

**CAMPUS AND COMMUNITY**: As Illinois' oldest public university, Illinois State University strives to offer an outstanding education to 17,500 undergraduates in 35 disciplines, as well as to serve 2,500 graduate students through diverse masters and doctoral programs. Milner Library supports those programs with a service-focused staff of 610, a materials budget of over $2.5 million, and a collection of over 1.5 million volumes. Illinois State is located in Normal, Illinois, a growing community of 100,000 people, 35 minutes from Peoria and Bloomington, and 3 hours from St. Louis.

**SALARIES**: Varies according to position and responsibilities, but ranges from $32,000 to $45,000 at the rank of assistant professor. Some are negotiable depending on education and experience. Negotiable depending on education and experience. 24 days vacation, 12 days sick leave, and 11 paid holidays per year. Self-managed, portable, or on-line retirement plan: Medical, dental, and life insurance plans.

**PREFERRED BEGINNING DATE**: Jul. 1, 1999 with date negotiable.

**APPLICATION DEADLINE**: To assure full consideration, applications should be submitted by Jan. 31, 1999.

TO APPLY: Send letter of application, resume, and the names of at least three references to Cheryl Elzy, Dean of University Libraries, Milner Library, Illinois State University, Campus Box 8900, Normal, Illinois 61790-8900.

For more information on Milner Library, contact our Web site at www.ml bileu.edu.

Illinois State is an affirmative action/ equal opportunity university, encouraging diversity.

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VICE-CHANCELLOR FOR EDUCATIONAL DEVELOPMENT

HCCS is recruiting for the position of Vice Chancellor for Educational Development. This position serves as the chief academic officer and provides leadership in the development, implementation and monitoring of academic development policies and practices.

**REQUIREMENTS**: Earned Doctorate degree required. Four (4) years of full-time higher education classroom experience and four (4) years of higher education administrative experience at the dean level or above. Successful candidate will possess knowledge of latest trends in academic program development and delivery systems and be familiar with student development theories and best practices.

**Houston Community College**, a public, comprehensive community college with an enrollment of 55,000 credit and non-credit students, is the largest institution of higher education on the Gulf Coast of Texas. HCCS offers competitive salary and benefits.

Please refer to Job Vacancy Notice #982 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 718-8566 or fax request to (713) 718-8599. You may download an application from our web site at www.hccs.cc.tx.us. All completed application materials must be in the Human Resources Office by December 11, 1998.

Houston Community College System
320 Jackson Hill, Suite 220, HR Dept.
Houston, TX 77007

HCCS is an Equal Opportunity Employer.

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Rice University
VICE PROVOST FOR ADMISSION AND RECORDS

Rice University, a private, highly selective teaching and research university seeks nominations and applications for the position of Vice Provost for Admission and Records, a newly formed position.

An independent, coeducational, non-sectarian institution, Rice University is dedicated to undergraduate and graduate education, research, and professional training in all disciplines.

Established in 1912, the University has an operating budget of approximately $255 million and an endowment of $2.6 billion as of October 31, 1998. Located in Houston, Texas, Rice has a total student population of 2,700, a graduate and professional student population of 1,400 and a full-time faculty of 450.

Working closely with the university's senior officers and the faculty, the Vice Provost will develop and implement an integrated strategy to enroll and support a student body characterized by outstanding intellectual ability, high potential for success, and representative of a broad and inclusive range of backgrounds. The Vice Provost reports directly to the Provost and oversees the offices of admission, financial aid, registrar, student information systems, and student billing.

The ideal candidate will have outstanding leadership and communication skills, extensive relevant experience in a highly complex selective academic environment, a keen understanding of issues facing selective admissions, knowledge of the use of information technology in shaping enrollment management, and a proven track record in managing and motivating others.

The search committee will begin reviewing applications immediately and will continue until a search is filled. For fullest consideration, please send materials not later than December 15, 1999. Preliminary interviews and expressions of interest would be forwarded on confidence to Steffie Weiss Steinbeck, Managing Director, or Susan Van Gilder, Senior Associate A.T. Kearney, Inc.

225 Reinekers Lane
Alexandria, VA 22314
(703) 739-4613 (phone)
(703) 739-4613 (fax)
susan.vangilder@atkearney.com (email)

For information about the University, please consult our web site: www.rice.edu

Rice University is an affirmative action/ equal opportunity employer.
DEAN OF THE SCHOOL OF BUSINESS

THE POSITION: Applications are invited for the position of Dean of the School of Business. The dean provides academic and administrative leadership for the School of Business. He or she guides the acquisition and use of the School’s resources and is expected to encourage and facilitate excellence in teaching, research, curriculum development, updating of instructional technologies and student advisement. The Dean is one of seven academic deans who report to the Vice President for Academic Affairs. Salary is competitive.

THE UNIVERSITY: Southern Connecticut State University is situated on a 168-acre urban campus in New Haven, Connecticut. SCSU is a comprehensive metropolitan urban public institution with more than 12,000 students enrolled in undergraduate and master's level programs.

THE SCHOOL OF BUSINESS: The School employs some 35 full-time faculty in the departments of Accounting, Economics and Finance, Management, and Marketing. The School awards annually some 230 undergraduate and graduate degrees. The recently established MBA program features a unique and successful cohort model. The School is considering pursuing AACSB accreditation.

QUALIFICATIONS: Candidates should (1) hold an earned doctorate in a discipline within the Business School, (2) possess a record of academic achievement and an award appointment to the rank of professor, and (3) have had experience with AACSB accreditation. Superior communication and interpersonal skills are a requirement. Particularity the ability to listen, fashion a collegial atmosphere and foster a culture which values excellence and effective outcomes. Experience should also include successful interaction with a regional business community. Business experience is also desirable. Variations from some of these requirements may be considered for candidates with outstanding academic/administrative backgrounds or other equivalent experiences.

THE PROCESS: Applications should be received by December 21, 1998. Applicants are invited to contact the Search Committee Chair, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515 for more information.

SCSU is an Equal Opportunity/Affirmative Action employer. The University strongly encourages minorities and women to apply.

The University of Minnesota invites nominations and applications for the position of the Vice President for Agricultural Policy. The Dean of the College of Agricultural, Food, and Environmental Sciences (COAFES), and the Director of the Minnesota Agricultural Experiment Station. The college, within its 11 departments, six branch stations and a landscape area, is a key part of a large land-grant research University. Minnesota has a high rank nationally in food and agricultural products. Biotechnology and environmental issues are increasingly important - on the farm, in industry, and at the University. The mission of the College is to support and strengthen the production, processing, marketing and distribution of food, agricultural and horticultural products through its research, teaching and outreach activities. The College has a comprehensive budget totaling approximately $56 million. Many of the faculty, departments, and centers are nationally and internationally recognized for the quality and innovation of their disciplinary and interdisciplinary activities. The Vice President for Agricultural Policy reports directly to the President on matters relating to statewide agricultural policy and serves as the University's chief officer responsible for advising central offices on strategic and tactical issues related to the State of Minnesota and its role in global agricultural systems.

The Dean is the chief executive and academic officer of the College and Director of the Minnesota Agricultural Experiment Station (MAES).

QUALIFICATIONS: A Ph.D. or comparable terminal degree in the applicant's area of study. A record of scholarly research, teaching, and outreach activity; preferably at an academic institution. Extensive knowledge of and experience in critical public policy issues in agriculture and environmental sciences. Demonstrated success with fundraising and development. Strong communication skills, including the interpersonal abilities necessary to lead effectively with faculty, students and other constituents. Demonstrated record of adopting and practicing principles of affirmative action and equal opportunity, and seeking to achieve diversity in the student body and work force. Ability to develop and maintain effective relations with related units within the University, with private and federal research funding agencies, and with a diverse cross-section of people from rural and urban Minnesota. Experience in delegating and working effectively in a decentralized organizational structure. Ability to work effectively with federal, state and county governmental agencies, elected officials, agricultural organizations and private sector leaders. Effective leadership, administrative and fiscal management experience, including research program administration in an institution of higher education or a comparable complex organization.

APPOINTMENT: The candidate will have a renewable administrative appointment. Annual evaluations, a comprehensive administrative review will be conducted. The position will be filled as soon as possible. Salary level is commensurate with educational and career experience.

APPLICATION PROCESS: Applications and nominations will be accepted until the position is filled. Review of applications and nominations will begin on January 1, 1999. A complete file includes a letter of application briefly describing qualifications and vision of leadership, vita, or resume, and the names, addresses, and telephone numbers of at least three references. Please send to: Regents' Professor G. Edward Schuh-Search Committee Chair, College of Agricultural, Food, and Environmental Sciences, University of Minnesota, 277 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108. A complete position description is available on the COAFES website at http://www.aemin.umn.edu under the "News and Events" banner.
PROGRAM HOUSE AREA COORDINATOR
Oberlin College seeks immediate full-time, live-in Program House Area Coordinator for temporary position. Requires B.A.; 1-2 yrs. full-time professional hall director experience; M.A. in student personnel, counseling, social work, or related field; 2 yrs. directly related prof./grad. asst. work exp. in residential hall management/administration preferred. Desired qualifications: student governance exp., community management/administration, community dev. group process, counseling & conflict resolution, exp. working w/diverse populations. Background check required. Furnished apartment & board, health benefits, paid vacation. Send letter, resume & references to Ms. Ehrai Adams, Interim Asst. Dean of Students, Oberlin College, 50 N. Professor St., Oberlin, OH 44074 by 12/23/98. FAX 440/775-8149. Late applications may be accepted until position filled. AA/EOE.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

HIGHER EDUCATION ASSISTANT Coordinator for the Performing Arts

Hunter College is seeking an Assistant to the Chairs of the Departments of Music and Theatre.

RESPONSIBILITIES: serve as Coordinator for performance and stage production activities in the Department of Music (including the Program in Dance) and the Department of Theatre.

SPECIFIC RESPONSIBILITIES:
- Coordination of rehearsals, performances, and other departmental arts events; acquisition of performance properties (scripts, scores, etc.) and securing of rights thereto; locating and contracting of Theatre Production personnel (i.e., costume and set designers, technical assistants, etc.).
- Manage Lang Recital Hall and Loewe Theatre, including booking and scheduling of events and rehearsals, house management for performances (including training of ushers), coordination of technical staff, supervision of maintenance, and management of rental activities (negotiating contracts with rental clients and appropriate follow-through).
- Maintenance of up-to-date financial accounts. Execution of purchases for Music, Dance, and Theatre, including submission of purchase and check requests with accompanying documentation.
- Supervision of Student Activity Fund monies, including processing of departmental and student grants.
- Coordination of publicity, including preparation of posters, mailing, press releases, and advertisements for print and broadcast media; posting of fliers; production of programs and playbills.
- Serve as liaison with the Sylvia and Danny Kaye Playhouse staff and box office.

QUALIFICATIONS: Baccalaureate Degree (specialization in Arts Administration is highly desirable) and a minimum of four years of Arts Management experience. Candidates must be proficient with DOS platform computer programs (WordPerfect 7.0, Lotus 123, Microsoft Publisher, and Quicken).


Send letter of application, detailed resume and the names, addresses, and telephone numbers of three references to: Performing Arts Search Committee, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021. Please do not send any other materials at this time.

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer.

Rancho Santiago Community College
DEAN OF COUNSELING
Rancho Santiago Community College District in Santa Ana, CA, has an opening for a Dean of Counseling. Successful candidate must possess a Master's degree and at least one year of formal training, internship or leadership exp. Related to Counseling. Overall responsibility to the Vice Pres. Of Academic Affairs for the leadership & administration of all aspects of the Division including the design, delivery, and staffing of educational, career, and personal counseling and guidance services to students, supervision of the Counseling Center, Career/Life Planning Center, and Alumni Center; District Graduation Office; the District testing program; matriculation program components related to assessment, counseling/advisement and student follow-up, and the guidance office; responsible for District-wide assignment and staffing of counseling classes Salary $17,345-$18,200/annum, the deadline to submit application is 11/25/98. Please contact Dr. H. Haddad, 714/480-7499 for applications & job announcements. EOE

ENGLISH FACULTY
Full-time instructor or assistant professor positions anticipated for fall 1999. M.A. in English or closely related field required. Experience with educational technology desirable. Four-course semester teach/ load to include college composition and developmental reading/writing. Send CV and cover letter to Jesús Recheck, Administrative Assistant, Division of Liberal Studies, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia PA 19130 by Dec. 31, 1998. The College is committed to a workforce reflective of our community. AA/EOE

THE UNIVERSITY OF KANSAS
Dean of the School of Law

Numerous and applications are invited for the position of Dean for appointment effective July 1, 1999. The Dean is responsible for the administration of the School, with an enrollment of 538 and a faculty of 36.

Required qualifications: J.D. from an accredited institution; eligibility for appointment as full professor with tenured status; teaching and scholarly service experience; and an equivalent demonstration of outstanding professional scholarship, teaching, service and leadership.

Applications should include: a complete curriculum vitae and the names, addresses, telephone numbers, and two letters of recommendation. Applications should be sent to Professor Edwin W. Hecker, Jr., Office of the Provost, 258 Strong Hall, The University of Kansas, Lawrence, Kansas 66045.

EO/AA Employer
INNOVATIVE FACULTY WANTED

Mott Community College, located in southeast Michigan, seeks innovative faculty interested in working with other faculty and administration to create rapid, transformational change. Faculty at Mott are involved in much more than teaching: they also play key leadership roles in expanding and revitalizing the College, the community, and the local economy.

Do you consider yourself to be an excellent teacher who also has extensive prior experience and/or the ability to demonstrate skills in the following areas?

- Understanding the needs of various components of the surrounding community.
- Using this understanding to develop educational programs which contribute to the economic development of the community, and to help students obtain new and improved jobs.
- Interacting with the end users of the college’s programs to improve curriculum, develop new programs, and meet the future needs of the community.
- Comfortable and successful in applied community settings such as manufacturing or business as well as the classroom.
- Current in the use of distance learning and interactive classrooms.
- Creative, visionary thinkers comfortable working in cross-functional teams.
- Strong commitment to the documentation and improvement of student learning.

IF SO, WE WOULD BE INTERESTED IN HEARING FROM YOU!!!!

- Philosophy - Masters in Philosophy
- English - Masters in English
- Reading - Masters in Reading
- Spanish/ French - Masters in Spanish
- English Journalism - Masters in English
- Counselors - Masters in Counseling and MI State License
- Computer Information - Bachelors and/or Masters in Computer Science
- Nursing - Masters in Nursing and current MI RN license, 2 years experience

This represents our current/anticipated needs with most positions to begin January 1999. Mott Community College offers an excellent benefit package, competitive pay and optional summer hours and overload. Candidates must submit a letter of interest including position desired, a resume, three references and a copy of transcripts to: Mott Community College, POSITION DESIRED, Human Resources-CM 1024.1401 E. Court Street, Flint, MI 48503, FAX #: (810) 762-0595. Visit our website at: www.mcc.edu

Mott Community College

Applications will be accepted until the positions are filled. Candidate must submit to a Drug Test and Background check for employment. Mott is an AA/EO employer.

Position Announcement

Princeton University School of History and Literature invites applications for a tenure-track position in the history of medieval and early modern Europe, with a specialization in the history of gender. The successful candidate will teach courses on this topic and in related fields, including courses in the history of religion and culture. The position is open to candidates at the rank of Assistant Professor or above. The appointment will begin in the fall of 2019. Applications must be submitted by January 1, 2019. A complete job announcement can be found at: http://www.princeton.edu/academic/positions/2019/000254

SARAH LAWRENCE COLLEGE

Announcement of Position in Spanish

Three-year, full-time, renewable, tenure-track position beginning in Fall 2019. Ph.D. in Literary Studies with a specialization in Latin American literature, preferably in contemporary literary criticism. Applicants should have teaching experience at the college level and be able to teach in English and Spanish. The position includes teaching two courses per semester, supervising a M.A. student's research, and participating in the development of courses in the department. Salary is competitive. Applications should be submitted online by March 1, 2019. For more information, please contact Professor Ana Luviano, Department of Latin American Languages and Literatures, Sarah Lawrence College, 455 River Road, Bronxville, NY 10708. Sarah Lawrence College is an Equal Opportunity Employer.

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1999

Princeton University
John Jay College of Criminal Justice
The City University of New York
announces (25) faculty positions for either Spring 1999 or Fall 1999
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of great teaching and scholarship who may participate in both graduate and undergraduate education. Doctorate required for professional rank. For appointment as Instructor, master's degree required. ABD and teaching experience preferred. Instructor's are limited to five one-year appointments. Salary commensurate with experience.

**Department of Art, Music and Philosophy**
**Assistant Professor/Instructor**
**Position Revised and Search Reopened**

To teach general survey courses and upper level courses in Ethics and the Philosophies of Law. Area of specialization open, with preference for ethics, legal or political philosophy and or philosophy of criminal justice.

**Department of English**
**Assistant Professor**
(four positions available)

1) Generalist to teach a variety of writing and literature courses, a specialty in American literature preferred. 2) To teach Legal Writing and courses in law and literature. 3) Generalist to teach a variety of writing and literature courses, a specialty in medieval literature with the ability to teach classical literature in translation or as English, to teach and design a variety of writing courses.

**Department of Government**
**Assistant Professor/Instructor**
Search Reopened

Comparative Politics-Politics of Criminal Justice. Applicants should have a strong cross-national perspective and be well grounded in the theories and analytic methods of comparative politics. Ability to develop courses in the politics of criminal justice from a comparative perspective.

**Department of History**
**Assistant Professor/Instructor**
(two positions available)

1) Specialize in Latin American or Modern East Asian History. Legal or criminal justice history preferred. 2) Specialize in American legal or constitutional history. To participate in the development of the prospective Justice and Humanities Major.

**Department of Law, Police Science, and Criminal Justice**
**Administration**
**Assistant Professor/Instructor**
Position Revised and Search Reopened

Position in policing. Applicants should possess a demonstrated interest in computer applications in criminal justice and security and be able to teach courses in policing, technology and computer security.

**Department of Mathematics**
**Assistant Professor/Instructor**
(three positions available)
Search Reopened

PhD in a computer science or Mathematics. To teach undergraduate courses in mathematics and the Computer Information Systems major.

**Department of Public Management**
**Assistant Professor/Instructor**
(four positions available)

Search Reopened for the following three positions:
1) Public Administration: Inspection and Oversight. Expertise in one or more of the following areas: Program evaluation, auditing and accounting, inspection, and oversight.

**Department of Puerto Rican Studies**
**Assistant Professor/Instructor**
(two positions available)

1) Specialization in criminal justice and social sciences. Expertise in Puerto Rican, Caribbean, and Latin American communities in the USA and knowledge of respective geographic areas. 2) Specialization in law and criminal justice. Expertise in Puerto Rican, Caribbean, and Latin American communities in the USA and knowledge of respective geographic areas.

**Department of Sciences**
**Assistant Professor/Instructor**
(three positions available)


**Department of Sociology**
**Assistant Professor**
(two positions available)

Specialist in criminology with particular reference to urban problems. Strong empirical research skills required. Ability to teach sociology and criminology at both undergraduate and graduate levels.

**Department of Speech and Theatre**
**Assistant Professor/Instructor**

To direct one major production per year. Teach public speaking and basic theatre electives. Expertise in Scenography, Body Techniques, or other forms of performance theatre especially involving the uses of theatre in criminal justice intervention rehabilitation and training preferred.

Please send letter of application, curriculum vitae and three references to: The respective department chairspersons at John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019.

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

DEAN, SCHOOL OF ARCHITECTURE

UNIVERSITY OF VIRGINIA

Applications and nominations are invited for the position of Dean at the School of Architecture at the University of Virginia. The appointment will be effective on or before July 1, 1990.

The four departments of the School of Architecture offer graduate and undergraduate degrees in architecture, architectural history, urban environmental planning, and graduate degrees in landscape architecture. In addition to these major fields, students may enroll in dual degree programs and interdisciplinary certificate programs in historic preservation and American urbanism. Approximately 560 students are currently enrolled in all departments. The fifteen full-time and twenty-four part-time members of the faculty reflect the commitment of the university to the highest levels of teaching and scholarship.

Candidates should possess a record of excellence in scholarship, research, practice, and credentials sufficient to qualify for appointment as a tenured professor in one of the departments in the School of Architecture. Experience in leadership in an academic setting or comparable environment, a commitment to promoting gender and ethnic equity and diversity, a capacity and willingness to support and represent the diverse disciplines within the School, and an understanding of and capability for resource development.

Compensation is competitive and commensurate with qualifications and experience. Applications and nominations must be received before January 1, 1990 to ensure consideration. The review process will continue until the position is filled. The University of Virginia is an affirmative action/equal opportunity employer. Applicants are encouraged to submit applications and nominations with a letter of interest, resume, and references to:

William H. Sherman, Chair
Dean Search Committee
Office of the Vice President and Provost
University of Virginia
P.O. Box 9914
Charlottesville, Virginia 22906-9914

ROCKHURST UNIVERSITY

School of Management

Applications are being accepted for the following Assistant Professor, tenure-track positions available Fall 1990: All candidates must possess earned doctorates in the appropriate area. Primary responsibilities include teaching both graduate and undergraduate programs with the possibility of teaching in executive programs.

INFORMATION SYSTEMS: Candidates are expected to assist in developing a master's program in the MIS area.

PRODUCTION/OPERATIONS MANAGEMENT: Will provide leadership in updating and refining both undergraduate and graduate curricula in POM.

MACRO ECONOMIST: Experience with financial institutions, particularly the FHC and/or the Federal Reserve System, along with international finance is highly desirable.

To apply: Send letter of application, curriculum vitae and names of three references to: Personnel Director, Rockhurst College, 1100 Rockhurst Road, Kansas City, MO 64110-2561, 816-501-4555.

Rockhurst College is an Equal Opportunity, Affirmative Action Employer.

CHAPMAN UNIVERSITY

Orange, California 92666

www.Chapman.edu

ASSOCIATE DEAN OF CAMPUS LIFE AND DIRECTOR OF STUDENT ACTIVITIES

Chapman University seeks a dynamic, innovative leader for a key position in the University community. The Associate Dean of Campus Life and Director of Student Activities coordinates the Student Conduct Center, New Student Orientation, Center for Student Leadership, Development Programs, Student Support Services, and the Student Development Office. The current Director is retiring to pursue other interests.

The position requires a Bachelor's degree in higher education, social work, or related field. Superior written and oral communication skills are mandatory. An understanding of the role of student organizations and their impact on campus life is essential. The candidate should also have experience in student leadership and be familiar with current campus life issues.

Please send a letter of application, resume, and a list of five references to:

Human Resources
Chapman University
333 N. Glassell
Orange, CA 92666

The deadline for the receipt of application materials is Jan. 6, 1990.

Applications from underrepresented groups are strongly encouraged.

RIT COLLEGE OF SCIENCE

FACULTY POSITIONS

The RIT College of Science invites applications for two tenure-track positions in the rank of Assistant Professor, in each in the Department of Physics and the Department of Biological Sciences. Both positions begin September 1, 1990.

RIT is an equal opportunity/affirmative action employer.

PHYSICS: Applicants should have a Ph.D. in physics or a closely related field evidence of excellence in teaching and the ability to contribute to the college curriculum in observational cosmology or high energy physics. Applicants should have the capability of making contributions to current Department of Physics research projects and be capable of teaching both upper and lower division classes. Applications are invited and received until the positions are filled. Send letter of application, curriculum vitae, and names of three references to:

Chair, Search Committee
Department of Physics
Rochester Institute of Technology
85 Lomb Memorial Drive
Rochester, NY 14623-5605

BIOLOGY: The Department seeks a Plant Scientist. A Ph.D. in botany or plant sciences is required. A strong background in plant physiology, genetics, and biochemistry is desirable. The applicant should be able to develop a research program at the molecular level and have experience in the laboratory. Teaching responsibilities will include courses in botany and genetics. Applicants should be able to prepare and supervise undergraduate research projects. Qualified applicants should submit a letter of application, curriculum vitae, and names of three references to:

Chair, Search Committee
Department of Biological Sciences
Rochester Institute of Technology
85 Lomb Memorial Drive
Rochester, NY 14623-5605

A3
DEPARTMENT OF STATISTICS AND MICROCOMPUTER STUDIES PROGRAM

The Department of Statistics at SCSU seeks faculty for three positions to begin August 18, 1999. POSITION 1: ASSISTANT PROFESSOR OF STATISTICS, tenure track. POSITION 2: ASSISTANT PROFESSOR OF STATISTICS, fixed term. POSITION 3: ASSISTANT OR ASSOCIATE PROFESSOR OF MICROCOMPUTER STUDIES, tenure track. Salary commensurate with academic qualifications and experience.

RESPONSIBILITIES AND QUALIFICATIONS: POSITIONS 1 AND 2:
A doctorate in statistics by the appointment date is required. Applications from recent Ph.D.'s are encouraged. Candidates must have a strong commitment to undergraduate teaching, possess excellent communication skills, have a record of or strong potential for scholarly and professional activity, be able to demonstrate teaching effectiveness, and have an ability to work with diverse populations. The successful candidate will also have had extensive statistical computing experience. Preference may be given to those candidates with a course work emphasis in applied statistics, research interests or prior experience related to statistical computation, queuing theory, statistical consulting, Bayesian statistics, quality control, and linear models.

POSITION 3: Teach courses in data communication and networking, computer programming, software packages, and computer systems. Participate in curriculum and computer network development and management. Supervise student assistants. A doctorate in computer science, computer education, software engineering, or a related field is required. Also required is significant background (obtained by coursework, teaching, work in industry, etc.) in the microcomputer studies area, especially in data communication/networking. A candidate with expertise in OSI Layer 1, wide area networks, and network design will be given preference. The candidate must demonstrate a strong commitment to undergraduate teaching and to developing hands-on exercises to illustrate and reinforce theoretical concepts.

All successful candidates will have demonstrated ability to teach and work with persons from culturally diverse backgrounds. They will have the ability to teach and perform effectively, scholarly achievement or research, continued preparation and study, contribution to student growth and development, and service to the university and community.

POSITIONS 1 AND 2 APPLY TO: Dr. David H. Robinson, Chairperson Statistics Search Committee Department of Statistics, ECC 139 St. Cloud State University 720 4th Avenue South St. Cloud, MN 56301-4498 Department Telephone: (320) 253-6169 e-mail: GASkeg@stcloudstate.edu fax: (320) 253-4679 DEADLINE January 15, 1999

POSITION 3 APPLY TO: Chair, MCS Search Committee Department of Statistics St. Cloud State University 720 4th Avenue South, ECC 139 St. Cloud, MN 56301-4498 (320) 253-6084 e-mail: mcsearch@stcloudstate.edu DEADLINE March 1, 1999

APPLICATION INFORMATION FOR ALL POSITIONS: All applications must include letter of application, vita, transcripts of all graduate work, three letters of recommendation, and the names, addresses, and telephone numbers of at least three references who will be asked to review the candidate's academic preparation and professional qualifications. The candidate must demonstrate a commitment to excellence and actively supports cultural diversity. To promote this, we especially encourage candidates from diverse groups to apply. Women and minorities are especially encouraged to apply.

Assistant Vice President
Student Affairs-Enrollment Management
California State University, Los Angeles

Applications and nominations are invited for this position, which has responsibilities for planning, organizing, directing, and evaluating activities in the following areas: Outreach and Recruitment, Admissions, New Student Orientation, Registration and Records, Career Planning and Placement, and Financial Aid. The University has 23 campuses of the California State University system, located in the eastern part of Los Angeles and adjacent to the western San Gabriel Valley, with more than 185,000 students reflecting the rich ethnic diversity of the area.

QUALIFICATIONS:
• An earned doctorate or other terminal degree and a record sufficient to warrant a tenure appointment in an academic department at Cal State L.A.
• A record of progressive administrative responsibility in the area of academic support services.
• Working knowledge of enrollment management and marketing, strategies and practices, operation and information technology, specifically student information systems.
• Demonstrated ability to build relationships with faculty, staff, and students.
• Excellent oral and written communication skills.
• Demonstrated ability and interest in working in a multicultural/multilingual environment.

Salary for this Administrative III position is commensurate with experience and qualifications. A comprehensive benefits program is provided.

Submit resume by December 14, 1998, to:
Chair, AVPSA, HRM, #99-136
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8534
www.calstatela.edu
Reasonable accommodations may be requested.
ED/Title IX Employer

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Space reservations are suggested at least three weeks before issue date. Space reservations will receive priority over on-site sending material received by the issue date

No cancellations or changes will be accepted after closing dates. Refer to schedule deadlines.

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### FELLOWSHIPS/SCHOLARSHIPS/AWARDS

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### CONFERENCES

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### OTHER SERVICES

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Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and masters degree programs. The college is a highly independent, co-educational institution with 1300 undergraduate and 1000 graduate students. The college is located in an urban setting, with a strong mission to serve a diverse student body. Nazareth College of Rochester seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and a demonstrated commitment to the promotion of such diversity.

Nazareth College of Rochester anticipates the following tenure-track positions for Fall 1999:

- **Art/Graphic Design:** with related field in visual communications or photo. Preference given to those with experience in digital and print production, and a strong track record of success. The position is open to both full-time and part-time candidates.

- **Biology:** To teach plant biology, preferably macromolecular biology, with an emphasis on biotechnology. Experience in research and teaching is preferred.

- **Education/English as a Second Language:** Director of Graduate Program in TESOL, to teach undergraduate and graduate courses in education, including TESOL methods and theories. Also to teach liberal arts programs, e.g., in courses designed for freshmen and/or international students. Rank commensurate with experience.

- **Education: Reading/Literacy Education (January 1999 or August 1999):** To teach reading methods and practices at both the undergraduate and graduate levels. Teaching experience K-12 and experience with professional development of classroom teachers desired.

- **English:** To teach World Literature Survey courses, upper division undergraduate courses in non-Western literatures, and Composition. Broad experience in Comparative World Literatures with a specialization in Middle Eastern and/or Asian literatures desirable. Additional study in composition theory and practice desirable.

- **Music Education/Choral:)** To teach music education courses at both the undergraduate and graduate levels. Ability to instruct in an area of expertise desired.

- **Music Education/Band:** To teach music education at both the undergraduate and graduate levels. Experience in music education is preferred.

- **Physical Therapy:** To teach courses in physical therapy and related courses in community health and rehabilitation. Experience in clinical settings is required. Rank commensurate with experience.

- **Religious Studies:** To teach courses in religious studies, with a focus on Middle Eastern or Asian traditions.

- **Social Work:** To teach both clinical and administrative courses in social work. Experience in social work practice preferred. Rank commensurate with experience.

- **Spanish:** To teach Spanish language, literature, and culture. Experience in teaching Spanish at the undergraduate level preferred.

- **Visiting Minority Scholar:** To teach both clinical and administrative courses in social work. Experience in social work practice preferred. Rank commensurate with experience.

Unless otherwise noted, applicants should submit a letter of interest, a current resume, and three references. The closing date for applications is January 15, 1999. Submit all materials to:

**PRESORTED FIRST CLASS MAIL U.S. POSTAGE PAID RIPON COMMUNITY POSTAGE PAID**

**435**
The Hispanic Outlook

Latinos Score
In Sports
ART: Tenure-track position in the Department of Art beginning August 23, 1999, at the instructor or Assistant Professor rank. Master’s Degree required, appropriate terminal degree preferred. College teaching experience desirable. The position requires a strong commitment to excellent undergraduate teaching in the areas of Fine Arts, Design, and Art History. The University of North Alabama Review of applications will begin on December 15, 1998. Include copies of publications and/or public lectures. With return, master, and postage.

CRIMINAL JUSTICE: Tenure-track position in the Department of Sociology and Criminal Justice at the level of Instructor or Assistant Professor rank beginning August 23, 1999. Doctoral degree required. The position requires a strong commitment to excellence in undergraduate and graduate teaching in Criminal Justice. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999.


EDUCATIONAL ADMINISTRATION: Tenure-track position in the Department of Special Education. Doctorate in educational administration or educational leadership is required, as well as demonstrated success as a public school administrator, instructional leader, and classroom teacher. The position will include teaching and supervising interns in Master’s and Specialist’s level school administration program, involvement in the secondary education program, as well as involvement in research and service. The position begins with the possibility of serving as Chair of the Department. The University of North Alabama Review of applications will begin on January 15, 1999.

ENGLISH: Tenure-track position in the Department of English beginning August 23, 1999, at the level of Assistant Professor rank. Master’s Degree required, doctoral degree preferred, with emphasis in English literature, pre-eighteenth-century. The position requires strong commitment to excellent undergraduate teaching in English literature and composition. The University of North Alabama Review of applications will begin on January 15, 1999.


HISTORY: Tenure-track position in the Department of History and Political Science beginning August 23, 1999. The position brings with it the possibility of serving as Chair of the Department. The rank is open for Chair duties. PhD degree is required at the time of appointment. The position requires a strong commitment to excellence in undergraduate teaching in the areas of U.S. History and International Relations. The University of North Alabama Review of applications will begin on January 15, 1999.

HISTORY: Tenure-track position in the Department of History and Political Science beginning August 23, 1999. The position brings with it the possibility of serving as Chair of the Department. The rank is open for Chair duties. PhD degree is required at the time of appointment. The position requires a strong commitment to excellence in undergraduate teaching in the areas of World History and Philosophy. The University of North Alabama Review of applications will begin on December 15, 1998.


JOURNALISM: Tenure-track position in the Department of Communications and Theatre beginning August 23, 1999, at the Instructor or Assistant Professor rank. Master’s Degree required, doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching and creativity in areas such as journalism. Candidates should be able to teach subjects such as basic and advanced reporting, editing, feature writing, desktop publishing, script writing and magazine writing. The University of North Alabama Review of applications will begin on January 15, 1999.

Piano: Tenure-track position in the Department of Music beginning August 23, 1999, or possibly as early as January 11, 1999, at the Instructor or Assistant Professor rank. Master’s Degree required, doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching in Piano Performance. Piano Literature, Class Piano, and accompanying. Special consideration will be given to applicants with experience in MIDI and Jazz improvisation. Other responsibilities include advising, committee work, and extracurricular activities outside the classroom. The candidate must be an active performer and should have teaching experience on the college level. Review of completed applications will begin on December 15, 1998. Include a performance tape.

PSYCHOLOGY: Tenure-track position in the Department of Psychology at the Instructor or Assistant Professor level. Master’s Degree required by the time of appointment. Doctoral degree preferred (in an experimental area of psychology). A solid scientific background in research and the methodology of psychology, evidence of teaching ability, willingness to teach experimental psychology, physiological psychology, general psychology, and additional basic scientific psychology courses and strong commitment to undergraduate instruction. All department members teach general psychology, have a 15-hour credit course on teaching, and advise students. The University of North Alabama Review of applications will begin on January 15, 1999, for this position which will begin on August 23, 1999. Indicate teaching and research interests in cover letter.

SOCIAL WORK: Tenure-track position in the Department of Social Work beginning August 23, 1999, at the Instructor or Assistant Professor rank. MSW degree with two years of post-masters degree professional experience required. Doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching and research. The University of North Alabama Review of applications will begin on January 15, 1999.

SOCIETY: Tenure-track position in the Department of Sociology and Criminal Justice at the Instructor or Assistant Professor rank beginning August 23, 1999. Master’s Degree required, doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching and research. Area of specialization is open. The University of North Alabama Review of applications will begin on January 15, 1999.

THEATRE: Tenure-track position in the Department of Communications and Theatre beginning August 23, 1999, at the Instructor or Assistant Professor rank. Master’s Degree in Theatre required; doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching and curriculum development in theatre. Qualifications: Ability to teach subjects such as introductory theatre, directing, play production, and directing. The University of North Alabama Review of applications will begin on January 15, 1999.
FEATURES
HISPANIC INFLUENCE ON THE GAME OF SOCCER
110 talks with coaches and players about soccer: past, present, and future.

NCAA LEADERSHIP CONFERENCE
Hispanic student-athletes in Texas, Minnesota, Missouri, and New Jersey talk about lasting benefits derived from this conference.

THE CHALLENGES OF HISPANIC ATHLETES
Family, finances, and early experience are factors that might need to be overcome, according to sports panelists at Cal Poly Pomona.

TOMMY NUÑEZ, NATIONAL HISPANIC BASKETBALL CLASSIC
The only NBA referee of Mexican descent describes his passionate stewardship of this exciting, growing event.

RESEARCHERS TALK WOMEN, SPORTS, AND ACADEMIA
100 interviews Dr. Vivian Acosta and Linda Jean Carpenter of Brooklyn College, on the road.

HONOR ROLL
UNIVERSITY OF CALIFORNIA-LOS ANGELES
One in every 10 Californians holds a degree from this exciting, influential university.

NCAA: Not on the Court but in It
A restructured NCAA faces a spring lawsuit over its eligibility rules, said to have a disparate impact on minorities.

DEPARTMENTS
OUTLOOK ON WASHINGTON: A CAPITOL VIEW
Schools, Computers, and Internet Access on the rise even at poor schools.

SUCCESS STORIES
LIFE IS MORE THAN A SPORT
A Latino case history; from the founder/director of University of Michigan's Paul Robeson Research Center for Academic and Athletic Progress.

PEOPLE, PLACES, PUBLICATIONS, CONFERENCES
Book Review: The Squatter and the Don
Schools, Computers, and the Internet: The Future Is Here

by Gustavo A. Mellander

The long-expected computer revolution in our schools is at hand. Recent Washington, D.C., studies report that computers and Internet access are becoming a universal feature of America's schools in the suburbs, the inner-city, and even rural areas.

A significant number of children in America's schools now have access to a computer at home. Moreover, those children know how to use them. A few years ago, a computer in a home was considered a luxury. For families with children in school, they might rapidly become a necessity.

Exponential Growth

The Full 1997 survey of The National Center for Education Statistics (NCES) reported that 28 percent of America's public schools claim they have access to the Internet. This is up from 15 percent as recently as 1994, and up from 65 percent in the 1990s.

Moreover, the 1997 survey reported that 99 percent of America's secondary schools have Internet access. The same NCES survey predicts that, based on plans reported by schools that don't yet have Internet access, at least 95 percent of America's schools, and 98 percent of its secondary schools, will have Internet access by the year 2000.

Minority Access

The growth in the percentage of schools with Internet access is occurring in all regions of the United States and in inner-cities and rural areas as well as in the suburbs. As might be expected, schools with a high percentage of minority students and students from poor families have made less progress in obtaining access. According to NCES, "In 1997, schools with 50 percent or more minority students controlled lagged behind schools with 20 percent or fewer minority students, as did smaller schools (those with fewer than 1,000 students), which are more likely to be elementary than secondary schools."

Also lagging in Internet capabilities were schools with low income students eligible for free or reduced-price lunch, with 63 percent having access, however, schools with 31 to 60 percent of students have recently made considerable gains in Internet access, moving from 55 percent in 1993 to 82 percent in 1997.

High Tech Means High Costs

The cost of maintaining access to the Internet is expensive. As part of the Telecommunications Act of 1996, the Schools and Libraries Universal Service Program was established, with the purpose of "providing affordable access for all eligible schools and libraries, particularly those in rural and inner-city areas. This program, referred to as the "e-rate program," will make available $2.25 billion dollars annually to subsidize Internet services for eligible schools and libraries.

According to the organization created to administer the program, the Schools and Libraries Corporation (SLC), "Discounts range from 20 to 90 percent depending on the schools or libraries' economic need and location. The level of discount is based upon the percent of students eligible for participation in the federal free or reduced-price school lunch program. Libraries will use the school discount percentage of the school district in which they are located.

Hispanic Serving Institutions

The widespread availability of Internet access in secondary schools provides an opportunity for Hispanic-serving institutions (HSIs) to reach Hispanic students thinking about and preparing for college. In a secondary school with Internet access, the schools library/media center is almost certain to have such access and usually serves as a principal source of computer and college information. HSIs, particularly community colleges, should consider specifically tailoring parts of their Web site to reach Hispanic students who are thinking about college and who might consider attending their institution.

HSIs can personalize their outreach to these students by making e-mail contacts available and encouraging students to make use of them.

In addition, HSIs could motivate Hispanic students to visit their Web sites regularly and thereby establish a relationship of use and interest to Hispanic secondary school students. Moreover, this outreach doesn't need to be confined to high schools, but can reach down into the middle schools where student attitudes about college are often first formed.

Finally, making available "success stories" of Hispanics who have overcome obstacles and succeeded in college can be a source of encouragement.

A Vivid Example

Students are increasingly feeling the need for a computer to do schoolwork. A recent Washington Post article featured the plight of a young woman who is an honors student and a senior in a high school in Montgomery County, Md., one of the affluent suburban counties that surround Washington, D.C. The young woman is one of the 25 percent of Montgomery County students who don't have a computer in the home. Her family can't afford one.

In order to write papers for school, she often calls friends to see if she can use one of their computers. Alternatively, she sometimes skips lunch and even a class to type up a paper in a computer lab. She told the reporter interviewing her that it is almost impossible to function without a computer now for school and that not having one at home is a real handicap. The young woman studies works after school and is saving up to buy a computer for college, where she says she knows she will really need one.

An astonishing fact emerges from this story. Based on a survey by the Montgomery County school system, 5 percent of the county's children have access to computers in their homes. Although this is well above the national average, a recent commercial survey reports that 60 percent of children across the nation now have access to computers in their homes.

The young woman's tale not only touches on the school for work as seen by the young woman in the Post article, but also provides insight into the role that writing plays in college and the value of having a home-based word processing capability.

For students seeking a affordable computer writing capabilities, new dedicated word processors are available at discount stores and for under $200. Moreover, used 286's, 386's, and 486's, as well as old Macs, are available for under $200 in the burgeoning used computer market. This is within the price range of a Nintendo 64 or PlayStation

Dr. Mellander is professor of George Mason University
Hispanic Influence on the Growth of Soccer

Ball Control, Touch, and the Beauty of the Game

By Ted Oviatt

In 1975, the Cosmos imported the greatest possible Hispanic influence, changing the face of American soccer forever, when they signed Pele, the most exciting single name in the history of soccer.

Anyone even sharing living space with a soccer enthusiast recognizes the strident, repetitive "Goaaaaaaalllll!" of Andres Cantor, the world-famous Hispanic announcer who symbolizes the excitement that the Latin influence has brought to soccer in the United States. However, while soccer for both men and women is beginning to provide significant competition to more traditional "American" sports of football, basketball, and baseball for both playing and viewing time, the numbers show that participation in the tremendous growth of soccer is still limited for Hispanic youth.

Clearly the Hispanic impact varies according to location and time spent in the country. In Los Angeles, where immigration-especially from Latin America—has been so heavy, it might be difficult to count the players, but the presence is inescapable. Players who have honed their skills on the fields but also in the streets and the alleys back home, abound. Many do play in organized leagues, but many other young adults—including some not so young—are like the hundreds who find pickup games every night on the one field at Belmont High School in downtown Los Angeles and are not included in any statistics.

Mike Page of the California Youth Soccer Association estimates that in addition to these organized players, there are about 20,000 Latinos playing in "unaffiliated leagues" whose numbers are either omitted or estimated in national statistics. Steve Sampson, outgoing head coach of the U.S. national team, concerned about "so much talent missed," extends the area where so many potential stars are lost in unofficial leagues from Oxnard to San Diego, Calif., and put the number at "more like 100,000!"

Where there is not such massive immigration as in Los Angeles and other California locations, soccer is nurtured at the earliest levels—sometimes as young as age four—by programs such as the American Youth Soccer Organization (AYSO), which has flourished in American suburb throughout the land. Unfortunately, real estate limits the residence, and cost limits participation of even second-generation Latinos in this wonderful opportunity. The good news is that these obstacles do not prevent—they only slow the progress we are way ahead of the days when Lee Trevino had to sneak onto the golf courses to practice in Texas and Nancy Lopez had to drive miles to practice at a club in Arizona to make them admit her.

The chances are there for an one who attends an American high school. The way in—if you miss the AYSO background—is via schools and the colleges.
At a recent Division I women's match between Pepperdine (Malibu, Calif.) and Illinois State, four Latinas participated, all at least second-generation, all with youth soccer experience, and all recruited by their university. Christina Gutiérrez, from El Paso, Texas, helped Illinois State to control the midfield early in the game. She was All-City back home and earned the opportunity to play in a tournament where Midwest recruiters found her and lured her away from the Lone Star State. She is typical of the second generation individuals who have capitalized on the chances provided by devoted, hardworking parents, both born in Mexico, who like many of their contemporaries have made great sacrifices to offer their children a better life than they have known.

Vanessa Macen, from Oxnard, Calif., where there is a strong concentration of Spanish-speaking immigrants, entered the game midway in the first half and instantly set up Pepperdine's first score with a well-placed assist right in front of the goal. She readily admits that she has not faced the tough road of the recent immigrant. Born in the U.S., she is bilingual, well schooled both academically and athletically, and clearly comfortable in the predominantly Anglo, visibly affluent Pepperdine atmosphere.

Forty years ago these opportunities were available only in rich, suburban clubs and schools, mostly on the East coast. I first saw excellent soccer at Williams College in Massachusetts in the early fifties. In the 1960s, I watched St. Mark's School of Texas dominate the Southwestern Prep Conference, and in the mid-seventies, I was amazed by the legendary—in that area—Albie Loefler's ten straight state championships at Staples High School in Westport, Connecticut. Except for an occasional foreign student at Williams, no Hispanics here.

Even at the professional level, the start was slow for American soccer. When the North American Soccer League began in 1968, attendance was sparse. Internationally the U.S. was weak.

When Steve Sampson's U.S. team defeated the fabled Brazilians on their own turf last year, it was not only the first win for the Americans but also the first American goal in more than sixty years. The early pro teams were led by Europeans: and Kyle Rote, Jr, son of the SML football All-American of the 1950s, was heralded in the early '70s as the first American-born star in the league.

Along with the Europeans came a sprinkling of Latino standouts who came here usually at the end of distinguished careers in their native lands. Public interest was really minimal, and when the New York Cosmos, playing in Hofstra Stadium on Long Island, routinely invited via the public address system, any and all fans to come meet the players and their families in a nearby beer parlor after the games, my four children and I—with the baby sleeping under the table—were often the only ones in attendance!

In 1975, the Cosmos imported the greatest possible Hispanic influence, changing the face of American soccer forever, when they signed Pelé, the most exciting single name in the history of soccer. The Brazilian star, who at age seventeen had helped Brazil win the first of three World Cups during his 20-year career, was at 35 still an awesome force on the field and a charming personality when it came to public relations. Other stars countered with European stars like Franz Beckenbauer and George Best. Attendance soared, the league expanded, and salaries rose.

Imported mercenaries still make their mark in the professional ranks. Important for the league, the Latinos attract a considerable following. Jorge Campos of Mexico was a big crowd favorite playing for Galaxy in Los Angeles and still draws cheers when he visits, playing for the Chicago Fire. Other names like Marco Etcheverry, Mauricio Loureiro, and Carlos Hermosillo provide an important connection for Latino fans. Two Argentine-Americans are breaking ground for the hun-
dreds of second-generation soccer players who need to know that the professional leagues are an option for them. Marcelo Balboa of the Colorado Rapids is a likely choice for the next U.S. national team; and Claudio Reyna, playing in the German leagues, shows that Americans are welcome even in Europe!

America's women, too, are strong enough to begin to export our overflow! This writer was surprised to learn from Cree Murphy, women's coach at Loyola Marymount, that there were five U.S. college players on the 1998 Mexican national team. Historically, women's soccer has not been big in either Europe or Latin America, so the United States has had a better chance to rise to the top internationally. There is no professional league to draw foreign stars, and there are few foreign stars to attract, so the A.M.P.-bred suburban upper-middle-class Anglo kids, like superstar Mia Hamm, are dominant in most schools, colleges, and certainly on the U.S. national team that recently defeated Brazil, 3-0, to win the U.S. Cup and remain undefeated at home in 45 straight games. Hamm has been called "the most marketable female sports figure," with Michelle Kwan second.

There are some serious obstacles to the entry of Hispanic women in soccer. There are the socioeconomic considerations: cost, distance to suburban practice fields, transportation to games as well as to practices. But there are also cultural drawbacks. Families who frequently do not feel that after-school sports for girls are appropriate, much less important. Then, too, schools often treat girls' sports the same as substitutes. Coverage is the goal; quality of coverage is definitely secondary. Even when families allow a high school girl to join soccer, she often comes with little physical activity in her past so that supporting muscles are not built up and injuries are more frequent. Diet can also be a weakness.

At the college level, the absence of skills is the most serious deficiency. Maria Garcia, all-conference on an undefeated team at Belmont, played only two years in high school. She sat on the bench most of the time for two years at La Verne University (Calif.), which has an excellent soccer program. Most of her teammates had between ten and fifteen years of soccer experience. College coaches in a serious program don't have time to teach skills. Eddie Flores, head women's coach at East Los Angeles Community College, gets mostly Hispanic kids from the city. They come with good attitudes, dedication, and courage, but few skills. Flores explains (more than complains) that his teams can never compete with the suburban colleges that draw from the club players who have competed for more than ten years. He does complain that U.S. soccer has never reached out to Hispanics, boys or girls, and that schools responding to Title IX were often more interested in compliance than excellence. Flores is a professor of sociology and vice president of the Academic Senate, with an important voice in policy and budget. He is a wonderful role model for his students both in the classroom and on the field. East L.A. is lucky to have him.

Schools can be lucky in various ways. At Belmont, it was the fortuitous arrival at about the same time of an ex-Marine named Neil La Sala and a new sophomore named Claudia Valdivia, the only girl ever to arrive at Belmont with club skills. She scored 51 goals in her first year, and—too, with Coach La Sala—led Belmont to three undefeated seasons. An excellent student, she is now at Loyola Marymount, not playing soccer in her first year to ensure a strong academic start.

From a supportive, traditional Latino family, Claudia reached seventh grade without playing sports. When the family took her younger brother to a soccer program, Claudia wanted to play, too. There was no girls' team, so Claudia joined the boys' team. Reflecting the difficulties many Latinas face, family videos have recorded angry fathers yelling at Claudia. "Why don't you go play with your dolls?" It's very intimidating when the girls play with the boys—and do it well!

Family videos have recorded angry fathers yelling at Claudia, "Why don't you go play with your dolls?" It's very intimidating when the girls play with the boys—and do it well!
more. Steve Sampson is one who is concerned about the talent lost and the future of professional soccer, which he claims will be dependent upon the interest of the growing number of Hispanic fans.

Sampson has in fact been on a campaign for the last three years to build a bridge to the Latino fan, to "make our national team their national team." Alluding to the mass of Spanish-speaking fans who used to boo when the U.S. national anthem was played and who still frequently cheer for El Salvador when the U.S. plays them. He is proud of his efforts in this direction and believes that more Americans need to be familiar with the culture and the language if we are to be successful.

Sampson does, by the way, practice what he preaches. He speaks Spanish fluently, and he feels that he has been able to interact with both the culture and the people in the countries his team has been competing in. He is extremely popular, especially in Mexico, where he is always a welcome guest on TV and radio shows.

Americans, however, continue to be infamous for their inability to communicate in any language but English. The U.S. Federation has not been able to penetrate the combination of timidity, hostility, and complacency that often creates a wall between mainstream U.S. soccer and the non-affiliated Latino leagues. Sampson says there must be an effort on all sides. The predominantly Anglo, suburban leagues must reach out to the thousands of Latinos who are operating as if behind a wall. On the other hand, Latinos must be open to overture and make some effort on their own to force recognition.

One of the most effective voices in American soccer, Sampson predicts that "the presence of Latin Americans at MLS games will make the difference in the survival of the league." In much the same way that the old NASL failed because, in the rush to highlight Pele and Franz Beckenbauer, the league ignored American players, the new league must recognize the natural interest of the tremendous, and growing numbers of Spanish-speaking fans who can be content to watch an El Salvador semi pro team play Mexico in the park, or they can get excited about MLS and put 100,000 fans in the Coliseum.

Coach Nancy Carr-Swaim says that watching Mexican and European leagues on TV will show the difference between the fast, attacking style of the Europeans and the skill-oriented polish of the Mexicans.
Ramon Nuñez plays college football. But you won't see him on network television every weekend, sweating it out in front of 50,000 delirious fans. And you won't read about his team's exploits each week in the pages of Sports Illustrated.

No, the 21-year-old Nuñez, a native of Queens, N.Y., plays offensive guard at St. Cloud State University in Minnesota, a Division II program that plays outside of the national spotlight. But just because Nuñez can't watch his team's highlights every Saturday night on Sports Center doesn't mean that he doesn't face the same issues, the same responsibilities, as the nation's "big-time" student-athletes. Which is why Nuñez so enjoyed attending the NCAA Foundation Leadership Conference, held May 25-28 at Disney's Coronado Springs Resort in Lake Buena Vista, Fla.

The purpose of the second annual conference was to provide a forum for student-athletes to engage in a rigorous exchange that will encourage the development of their critical thinking skills and leadership capabilities, according to NCAA literature. More than 850 student-athletes were nominated from NCAA institutions...
across the country (including all three divisions: I, II and III), with more than 370 student-athletes selected to participate in the conference.

Núñez, a junior majoring in mass communications, was nominated to attend the conference by his football coach at St. Cloud, Noel Martin. As part of the selection process, Núñez had to complete an application and write an essay outlining his leadership roles on his team, in his community, and in his life. For the 6-foot-2, 290-pound Núñez, talking about leadership was as easy as blocking an oncoming linebacker.

"Personally, I came up in not the best environment," said Núñez, who lived in Queens until high school, when his family moved to Milwaukee. "But I was fortunate because my family home life was very good. What motivated me was having role models like my mother and father. People of color like me that come from a situation where it's harder to rise up, it's harder for other people probably to do anything about it, to deal with it. Society has already predetermined that you're not going to make it. That motivated me to help others in my community."

So when Núñez applied for the Leadership Conference, he wrote about his work at the Community Center Network's Career Youth Development program, where he, as a student-athlete, was paired with various at-risk youths, kids who might have dropped out of school or been sent to juvenile detention as first-time offenders. "We just tried to develop them, to educate them," said Núñez, who received an award from Wisconsin Governor Tommy G. Thompson for his work.

Núñez also wrote about his more recent work while at St. Cloud, when he would visit the local prison and talk to inmates about getting their lives back on track. And there were also the trips to the juvenile homes, where Núñez would help kids plan for their future.

The people he visits and speaks to probably don't recognize Núñez as a football player, but that doesn't matter. Núñez knows that he is still in a visible position as a student-athlete, and it's one he wants to take advantage of. "I'm not playing at Florida State or anything, but what power I can use as an athlete or role model will help others," he said.

Channeling that power was one of the primary purposes of the Leadership Conference, which was presented by Entergy Corporation and sponsored by American Express and Delta Air Lines. All of the students' expenses, including airfare, were covered for the four-day event. In addition to smaller workshops dealing with issues such as media portrayal and public perception of student-athletes, the role of the coach in a student-athlete's development, and the responsibilities of leadership, the conference featured several nationally renowned speakers. Dan Bogga, the NCAAs Chief Operating Officer, Tom Curley, publisher of USA Today, and Robin Roberts, anchor and commentator for ESPN and ABC, were among those who addressed the conference.

"I really enjoyed all the speakers and their energy," said 25-year-old Cassandra Reyes-Lopez, a native of Abilene, Texas, who represented Abilene Christian University.

Like Núñez, Reyes-Lopez has an extensive list of extra-curricular community service work that made her a perfect fit for the Leadership Conference. In addition to playing softball at Abilene, the advertising/public relations major volunteers at the Abilene State School, where she works with the mentally handicapped. She also works at Great Expectations, an organization that helps abused women, and at ACL's Child Development Center.

"They put a lot of emphasis on taking what we learn and then going back to share it with people at our school," said Reyes-Lopez, who added that the conference's lessons applied both
to small schools such as hers and to the larger Division I institutions.

"Athlete has about 3,000 students, so it's a little easier telling a smaller school [about the conference]," said Reyes-Lopez, who will captain the softball team this spring.

"It was great," she said, adding that she learned a great deal to bring back to share with her team.

Participant Wilfredo Rivera was there representing not 3,000 but a school of 85,000. The 20-year-old Newark, N.J., native is a junior this year at Rutgers University, where he competes on both the mens cross country and track and field teams.

According to Rivera, who was nominated to the Leadership Conference by his academic advisor at Rutgers, the most useful lesson he learned from the four-day event involved the coach-athlete relationship.

"The relationship between a coach and an athlete in college is more professional," he said.

"In high school, you learn a lot from your coach, but in college, they let you go on your own more."

Rivera said that it's often a difficult adjustment for young college athletes to make, and one they're not always comfortable discussing with their coaches.

"A coach might not be there at a personal level, but the conference showed that there are other ways you can gain some kind of support system in talking about a problem," said Rivera, who is active with his local March of Dimes. "If not through your coach, then you can possibly talk about it with people from your own team, or your captains."

Rivera called the conference "a very positive thing."

It looked at student-athletes from both sides of the coin. It advanced the athletes trying to control their own destiny."

And while not every student-athlete at the conference was a household name, or even a team captain in his or her own sport, for that matter, Rivera and those are not requirements for true leadership. "Everyone is a leader in their own way," he said. "I even felt that in high school, when younger guys on the team would look up to me, you accept that role and you know about it coming in."

College sports always have had a large fan base, with alumni, students, and local residents loyal to following their teams. But college sports have also enjoyed a revenue boom over the past 20 years, with high-profile sports such as football and basketball drawing increased media attention. For many student-athletes, dealing with reporters can sometimes be a completely new experience.

"A lot of kids come from smaller towns, and this is the first time they experience the media coverage," said Thomas Hernandez, a senior majoring in pre-med and biology who represented Truman State University in Kirksville, Missouri. The 21-year-old, who is a defensive back on the Truman State football team, said that he learned to deal with reporters while playing for his high school team, which received a good deal of media attention. Even so, he said the Leadership Conference helped reinforce those lessons. "It's important to learn those skills," he said.

As a student-athlete, it's important to say the right thing. The conference, he said, "was just a great experience. It was fortunate to be a part of it."

Cynthia Gonzalez, a junior this year at the University of Texas at Austin, who transferred over the summer from T.San Antonio, agreed. The 20-year-old Gonzalez, a corporate communications major who plays outfield on the school's softball team, said that one particular exchange at the conference stuck in her mind. During a panel with several journalists, "a lot of [the student-athletes] were asking for more positive coverage," she said. "They wanted to see more stories about athletes helping kids to read, instead of showing the kids who are arrested for drunk driving or who are on steroids."

The response that the student-athletes received from the panel, however, was not what they were expecting. "The panel said, 'Tough,'" Gonzalez recalled. "They said people want to read about when you do bad, not when you do good."

Still, Gonzalez and others said that the conference left the four-day conference with a renewed sense of empowerment as student-athletes. "You do have a voice as a student-athlete, and you can speak up," said Gonzalez, who volunteer her time each Christmas at the Holiday Feast in Houston serving food to people in need.

"The conference was definitely one of the best experiences of my life," added Nuñez, the football player from St. Cloud State. "It was a thrilling feeling meeting 350 other athletes, all from different backgrounds and different environments. It really enriched me as a person. It was more than I could have asked for. Getting to know people from all 50 states, and all the athletes from the different universities, it really opened my eyes to the country. There's more out there than just where you live."

"It's a great program," Nuñez added, "I hope they keep it going."

Nuñez will be happy to know, then, that the third annual NCAA Foundation Leadership Conference is scheduled once again for this May. Student-athletes interested in attending should contact their school's athletic department.
The Challenges of Hispanic Student Athletes

Family, Finances, Early Experience

BY RON FREMONT

Becoming a student-athlete at the collegiate level is a goal for millions of young men and women. The increased exposure that college athletics receives through the electronic and print media can be a captivating force that has inspired many high school and junior college students to stay focused on the academic requirements that demand.

Getting to that level is a long road of not just junior high and high school competition, but the additional cost of private club programs (youth soccer organizations, club volleyball, little league baseball, youth basketball leagues, etc.) Most National Collegiate Athletic Association (NCAA) Division I and II college athletes today have been competing in sports since their elementary school years. And while being a soccer team mom is a socially recognized symbol of suburban America, it is not the norm for many cultures.

The Hispanic communities across the country have varying attitudes toward athletics, often depending on their economic and social strata. These social norms were explored in a special television program produced by the California State Polytechnic University-Pomona (Cal Poly Pomona) Intercollegiate Athletic Department and the Department of Instructional Technology and Academic Computing (ITAC). Titled Deportes Bronces, the half-hour show was produced completely in Spanish and interviewed members of the Cal Poly Pomona faculty as well as Bronco student-athletes.

"Hispanic athletes have often had more pressures growing up than their counterparts in other cultures," notes Carlos Juárez, the head men's and women's soccer coach at Cal Poly Pomona and a member of the panel. "There is a great deal of pressure for every member of some families to meet the basic economic need. Plus, our education is a very high priority. Sometimes sports is not a part of that equation."

Juárez, a native of Guatemala, has coached collegiate and club soccer programs for more than 10 years. Growing up in a Spanish-speaking home, he has first-hand experience with the trials that many of his Hispanic counterparts engage in every day. "Soccer was always a passion for me. If I could play all day, I would. I never thought I could make a career out of soccer or even get my education sponsored, and neither did my parents. With that in mind, I needed to work that much harder academically so as not to give the impression that I was forsaking my responsibilities just to play soccer."

"It was only after I got into college [California State University-Los Angeles] in the United States that I saw economic incentives of playing college soccer," adds Juárez. "But there is still not a great deal of funding in my sport, and the pressure is still education for it."

Economics and familial culture certainly affect the attitudes toward sports in Spanish-speaking homes. As one might
ic and academic opportunities for female athletes across the country. Since then, more and more schools have increased the amount of grant and operational dollars directed specifically to women's athletics, creating more opportunities than ever before.

But women growing up in Hispanic homes were more often faced with greater struggles than were their male counterparts. Despite the increased awareness that women's athletics has brought to the public, many young women of a Spanish-speaking culture were not encouraged to compete. Older girls in Hispanic homes of large families have responsibilities to provide care for younger siblings, and completing their education remained the number one priority.

Marina Torres-Reyes grew up in Delicias, Chihuahua, Mexico, as the youngest of five children. Her father worked in agriculture, and her mother stayed at home and took care of the children. Following in the footsteps of her older sister by eight years, Marina is a basketball fanatic.

"My sister was a great player in Mexico," notes Torres-Reyes. "She was a member of the Mexican National Team and a basketball role model for me. But my father was not happy about her playing basketball and felt she had more important work to do at home. She was always sneaking out of the house without his knowledge to go and practice.

On one occasion after she had made the national team, she was supposed to go to South America for a competition. All the players had to meet in Mexico City and then fly out from there. My father wouldn't let her go. He just did not think it was worthwhile.

Marina left Mexico to pursue an education in the United States and worked on her English. She moved to Ventura, California, as her sister had lived in the area; later she enrolled at Ventura College. It wasn't until then that she realized that basketball could be a means to sponsor her education.

"My parents have never been fanatic about basketball. Coming from a big family, we spent all of our money on education. Without education, you cannot build a future, especially in Mexico."

Torres-Reyes joined the Ventura College women's basketball team in the fall of 1994 and developed into one of the nation's top junior college guards. In two years at Ventura, Torres-Reyes averaged 14.1 points, 6.3 steals, and 5.2 assists per game. After her sophomore season, she was named the National JC Player of the Year by Student Sport Magazine, the California State JC co-Most Valuable Player, and the Western State Conference MVP. She was recruited and eventually signed a national letter-of-intent to attend Oregon State on a full athletic scholarship.

Finding that Corvallis, Oregon, was not to her liking, she left school after eight games and returned home to Mexico. After a year's sabbatical, she is now enrolled at Cal Poly Pomona, majoring in international business and ready to begin her final season of NCAA eligibility as the Broncos' starting point guard.

"My mother now gets excited to see me play," adds Torres-Reyes. "We have some family in Santa Paula, so she has a place to stay. But my dad has really changed. He now talks me up to all of his friends and talks about my games."

Cal Poly Pomona is located approximately 35 miles southeast of downtown Los Angeles and features more than 17,000 undergraduate students. According to the university's Institutional Research and Planning department, Hispanics make up 218 percent of the overall campus student population. In comparison, Cal Poly Pomona student-athletes nearly mirror that percentage at 22 percent (44 of the 200).

About the Author: Ron Fremont is the Assistant Director and Director of Sports Information at Cal Poly Pomona, entering his 22nd year at the university and his 17th year in higher education. A 1982 graduate of UCLA, he also serves as the Executive Producer of Broncos Sports Talk and Deportes Broncos, shown on the PacBell network in Southern California. New programs are currently being planned for the 1998-99 academic year that will focus more on sports-related issues in Hispanic homes as well as those of African American parents and women. Fremont can be contacted at his e-mail address of r-fremont@espnomaha.edu.
Tommy Nuñez National Hispanic Basketball Classic

A Great Time—A Great Cause

"We have a great time," says Nuñez, who gets eight or nine of his fellow NBA refs, as well as 10 Division I college refs, to donate their services each year.

While the flight attendants went over things like flotation devices and emergency exits, the businessman, a frequent traveler, struck up a casual conversation with the man next to him—a Tommy Nuñez, Sr., as he recalled. Nuñez said he worked as a referee in the National Basketball Association, which the businessman found interesting. As the plane ascended over America's heartland, Nuñez told the businessman all about his work with the National Hispanic Basketball Classic, Inc. (NHBC). To the businessman, it had seemed like any other trip. But a few weeks later he received a letter from Nuñez reminding him of their in-flight conversation, and asking for support. The businessman found he couldn't say no. He wrote a check for $3,000 in the name of the National Hispanic Basketball Classic.

For Nuñez, it's a perfect example of why his work with the NHBC is so successful.

"Fund-raising amounts to: if you know someone," says Nuñez, who founded NHBC back in 1980. "As far as talking about it, I could go talk to corporate people in an office, but that's not my style. We're not the big corporate system. We don't have that network. We're people to people, one on one. I do it my way and hope people respond. And people have certainly responded. The 18th annual Tommy Nuñez National Hispanic Basketball Classic Tournament was held over Labor Day Weekend at North High School in Phoenix, Ariz. And like the 17 tournaments before it, this one was another success, raising nearly $15,000 for both the "Academies Through Athletics" scholarship fund, as well as various academic and athletic activities for disadvantaged youth.

The four-day tournament, open only to players of Hispanic descent, drew a capacity crowd once again this year of 48 teams. With 96 different games to squeeze in over the weekend, the tournament is a lot to handle, but it truly is a labor of love for the 80-year-old Nuñez, a native of Phoenix. "We have a great time with it," says Nuñez, who runs the tournament with his two sons, Tommy Jr. and Donnie, and his daughter, Colleen. "It's an opportunity to bring a lot of Latino basketball players together from all over the country. And with that spirit in mind, we market ourselves across the nation using education as a priority, as well as an anti-drug message."

When the tournament began in 1980, there were eight teams raising about $800 for a good cause. The tournament steadily grew through the years.
though, and in 1988 four $1000 scholarships were established. Today, the NHBC hands out a dozen of these scholarships each year.

“The scholarships go to kids who wouldn’t typically go to college,” says Donnie Nuñez, who has become heavily involved with the tournament over the past three years, even helping to set up its own Website (www.tommynuñez.com). “These are B-C type students who never really thought about going to junior college or a university.

“But this money gives them a kick. They can take a $500 and give junior college a shot, and then use the other $500 if they want to stay. This gives them a kickstart, which is what it’s all about.”

Having worked as an NBA official for the past 25 years, during which time he’s been able to tell the likes of Michael Jordan to play clean defense, you wouldn’t think that Tommy Nuñez, Sr., would need to bust himself during his vacation months. But the fact that Nuñez is in a position today to run a basketball tournament that raises thousands of dollars in scholarship money for young Latinos is the very reason he does it. You see, it’s not so hard for Nuñez to imagine his own life having turned out much differently.

Growing up in the Phoenix barrio, Nuñez’s parents divorced when he was 11. Soon thereafter he began bouncing around between different relatives, sometimes living with his grandmother, sometimes living with an aunt. Before his sophomore year was complete at St. Mary’s High School, the class prankster had dropped out of school. By the age of 17 he was in trouble with the law, having borrowed his uncle’s car and having sideswiped a parked vehicle.

While other kids his age had homeroom teachers, Nuñez now had himself a probation officer. That’s who recommended that Nuñez join the Marine Corps, which he did at age 17. Nuñez credits his time in the Marines with getting his head screwed on straight.

Once out of the Marines in 1964, Nuñez took a job in a telephone factory. He also began officiating local high school basketball games on the side for extra cash. His side job quickly became his main focus, however, as he soon started officiating junior college games before catching on as a referee at the Phoenix Suns’ summer camp. By 1972, the then-31-year-old Nuñez was invited to attend an NBA tryout camp in Buffalo, N.Y. The following year, he became the NBA’s first Mexican referee.

It’s now 26 years later, and Nuñez is still the only referee in the NBA of Mexican descent. In fact, he’s the only Mexican official in all of professional basketball, football or baseball. It’s a point of pride for Nuñez, and it’s also his calling card—when he makes motivational speaking appearances around the country while traveling with the NBA, or when he talks to youngsters in his home state of Arizona on behalf of the Department of Education, or when he goes inside a prison or juvenile institution to talk to those who have already slipped up. Nuñez knows they’re going to listen. “The NBA opens the door for you,” he says. “They’re curious. They say, ‘What the heck does he have to say?’

“And all he has to say is that he’s been there, and that education and hard work were the things that got his life back on track. “For me, growing up in a government housing project, in a single-family house, joining the Marine Corps in 10 days after my 17th birthday—I would probably qualify for the Boy Scouts now,” adds Nuñez, who has been married to his wife, Mary Ann, for more than 40 years. “The problems for kids are so serious today.”

Nuñez has enough thank-you letters from scholarship recipients and the people he’s reached “to fill a cabinet,” which certainly is a perk to his work. But Nuñez also enjoys the actual four-day tournament, which in a lot of ways is a celebration of the NHBC.

“We have a great time,” says Nuñez, who gets eight or nine of his fellow NBA refs, as well as 10 Division I college refs, to donate their services each year. “We have a banquet with mariachi music. The people come into town and spend their money... We’re involved in all of that.”

The tournament also is immensely popular among the players, as some teams must be turned away once it reaches capacity. Those that do make it are broken down into two divisions—Open and Over-40. In this year’s Open Division, the Oakland Warriors beat Houston, Texas, for the championship. “They’re blue-collar kids in their 20s,” Nuñez says of the type of players the tournament attracts. “They’re working folks.”

In the Over-40 bracket, the squad from Sacramento, Calif., came out of the loser’s bracket to beat AZ Flores Bakery for the title.

“The good thing about it,” Donnie Nuñez adds, “is that a lot of the guys we play are college grads. I remember one of the guys playing was a high school principal in California, but if you saw him play, you’d think he was a street guy who been playing basketball all his life. Someone asked him, ‘Hey, what do you do?’ and they were shocked to hear that he was a high school principal. But you can do both.

While the tournament itself is done for this year, Donnie Nuñez pointed out that the money never stops trickling in, be it a $25 check here or a $5000 donation there. The Fiesta Bowl, for instance, recently committed to five scholarships of its own. So if you’re ever sitting in an airplane and the gentleman next to you begins to tell you about a little something called the National Hispanic Basketball Classic, be prepared. I know how to beg,” Nuñez says.
University of California, Los Angeles

Exciting and Influential

BY ROGER DEITZ

When one recalls great collegiate sports teams, the powerhouse squads of UCLA: (University of California, Los Angeles) come to mind. UCLA teams have won an overall total of 67 NCAA men's championships. That's the second highest total in the nation—including 17 in volleyball, 15 in tennis, 11 in basketball, eight in track and field, five in water polo, and one each in soccer and gymnastics. The UCLA women's program is one of the most extensive in the country. UCLA played a pivotal role in establishing women's sports as a part of the NCAA. Women may compete in varsity sports. They have won a total of 15 NCAA titles, the fifth highest in the nation— including seven in softball, two each in track and field, volleyball, and water polo, and one each in soccer and gymnastics.

UCLA also is distinguished in non-sport areas. The National Research Council ranks UCLA among the nation's top research universities, with 31 Ph.D. programs among the top 20 in the field. U.S. News and World Report has rated The UCLA Media Center as best in the west for eight years in a row. The center treats 300,000 patients a year. UCLA faculty rank among the best in teaching and research honors. Prestigious awards received UCLA faculty include four Nobel Prizes, the national Medals of Science, 25 Guggenheim Fellowships, Fulbright Awards since 1981, and 7 Sloan Foundation Fellowships since 1984. Students have done brilliantly as well. Eight UCLA undergraduates have received prestigious Rhodes Scholarships recognizing scholastic ability, force of character, and leaders qualities. It's certain that from the classroom to the sports are UCLA gains top honors, now UCLA can add the Hispanic Outfit Honor Roll as one more honorable trophy.

Chancellor Albert Carnesale took his post in July of 1901...
Honor Roll Facts in Brief

INSTITUTION:
UCLA (University of California, Los Angeles)

LOCATION:
Undergraduate Admissions
Box 951436
Los Angeles, CA 90095-1436
(310) 825-3101

ESTABLISHED:
1919

ENROLLMENT:
34,000

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION:
$4,006.50 - tuition and fees

NUMBER OF FACULTY:
1,680 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Applied Mathematics
Chicana and Chicano Studies
Folklore and Mythology
Hispanic Languages and Literatures
Microbiology and Molecular Genetics
Public Administration

INTERNET ADDRESS:
www.ucla.edu

sees UCLA's achievements as "exciting and influential," remarking, "In the span of a single lifetime, UCLA has ascended to the vanguard not only of higher education but of human endeavor. Unlike other universities, it embraces, but is not entrenched in, tradition; it is fortified, not fragmented, by diversity. The result is a bold, innovative spirit, flexibility, and the power to move forward in an era of accelerated changes."

Chancellor Carnesale credits "all constituents of the UCLA community—faculty, friends, staff, students, alumni, donors, and the general public, as well as the campus itself"—with contributing to the university's greatness. "These resources have helped the university make it through some tough times, including Draconian budget cuts and a devastating earthquake. But UCLA has emerged all the stronger, and is well positioned to accelerate its upward trajectory."

UCLA is California's largest university. Enrolling 34,000 students annually (add to that more than 1,600 interns and residents), UCLA educates more students than does any other college in California, public or private. It is also the most sought-after university in the nation. More than 32,000 students applied to become one of 3,580 first-year students at UCLA for the fall of 1998. Records show that UCLA has 290,000 living alumni, 80 percent of them California resi-

dents. What that means is that The UCLA Extension sets a standard for lifelong learning. With more than 500,000 enrollments and 4,500 courses annually, UCLA Extension is the largest non-degree higher education provider in the world.

UCLA has one college and 11 professional schools. The College of Letters and Science offers programs leading to both undergraduate and graduate degrees, as do the School of the Arts and Architecture, School of Engineering and Applied Science, School of Nursing, and...
School of Theater, Film and Television. The other professional school—
offer graduate programs exclusively: The Graduate School of
Education and Information Studies; School of Law; John E. Anderson
Graduate School of Management; School of Public Policy and Social
Research; and in the health sciences and the Schools of Dentistry,
Medicine, and Public Health.

The UCLA story begins in 1882. With a population of 11,000, Los
Angeles was a gas-lit pueblo trying to convince the state to establish
in Southern California a second State Normal School like the one
already existing in San Jose, 300 miles to the north. In March the fol-
lowing year, the State Assembly approved the establishment of such a
school. More than 200 citizens contributed between $2 and $500 to
purchase a site less than a mile from the business district. Soon the
Victorian school grew in an orange grove (a site that is today the
Cental Los Angeles Public Library). On August 29, 1882, the Los
Angeles Branch of the State Normal School welcomed its first stu-
dents. By 1914, Los Angeles had grown to a city of 350,000, and the
school's enrollment exceeded its capacity. It moved to new quarters: a
Hollywood ranch off a dirt road. In 1917, Director Ernest Carroll
Moore proposed that the school become the first branch of the
Berkeley-based University of California. Two years later, on March 23,
1919, California Governor William D. Stephens signed legislation
that created the “Southern Branch” of the University of California—no
longer a teachers college but an institution that offered two years of
instruction in Letters and Science. Third- and fourth-year courses
were added, and the first class of 300 students was graduated in 1925.
By 1927, the Southern Branch had earned its new name, the University
of California at Los Angeles (the “at” became a comma in 1958).

As the student population increased, ground was broken in 1927
for a move to the present Westwood location. In 1929, four original
buildings—Royce Hall, Powell Library, and Haines and Kinsey
Halls—formed a lonely cluster in the middle of 400 acres to serve
5,500 students. Today some 259 buildings on 419 acres serve nearly 36,000 students, who can choose from
more than 100 major fields and design their own interdisciplinary majors. The diversity of the academic
programs draws strength from a student body that
mirrors the cultural and ethnic vibrancy of Los
Angeles.

The ethnic composition of domestic students
enrolled in both the undergraduate and graduate
programs is 60 percent African American, 31.2 percent
Asian American, 10.8 percent Chicano/Mexican
American and 4.5 percent Latino/other Spanish
American, 0.9 percent American Indian, and 39 percent
Filipino. UCLA is known for its rich diversity: The campus awards more doctoral degrees to minority students
than does any other college or university, and ranks
second in the number of bachelor's degrees and fourth
in the number of master's degrees awarded to minority students. UCLA has the only academic Black press on
the West Coast, the world's largest archive collection on

Japanese Americans, the leading journal on Asian Americans, and the
only peer-reviewed journal devoted to Chicano studies.

UCLA announced that 1,206 students admitted for Fall 1996
declared their intention to register, making the largest first-year
class of any University of California campus, and one of the largest in
UCLA history. Extensive recruitment and outreach efforts on the part
of UCLA students, faculty, administration, alumni, and friends result-
ed in a record number of admitted students who have chosen to
enroll. Even among minority groups historically underrepresented in
the student population, the proportion who plan to attend (41 percent)
was higher than ever. This year a total of 1,363 African American, Hispanic, and American Indian students were admitted,
and 60% said they plan to attend.

“The good news is that we will enroll more underrepresented stu-
dents than we had anticipated,” says Carnesale. “But we remain dis-
appointed that fewer underrepresented students were admitted
under the constraint of Proposition 209. We will continue to dedicate
resources to outreach efforts aimed at ensuring adequate represen-
tation of all segments of the community on campus.”

In an effort to counter the effects of Proposition 209, which elimi-
nates the use of race, ethnicity, and gender in the admission
process, UCLA recently developed two new programs to ensure diver-
sity on campus. The initiatives—the Career-Based Outreach Program
(CBOP) and the Venice/Westchester-UCLA Collaborative—seek to
increase the academic competitiveness of educationally disadvan-
taged students in California's K-12 schools. “Outreach is vital to sus-
taining the diversity of our undergraduate student population, which
is the foundation of diversity in every segment of the university,”
says Chancellor Carnesale. “The diversity of our students, faculty, and
staff enhances our ability to fulfill all aspects of our mission of teaching,
research, and service.”
Researchers Talk Women, Sports, and Academia

Participation Up, Role Models Down

By Adalyn Hixson

"When a school is interested in increasing participation numbers for its women, they will look to sports that carry big rosters, such as soccer."

Dr. Linda Jean Carpenter

Two of the few people who have kept a research eye on women athletes in academia over many years are Dr. Vivian Acosta, a Chicana, and Dr. Linda Jean Carpenter, professors and colleagues who are both about to retire from Brooklyn College, in New York.

Their 21st annual report on Women in Intercollegiate Sport includes both good and bad news. Opportunities for women to play sports at that level have risen, but the percentage of teams coached by women has been declining for more than 25 years.

Acosta and Carpenter started collecting statistics on women in sports in 1978, the year that federally funded schools had to meet Title IX requirements regarding gender discrimination.

When Title IX was adopted in 1972, more than 9 out of 10 women's sports programs had women as head administrators. This year, 4 out of 5 are headed by men—80 percent, down slightly from the 81.6 of 1996.

The women's share of administration jobs in women's sports programs overall, however, is 58 percent, higher than at any time since 1972.

But the percentage of women head coaches of women's teams in 1998 was at 4 percent, the second lowest on record. And women coach only 2 percent of men's teams. Carpenter was quoted in Women in Higher Education as saying that if hiring were more gender-neutral, more women would coach men's teams, and that both women and men students need to see women in leadership positions. "They need to see women who can make decisions, take flak, and guide their own lives and those of their athletes."

1972 9 out of 10

1989 2 out of 10

Who's Running the Show
Top Administrators of Women's Sports by Gender
HO: Dr. Carpenter, your latest study shows an enormous growth in soccer as a sport for women at the college level—from 2.8 percent of the campuses in 1978 to 78.5 percent in 1998. Do you know why?

CARPENTER: First, I think that soccer has grown because it is a sport that is understood by men and thus they are more eager to support it instead of, for instance, field hockey, which is a women-only sport in the U.S. Internationally it is more popular for the guys, but in the U.S., it is certainly on some percent women.

HO: I recently read an article that implied some loss of brain function in soccer players, believed to be attributable to head traumas.

CARPENTER: You know—I've never loved soccer, because it gave me a headache! [Laughter]

The second reason for the rise in soccer is that it is a sport which has a very large roster as opposed to a sport like golf or badminton or tennis. When a school is interested in increasing participation numbers for its women, they will look to sports that carry big rosters, such as soccer.

The third reason—it is cheap. You need a soccer ball, you need a cage, which you already have from running a men's soccer program, and that's about it, except for the coach, and you probably know a male soccer coach. It fits the bill.

HO: What is your take on Title IX at this juncture?

CARPENTER: I think that the last few years have seen circumstances arise that have encouraged schools to move toward compliance. For instance, in '98, the realization that punitive damages are included as a legal tool to force compliance—that changes the outlook. It makes the school not find the use of delay a good strategy.

HO: In a back issue of Women in Higher Education that I saw recently, Judith Albino, former president of the University of Colorado, and former chair of the NCAA's President's Commission, said that most university presidents lie about their athletic programs. Do you have any insight into the why and how?

CARPENTER: Sometimes reality does not match the data that is in college reports, maybe even more so with sports. NCAA requires the reports, and the reason they do is that congress is requiring some of the reports. Some of the mismatch between reality and the report is because the data is hard to come by, and some of it, in some cases, is intentional.

There was a study a few years ago from an association of college financial officers. They looked at the accounting procedures for athletics pro-
grams on college campuses, and their conclusions included the belief that the accounting systems used by most big-time athletics programs were particularly misleading about the expenses of running those kinds of programs, and, most of the time, intentionally misleading.

The study talked about the notion that some men's programs actually make a profit—and dispelled that notion. If you're looking at it from a business standpoint, then—Wait a second, who's paying for cleaning the stadium? Who's paying for the lights? Who's paying for all these expenses?

Dr. Carpenter tells HO it is her colleague, Virian Acosta, who has conducted research specifically on Latinas and sports, working with researcher Don Saba.

HO: Dr. Acosta, how did you as a Chicana wind up at Brooklyn College?

ACOSTA: When I graduated from Brigham Young University, Ronald Reagan was governor of California, and there wasn't one job on any level available in education for anyone. UCLA, with its huge PE program, had to let 16 tenured professors go because they couldn't afford to keep them. The whole state was pared down. So I had to start looking. And came to Brooklyn College, where I was very unhappy!

HO: Unhappy in Brooklyn? Everyone's moving back there—all that culture and energy.

ACOSTA: I preferred the wide open spaces. "I want to go home. I don't like it here...Okay, I'll stay a year. I will live up to the signed contract," Then—the salary kept going up. Promotions came quickly. And now—it's 31 years later!

HO: When you were a student, what sports did you enjoy most?

ACOSTA: In college, I competed in a lot of sports because at the time, you didn't have to select only one. Basketball, field hockey, softball, badminton—those were my preferred sports. I still play badminton, and have coached all the others as well. I've gotten into golf—and I could play it every day.

And in the 31 years at Brooklyn, no one has ever beaten me in badminton, either a faculty member or a student. I tell them, "Give me five weeks to teach you how to play at all levels—beginner, intermediate, advanced—and, after the fifth week, you can challenge me, and if you beat me, you don't have to come back to class. You get an automatic A." The guys, with their machismo, always say, "I'll take you on." And they keep track of the weeks, too! The first day after those weeks pass they say, 'I want to challenge you.'

HO: And they never win. How about the women? Do they ever challenge you?

ACOSTA: No, the women are smarter than the guys.
HO: Are you sure that’s it? That it’s not a matter of confidence?

ACOSTA: No. The women are smarter.

HO: Looking back on your long academic career in sports, did you have any Latina role models along the way?

ACOSTA: The only person that I really looked up to was Nancy Lopez. She has a reputation of being a very warm person. I’ve been on the golf course with her, and with that warmth. She is a very all-inclusive woman. She is really classy, and I like that in her. And she is encouraging to the younger players.

Of the young Latinas coming up—Lisa Fernandez, the softball player, I think—she is a very good role model. I think, too, there are more Latinas now that are playing sports. They are being encouraged more than they have been in the past.

My family was very unusual. My grandmother hated it—that I was in sports. She would see me in shorts, and she would hit my legs. “Cover your legs up! They shouldn’t be showing.” She did that until my mother finally told her, “Stop that. This is my daughter. She’s in school. She’s doing something healthy.”

Sports has given me a wonderful way to make a living, and I was the first in my family to graduate from high school. And, of course, college for them was unheard of.

HO: Where did you go to college?

ACOSTA: I started out at Los Angeles Community College. The tuition was $650—not per credit, the whole charge! I could afford that. I would take the streetcar and go to school. From there I transferred to Los Angeles State, now Cal State, L.A., but then stopped going to college for a while.

I really wanted to go to Brigham Young University. I explained to my family that my plan was to get a full-time job, saving all the money. And if my family would feed me and house me, I could go to Brigham Young. I am Mormon, and it just seemed like a place that I should be. A lot of Hispanics are Mormons now, but back then, there were very few. My grandmother was the one that joined, then her kids, so I’m third generation. So I got two full-time jobs, one with Blue Cross Insurance, the other as waterfront director for the Girl Scouts—in charge of a great, huge swimming pool at one of their camps. When the year was up, I went to Brigham Young. Got my bachelor’s and master’s there. Then I had to get a job.

The doctorate I got at the University of Southern California. Los Angeles. I did that in the summer. Seven summers to complete the doctorate. I would go home each summer to California. I couldn’t afford to go full time. Couldn’t leave the job. I could take only six credits a summer.

HO: And your doctoral dissertation?

ACOSTA: Hmmm. Critical Issues in Physical Education.

HO: Can you remember what the critical issues were?

ACOSTA: No, but one of them was women’s participation.

The statistics hereon are derived from extracts of the Carpenter/Costas research as published in Women in Higher Education, August 1998.
Even the Educational Testing Service (ETS) and the College Board, which produce and sponsor the SAT, have stated repeatedly that Proposition 16, like its predecessor, Proposition 48, represents a misuse of the SAT.

This summer, Cedric Dempsey, Executive Director of the NCAA, told the Washington Post that he planned to recommend eliminating the NCAA's controversial test score cutoffs for SAT and ACT. Related NCAA research conducted by the NCAA over the past year had shown that student-athletes who fell short of SAT/ACT cutoffs did as well in their college classes as those who scored above the cutoffs. Consistent with past NCAA findings, the new data also showed that the requirements, referred to as Proposition 16, have had a particularly harsh impact on minority and low-income student-athletes.

Critics of Proposition 16, led by FairTest, the Black Coaches Association, and presidents of the Historically Black Colleges, always have always opposed their use because of their inaccuracy and their disparate impact on certain groups.

Even the Educational Testing Service (ETS) and the College Board, which produce and sponsor the SAT, have stated repeatedly that Proposition 16, like its predecessor, Proposition 48, represents a misuse of the SAT College Board guidelines for the use of the SAT warn against such practices as "using minimum test scores without proper validation" and "making decisions about otherwise qualified students based on small differences in test scores.

In 1994, the NCAA's Special Committee to Review Initial Eligibility Requirements recommended sharply lowering the test score cutoff, but the full membership rejected that proposal and imposed even stricter requirements.

Throughout the history of these controversial initial eligibility rules, a core group of college presidents, backed by the Knight Foundation, has resisted efforts to modify the test score requirements. Despite the face of contrary research findings, test-maker warnings, and NCAA committee recommendations, the NCAA decided not to make any changes, despite the disparate impact on minority low-income students," said Rooney. "They are just going to leave the current rules in place, which means that it is going to be determined by the court case." Rooney told HO that the suit is to go to trial in May of 1996.

"The plaintiffs have filed a motion for summary judgment," he said, "and will be arguing that in a memo that the NCAA sent out to its members this summer asking whether they should change the Proposition 16 test score requirements, the NCAA acknowledged that the rule had a disparate impact on minorities, and they put forward three possible alternatives, all of which would have a less disparate impact, and would have little impact on projected graduation rates. The lawyers for the plaintiffs are arguing that this actually makes their case."
Life Is More Than a Sport
A Latino Athlete’s Case History

BY
ADALYN HIXSON

"It was remarkable—the 100th anniversary. We had people from London visiting. A man in his nineties came out. Robeson’s name and his life just bring out all types of joy."

C. KEITH HARRISON,
FOUNDER-DIRECTOR,
PAUL ROBESON
RESEARCH CENTER FOR
ACADEMIC AND ATHLETIC
PROWESS, UNIVERSITY OF
MICHIGAN

There are not a whole lot of middle linebackers who are delivering babies," says Dr. C. Keith Harrison, founder and director of the Paul Robeson Research Center for Academic and Athletic Prowess, University of Michigan, where he is also a tenure-track assistant professor.

The middle linebacker of whom he speaks is his boyhood friend Liberato Mukul, now a resident intern at Kaiser in San Francisco. "While I was at a conference in San Francisco, I went and got him at the hospital. My parents were just in tears to see him as a doctor now."

An uphill road to success is indeed poignant. And the path taken by Liberato Mukul was a nontraditional one, a road less traveled. Dr. Harrison presented the story of his friend’s experiences, "Latinos in Sports, A Case Study. Liberato Mukul Still Carving His Niche," at an annual meeting of the North American Society for the Sociology of Sport.

At the time, Harrison was assistant professor and student-athlete consultant in the College of Education at Washington State University, Department of Kinesiology and Leisure Studies. The presentation is reprinted below, as is a personal statement by Liberato Mukul and relevant excerpts from his curriculum vitae. Together they provide a compelling picture of a Latino achiever.

Harrison, too, is extraordinary—utterly committed to humanitarian service and eager to work on behalf of Latinos as well as African Americans.

Harrison told NHO that he knew of only four scholars writing on Latinos and sports besides his mentor, Richard Lapchick.

Harrison says that starting the Paul Robeson Center was "part of the package" when he left an associate professorship at Eastern Washington University to enter a tenure-track line as an assistant professor at U.M. It was a unique situation, he said, joining the university in year 99 of Robeson’s birth to direct the Robeson Center.

"It was remarkable—the 100th anniversary. We had people from London visiting. A man in his nineties came out. Robeson’s name and his life just bring out all types of joy."

"There were over 2,000 celebrations. Mine was the only one to emphasize his legacy as a scholar-athlete. When they talk about the image of Robeson, they always show him as an athlete. But he was four times the debate team cham-
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football picture. So when I made my sign [for the center], I had him sitting down. I put football second. And I am a former football player. He has really moved my life in so many ways.

Athletics and education—they are binary. But kids don't get the message that education goes with athletics.” Harrison says he sometimes gets mad that it has taken 100 years for Paul Robeson to receive the widespread public recognition he deserved, but then friends say to him. Well, Keith, if you hadn't opened the center, on our campus, it might be another hundred. The Robeson Center is funded by the Office of the Associate Provost for Multicultural and Academic Affairs.

“They definitely have helped out a lot,” says Harrison. “What we want to do is research those scholar-athletes. And what about when they don't go on to school?”

A main thrust of the center at this time is creating positive images of scholar-athletes, he says.

“I collaborate with our athletics people. This year, for example, we have a junior who wants to be a doctor, too, so if I took a picture of him, it would show him with his football pads, but he would have his ‘medical pads’ too. Life is more than a sport.”

Both Harrison and Liberato Mukul grew up in Cerritos, California, “35 minutes east of LA. The last city before you get to Orange County.”

“I played football for West Texas State, then came back to California, got a master's at Cal State-Dominguez Hills, a master's in physical education. Then in 95, a doctorate in higher ed from University of Southern California,” says Harrison.

Harrison was on the faculty at Washington State for two years before moving to Michigan, where he teaches a class entitled “Race Relations, Cultural Images, and Sport.”

“What I'm happy about is that I'm really beefing up that Latino thing, and this year I have off for research. When I go back, we are definitely going to talk about McGwire and Sosa. And the neglect of Sosa, Freshmen students. So many of them came up to me to say they could see the discrepancy in the way the Latino player was neglected. Now McGwire has this commercial, and Sosa doesn't…. As Lapchick has often mentioned. Hispanics are excluded and marginalized just like African Americans. And I'll bet you half of the starters in baseball are Latino. I'm waiting on that statistic.”

Harrison says that while his center focuses on race, especially African Americans, he is very eager as well to do something about society's neglect of Latinos. Shortly after interviewing Harrison, on goes the television set. Within minutes up comes McGwire on the screen in his commercial for a leading fast food chain. A few feet away, on a footstool, is a newspaper, The New York Times, opened to a story about the loving reception given Sosa by his people in the Dominican sector of New York City, a hero's welcome of another sort.
Latinos in Sports. A Case Study: Liberato Mukul Still Carving His Niche

by Dr. C. Keith Harrison

Since the advent of the sporting establishment, leadership positions in sport (pitcher, catcher, point guard, quarterback, free safety, center, and middle linebacker) are characterized by the individual's cognitive skills, competitiveness, intelligence, and leadership capabilities. Typically, African Americans and Latinos are not highly encouraged to perform in these roles while participating in sport. This strongly reflects society itself, as numerous individuals from underrepresented groups experienced the same conflicts when seeking positions of leadership in our society. This study is an oral history of Liberato Mukul, who is a former all-star student-athlete, and his account of middle linebacker, medical school, and life. Liberato, who received honors in high school both on and off the field, is on track for his Doctor of Medicine in May of 1997.

Early Beginnings

Liberato Mukul's first experiences of sports began with a strong desire to play organized Little League and Pop Warner football. Lee (Liberato) quickly learned the realities of economics and sport. His parents explained to him that it was too expensive for their family to enroll him in these activities, and that if he played, soon his two brothers would follow. This would double the initial cost, thus further debilitating the situation.

With this happening, Liberato began the world of sport and recreation centers and parks, at the age of eleven. While still passionate about organized sports, Liberato refused to complain to his parents, but rather made the best of the situation. This theme would become a foreshadowing and protective paradigm that Liberato would follow for years to come.

High School Sports

Through the influence of a junior high classmate, Liberato was persuaded into playing freshman football. His first experience ever of tackle football (Cerritos High School, Southern California suburban area). While a standout at linebacker on defense, Liberato seemed out of position at offensive guard. This wasn't because Liberato was blocking well, but rather he seemed to have an instinct for finding a hole whenever given the chance to run. This was the same instinct he had for finding the ball carrier when tackling them from his linebacker position.

With the season about half over, Liberato's friend at offensive center co-authored manuscript encouraged Liberato to ask the coach to switch him to running back. They both asked, and soon Liberato was rushing through the line for big-time yardage. He also received Most Improved for that year.

Things would only get better for Liberato. After playing junior varsity his sophomore year, Liberato received Co-MVP honors, as both recipients placed running back and linebacker. Liberato reflecting on receiving such an award, "I felt good that I could contribute to the team and that my teammate and I led the team in a positive way. It felt good to be recognized as achieving at standards as high as Most Valuable. This gave the more confidence to achieve academically."

This propelled Liberato to a starting role his junior year on varsity. At linebacker, Liberato would also play in the shadow of another linebacker, who was expected to receive All-League honors. "A funny thing happened on the way to the forum. Liberato was the one to receive All League honors, not the other. This is extraordinary when one considers that Liberato's own head coach did not even nominate him for the honor. Liberato had earlier that year been "in the zone" (Ravizza, 1995). This is what many sports psychologists define as "peak performance." The team in which Liberato had the best game of his life, Paramount High School, nominated him, and thus he was unanimously voted All-League.

Lee reflects on his junior year, "Our head coach and I never got along well, and he truly favored the other linebacker, who was the all-American type white male. Our coach always seconded me, tried to change me, and was Latino himself. With all this in mind, I was surprised when it was announced in homeroom over the intercom that I had received All-League honors. I felt bad for the other linebacker, but at the same time I knew I had played well and deserved it."

In the game of Liberato's life, he recorded somewhere between four and seven sacks, over ten tackles, and instinctively bluffed in to sack the quarterback on his own. "Our linebacker coach had given me the go-ahead at that game, and I took advantage of it."

College Sport a Reality?

Liberato would go on to have an outstanding senior year as well, making All-League, All-Area, and All-Region teams. Still, college was not a plan Liberato had entertained. His counselor was "a nice lady," as Liberato put it, but never really pushed him in the direction of higher and post-secondary education.

Liberato continued his job at Price Club (surplus market) and even practiced for two weeks with Cerritos College in the spring. "I liked the program, but with two broken wrists from football, I didn't feel I could contribute to the team both physically and mentally. I was a good student, though, and thought that would be valuable to the team in many ways."

Liberato saw Cal Poly Pomona as the next option, as he liked the field of architecture and Pomona had one of the best programs in the country. This option fell through, however, as Liberato never found a means to "fulfill his desire," as he put it. He received very few positive responses, and only a $400 scholarship that would barely cover books.

Liberato went on to ITT, an electronics school, but felt the narrow and linear curriculum left much to be desired. "I didn't like ITT, but I got an A average, as my inner theory was to excel at whatever I engaged in. I also received a 90 percent California Grant that year which paid $4,400 of the $5,000 my fees came to."

Liberato enrolled in Cerritos College the next year, and mastered the work-school cycle to near perfection. "It was difficult, but I saw it as a good means of building other skills. Liberato would later receive his
Associate of Arts degree with a GPA of 3.5. His degree had a heavy concentration in business, which he felt was applicable at work. "The skills I was developing were leadership, divers, communication, etc., and I had various tasks to perform (stocking, stacking, cashier, and supervising)."

Liberato would bounce from Cal State-Fullerton to Cal State-Long Beach, experiencing different majors. He found his niche finally—Nutritional Science! Liberato would receive his bachelor's of science degree after what many consider eight long years, but Liberato has some reflections for "traditionalists." "I wouldn't change a thing. It simply took me seven or eight years to find myself—life and social skills. My route was the best—through family, work, and school, which allowed me to strive to be a leader, not a follower. The way I see it, my lengthy timeline in school is considered nontraditional—but many students of color are not traditional students to begin with!"

Reflections

Liberato feels that not all Latino and African American students are as fortunate as he, to make it through "the cracks," "Some persevere, but a lot are on the wall. Like I was, but something inside motivated me for SUCCESS! All the bumps and curves I had to deal with on my own were very worth it in the long run, but I did not have a very supportive cast."

"Each mainstream adult in a leadership position was not positive to my situation, and access to role models was not available to me."

Liberato reflected on what his fate might have been if he had been a student-athlete. "It's a scary thought. My road was good. By working with my community, I was more in touch with the social/political climates of our society. My long road made me more concerned, and thus with a true desire to inform others."

Implications for a Rising Culture

Liberato sums up his vision: "Perseverance and hard work are the keys, and one must know what to do once they arrive. I feel that I will make a significant contribution and difference to Latino student-athletes on the subject of academics and athletics. I see our situation [the Latino community] the same as African Americans, as we are not looked at as leaders or scholars. We are marked as one aspect in sport. and Latino student-athletes must find homogenous leaders [e.g., professors, doctors, lawyers, etc.]. These people want to help, and if they are not available, find other groups of people to help you."

"We need information as a people; because the abuses [in] higher education and sport are plentiful. It is not enough to want to—one must know how to. These are the very words that allowed me to carve my own niche. When we are awarded an opportunity, such as a scholarship, we must take advantage of it, whether we realize it or not. We must take advantage of their system and not obtain an education both informally and formally...is a big loss. We must 'tap' the system, work with it, and make it work for us."

When one considers the odds of a person's making it to medical school in our society, the likelihood is nearly obsolete. Adding factors of race, ethnicity, culture, resources, athletic constraints, and support makes Liberato a niche that everyone should want to carve after!

Liberato without question experienced some cultural barriers over the years but feels that La Familia has "stepped up" since medical school.

"I think they see that I am on a specific track for a clear outcome and all are happy that I am doing something I love—learning and working with people, especially my community."

Liberato never forgets what his mother told him when he was one of the only students at Cerrios High School who did not receive a class ring after earning good grades. "Good grades should be all the compensation one needs; one does not need lots of extrinsic rewards."

Liberato took this statement to heart, as all can see.

Liberato Mekud's curriculum vitae reflects extensive participation in extracurricular activities, involvement in mentoring programs and Hispanic organizations. Induction into many honor societies, receipt of scholastic awards and honors, volunteering in the larger community, and nine years working at the Price Club Warehouse.

He cites the lyrics of Ruben Blades: "Tengan Fe" as "the essence of my commitment to medicine."

"One who does not search never finds. One who does not listen never learns. One who does not try fails, in spirit and mind. Have faith; for this does not end here. Believe in faith, for there is a reason for living."
Ríos Executive Director of Leading Hispanic Health Association

Washington health policy expert Dr. Elena Ríos has become the executive director of The National Association of Hispanic-Serving Health Professions Schools, which represents 15 medical schools across the nation with 6 percent Hispanic student enrollment.

Ríos, a key health advisor for Regional & Minority Women's Health for the U.S. Department of Health and Human Services Office on Women's Health, joined the association in October. She works with White House and national health groups.

Association Board Chairman Ruben Lourenco, M.D., who is dean of the UMDNJ-New Jersey Medical School in Newark, N.J., said Ríos has proven herself a health professional of the highest order.

Ríos will build on the association's growing reputation as a leading voice in the national health policy arena and the academic medical community.

"We want to make sure that when a Hispanic family calls on a doctor, there are enough Hispanic doctors to answer that call," Ríos said. "We can't do that without increasing the number of Hispanic students in medical schools, and we can't do that without making sure they have the resources like grants, fellowships, scholarships, outreach projects, and mentoring programs."

Romero to Address USC Fall Grads

Representative Gil Romero, D-Colorado, will deliver the commencement address to the University of Southern Colorado's 1998 fall graduating.

Romero will return from the Colorado House of Representatives when his term expires January 1.

During his legislative tenure, Romero sponsored and passed legislation creating the first-ever Colorado Higher Education Savings Bond. He also sponsored legislation designating a funding source for job training administered by community colleges and co-sponsored legislation creating customized job training.

He serves on the Community Planning Advisory Committee for the Mental Health Institute at Pueblo and the Board of Directors for Pueblo County Legal Services. He is a member of the Colorado Bar Association, the Colorado Trial Lawyers Association, the Pueblo Bar Association, and the State Democratic Central Committee.

He earned a bachelor's degree and a juris doctorate from the University of Colorado and a master's from the Harvard University John F. Kennedy School of Government.

Chicano/Latino Students Attend WSU Career Day

More than 70 Chicano/Latino high school students took part in the second annual CASHE (Children of Aztec Sharing Higher Education) Career Day at Washington State University. The "day" was sponsored by the university's Chicano/Latino Faculty/Staff Association and MECHA (Movimiento Estudiantil Chicano de Aztlán) student chapter.

Association representative Yolanda Flores-Niemann (pictured here) and MECHA student representative Alma Montes de Oca co-chaired the event.

Niemann said that the program was an awareness-building occasion.

"The majority of the high school students who took part will be the first in their families to attend college," said Niemann. This conference helped make them aware of procedures, challenges, and opportunities related to going to college and the benefits of a college education.

School counselors who came with their students indicated that what they learned at the conference will help them counsel and assist students as they think about and plan for college life.

Fernández Part of Cal Poly-Pomona Lecture Series

California State Polytechnic University-Pomona's fall lecture series featured Pablo Armando Fernández in October. Fernandez is one of Cuba's leading poets and authors of the 20th century.

Sent to school in the United States in 1948, he did not return to Cuba until 1959, after the revolution.

His work reveals a crisis of conscience over his absence during the revolutionary movement against the Batista dictatorship, and many pieces are dedicated to heroes of the revolution. His books include Los Santos Despues and Learning to Die.

He spoke on "Cuban Literature and Art Under Siege.

Rivera Co-Curator of Art Exhibition

George Rivera was the co-curator of the recent "1508, 1848, 1898: Conquest and Consequences" month-long art exhibition at the University of Southern Colorado Art Gallery's Hogg Hall. The exhibit featured Mexican and Indian art from the conquest of New Mexico in 1508, the Mexican War in 1848, and the Spanish American War in 1898. Rivera lectured on art and Spanish students at the exhibit.
Vela Honored by Illinois State University

Pima County Community College (Ariz.) Downtown Campus President Dr. Noelia Vela was inducted into the Illinois State University College Hall of Fame in September for her past and present accomplishments and promise of future contributions to the profession of education. The honor is bestowed on the College of Educations outstanding graduates.

Vela's professional work experience in education includes 24 years at the community college level, one year at the university level, and one year at the high school level.

She is recognized in the International Who's Who of Professionals and Who's Who Among Hispanic Americans and was recently named to Mujeres en la Cumbre (Women at the Pinnacle) in the Americas. She is an active member in many community, state, and national professional organizations such as the Research Commission of the American Association of Community Colleges and the National Institute for Leadership Development.

She received a bachelor’s degree and a master's from Illinois State University and a doctorate from the University of San Diego.

Prominent Latinas at TWU

In conjunction with Texas Women’s University’s (TWU’s) Hispanic Heritage Month celebration, four prominent Latinas dropped by the school in September and October to share their thoughts, ideas, and experiences.

Dallas media and marketing executive Laura Estrada, entrepreneur Brenda Reyes, TWU Alumnae Association Chair Lilia Bynum, and federal judge Hilda Tague all made separate visits to TWU to serve as guest speakers.

Estrada is vice president of sales for Merrill Corp in Dallas. She is an active member of the National Alumnae Association and currently serves on the TWU President’s Council, as well as on the Foundation Board.

Reyes is president of Innovative Computer Group, a systems integrator of document imaging systems. The founder of a New Orleans-based computer consulting firm, she obtained her bachelor’s degree from the University of New Orleans.

Bynum serves as director of resources development for United Way of Denton. She also assumes the roles of president of the Denton chapter of the Texas Woman’s University Alumnae Association and chair of the 1999 TWU Homecoming Committee.

Earlier this year, Tague became Texas’ first-ever Hispanic female judge. She earned a master’s degree from the University of North Texas, and after entering law school at the University of Texas, she became a lawyer.

Rodeiro Discusses Painting at NJCU

Dr. José Rodeiro, an associate professor of art at New Jersey City University (NJCU), discussed his work and development as a painter during a campus program in October.

Listed in Who's Who in American Art, Rodeiro teaches art history, esthetics, and criticism, and coordinates the graduate thesis in NJCU's Master of Fine Arts program. He also teaches art history at the undergraduate level and is a member of NJCU's Council on Hispanic Affairs and Global Awareness Intercultural Network.

As a Fulbright Fellow, Rodeiro painted and lectured in Nicaragua. He also has lived and painted in Spain and Central America and has won “Best of Show” awards at numerous exhibits. His work is included in many museum collections, and he has been a member of the Amness art movement led by Bolivian artist Nichomedes Niñez-Arauz.

He has published articles and has translated many works, including El Coro, edited by Martín Espada and published by University of Massachusetts Press.

He holds a doctorate from the College of Fine Arts at Ohio University and an M.F.A. from Pratt Institute.

Rodriguez Chosen to Enhance Multiculturalism

In these days of emphasized diversity and restrained affirmative action, achieving a healthy multicultural balance is a difficult task. Texas Woman’s University (TWU) has set out to address this issue with the appointment of the executive assistant to the president for community relations and diversity, Dr. Rodolfo “Rudy” Rodriguez. For the rest of the fall term, Rodriguez continues as professor and chair of reading and bilingual education while he begins to take over his new duties. He will work full time as the executive assistant to the president beginning in the spring 1999 semester.

Some of Rodriguez’s primary duties are to advise university officials on enhancing TWU’s climate for diversity, to assist faculty members and administrators in identifying deficiencies in campus diversity, and to establish objectives to address any such deficiencies. In short, he is striving to “build a climate where neither race nor ethnic background, gender nor physical condition reduce the ability of an individual to benefit from the opportunities that the university has to offer.”

New Director of Diversity and Equity at SDSU

Susan Moss, a Washington, D.C., attorney, diversity leader, and civil rights advocate, became San Diego State University’s first full-time director of diversity and equity this month.

Moss had been assistant to the chancellor for equal opportunity and affirmative action at the University of Wisconsin-Whitewater since 1992.

She served from 1979-1992 in the U.S. Department of Justice as director of the Legal Affairs Institute, a federal attorney-training institute. She also served as an attorney in the
civil rights division of the Justice Department, where she specialized in Title IX civil rights issues concerning federally funded education programs.

In addition, she has taught writing, reading, and grammar in Washington, D.C., inner-city programs and has taught at the secondary and university levels in the Middle East and in Africa.

She received her bachelor's degree from Lewis and Clark College, her J.D. from American University, and her doctorate from the University of Wisconsin-Madison.

**Birmingham-Pokorny Honored by Colleagues**

Dr. Elba Birmingham-Pokorny, professor of Spanish at Southern Arkansas University-Magnolia, was presented an award from the University of Alcalá-Spain in recognition of her research and outstanding contributions in the fields of Africania and Afro-Hispanic Studies.

"I felt extremely honored because it was something I was not expecting. It is difficult to put into words my feelings for I was not only receiving an award from one of Spain's oldest universities [the University of Alcalá was created in 1293], but in addition from my colleagues," Birmingham-Pokorny said of receiving the award.

She is organizing an Afro-Hispanic Literature and Culture Conference, to be held May 26-30 in the year 2000 in San José, Costa Rica. The theme for the conference is "Songs of American Selvage and Forgotten Bodies, Rescued Texts, Subaltern Voices, and Identities of the Millennium." She initiated the annual conference in 1988 as a way for scholars throughout the world to research, discuss, and introduce to the scholarly world neglected Afro-Hispanic works, authors, and themes as well as to promote a deeper understanding and appreciation of the cross-cultural landscape of the Americas.

**UTA's González Wins Award**

Garça, a graduate student at the University of Texas-Arlington (UTA), has been recognized by the American Society of Landscape Architects (ASLA) for the 1998 annual national competition for graduate research. Her thesis, "The Role of Effective Response in Culturally-Based Landscape Architecture," received first place among 35 submissions.

The award was formally presented at the annual meeting of the Council of Educators in Landscape Architecture, hosted by UTA in October.

Another UTA student, Carol Feldman, received a special commendation for her funded research project, "The Chiasma-Gold Hill Landscape: A Cultural Landscape Report:"

In May, González and Feldman each received the Master of Landscape Architecture degree, the terminal degree in the field. González completed her undergraduate work at Complutense University in Madrid, Spain.

**SBVC Newsmakers**

Veteran college administrator María Elena Martínez recently started her new job as vice president of instruction for San Bernardino Valley College (SBVC), in California.

An administrator at East Los Angeles College for 20 years, Martínez helped that school grow from fifth to first place among the nine colleges of the Los Angeles Community College District. She is credited with saving the school from a $1 million-a-year budget deficit.

Some of the issues she is eager to tackle include the burden of single parents who have multiple responsibilities of child-rearing, college, jobs, and homework, the dropout rate of students, particularly Hispanics, who statistically are more apt to leave college after eight weeks; and recognizing similarities, rather than differences, among diverse members of the campus community, among other things.

She holds an associates degree from East L.A., a bachelor's from the University of Southern California, and a master's from Pepperdine University.

Pictured here, Louis Chavira, left, is elected to his third term as president of the Latino Faculty and Staff Association of the San Bernardino Community College District. Also pictured are, from left to right, Corrinda Velme, secretary, Holly Clemens, treasurer, and Dan Martínez, vice president. "Our main purpose is to help students in any way we can," said Chavira. Over the past three years, the organization has awarded about 12 scholarships to SBVC students. The new officers stand in front of a painting by David Rosales, Inland Empire artist and instructor at SBVC.

**Aguillán León Teaches Seminar on Cuba**

Professor Luis Aguillán León, an Emilio Bacardi Moreau Professor of Cuban Studies at the University of Miami (Fla.), recently wrapped up a two-month seminar exploring Cuba's past and present.

"Cuba and Its Circumstances" addressed Cuba's current situation and explored the country's historical and cultural legacy. Taught by Aguillán León in both English and Spanish, the course aimed to inform and further educate the community about current affairs in Cuba and how those circumstances in turn affect the cultural and sociopolitical mix on the island.

A prolific writer and noted Cuban scholar, Aguillán León is the author of several books and has written extensively for several Latin American newspapers and magazines on Cuba-related issues.

His academic career began in 1972 at the Universidad de Oriente in Cuba, where he became Assistant Professor Emeritus at Georgetown University in Washington, D.C., where he taught history for 30 years.

The Bacardi Chair is offered to noted scholars for one academic year. Aguillán León inaugurated the Bacardi Chair when it was first introduced in 1986.
Cal State-L.A. Voter Registration

Cal State-L.A. held a major voter registration drive, "Rock the Vote at Cal State L.A.," recently. More than 600 students, staff, and faculty attended.

Assembly Speaker Antonio Villaraigosa (pictured at podium; seated are California Secretary of State Bill Jones and Margaret Hartman, provost and vice president of academic affairs) was one of the featured guests at the drive, which was spearheaded by the University's Associated Students, Inc. (USI).

He addressed a class on "The Role of the Speaker of the Assembly in California Politics" and "The Importance of Registering to Vote."

"A lot of people registered, and many took home voter registration cards," said USI President Hector Barajas. "We're very proud that more than 60 area universities followed our lead and organized similar drives on their campuses, which made this the biggest student voter registration effort in history.

CHC Long-Range Planning Retreat

Participating in a recent long-range planning retreat for Crafton Hills College (CHC) of California were (left to right) CHC Vice President of Instruction Gloria Harron, CHC consultant Catherine Pequeño, and CHC President Luis Gómez.

James Marteney, Los Angeles Valley College professor of speech communication and a planning consultant to colleges and private industry, facilitated the two-day workshop at the college.

The goals of the workshop were to provide training for all CHC staff in the planning process and to establish a foundation for long-range strategic plans for the future of the college. Marteney's workshop emphasized creativity, teamwork, optimism, and open-mindedness. The workshop is among several staff development classes offered at the college throughout the year.

Texas A&M and Universidad Metropolitana Sign Agreement

Texas A&M University-Kingsville has signed an agreement with the Universidad Metropolitana in Caracas, Venezuela, to study and implement joint programs of mutual interest to students, faculty, staff, and the community.

Dr. Anarella Cellitti, early childhood education coordinator at Texas A&M-Kingsville, said this will be good for both groups. "Horizons will be expanded, and the opportunity for research will be opened, particularly in early childhood education."

Some of the joint programs to be considered could include projects for students in the area of culture and English/Spanish language and education.

Cellitti said there was the possibility of a combined master's program and student exchange program.

Cellitti was the Venezuelan delegate to the OMEP (Organización Mundial para la Educación Preescolar) World Pre-School Organization conference in August.

It was an honor to have Edith Bravo, the president of the Venezuelan Pre-school Association, ask me to be the delegate," Cellitti said. A past president of the South Texas Association for the Education of Young Children, Cellitti said the association has a three-year partnership with the Venezuela Pre-school Association.

UTSA and UNAM Celebrate 10-Year Partnership

In October, the University of Texas-San Antonio (UTSA) and La Universidad Nacional Autónoma de México celebrated 10 years of a cross-cultural partnership in learning. The two universities cooperate to enable students in architecture, business, and engineering to study in one another's nations.

This summer, Assistant Professor José Jiménez (pictured below, center) took 10 UTSA architecture students to Mexico City for five weeks. They and 15 Mexican students cooperated to solve a real-life architectural problem—a design to protect the endangered forest and river near an abandoned hydroelectric plant complex. The UTSA students lived in Mexico City and commuted to campus by subway. They also took field trips designed to expose them to modern and ancient Mexican history, Jiménez said.

CSUN Honors Huerta

Cal State-Northridge recently honored Dolores Huerta and three other women who have dedicated their lives to trying to make the world a better place. Each received the university's "Phenomenal Woman Award."

Huerta is a co-founder and secretary-treasurer of the United Farm Workers of America. She has spent more than 30 years working to secure and protect the rights of agricultural workers in the United States. She has been the recipient of many awards and honors for her achievements, including induction into the National Women's Hall of Fame, the ACLU Roger Baldwin Medal of Liberty Award, and the Eugene V. Debs Foundation Outstanding
American Award

Others honored include Billie Heller, founder and current chair of the National Committee on the United Nations Convention on the Elimination of Discrimination Against Women; Sheila James Kuehl, speaker pro tempore of the California State Assembly; and Bette Saar, artist.

The Women's Studies Department gives out awards each year to raise money for student scholarships, program development, and faculty research.

Business Opportunities in Latin America

Is the Asian flu spreading to Latin America? What are the impacts of the recent devaluation of Mexico's peso and economic and political instability in many South American countries on trade with the U.S.? How should local businesses evaluate investment opportunities to the south and in the Caribbean?

These were some of the questions addressed at a program called, "Business Opportunities in Latin America and the Caribbean, and Financing by the Inter-American Development Bank," held at United States International University (USIU) in California.

Event co-sponsors were USIU, the Greater San Diego Chamber of Commerce's International Trade Development Coalition, the World Trade Center of San Diego, and the San Diego Economic Development Council.

Dr. Arcindo Dos Santos, consultant in the Social Programs division of the Inter-American Development Bank (IDB), provided an overview of the IDB. He also shared with the audience tips on how to track and participate in IDB-financed projects in Latin America and the Caribbean, and gave a briefing on 1998-99 opportunities for involvement by San Diego companies in these projects.

Tamal Fiesta in Tucson

Tucson, Ariz., kicked off its annual Green Corn Tamal Fiesta on Labor Day weekend with dancing, music, artists, and food.

According to El Independiente, South Tucson's English/Spanish newspaper, about 300 people, mostly families, sat near the tamal booths, talking loudly and smiling over beans and rice and green corn tamales. It was a celebration of culture. Organizers explained, pointing out Tucson's official dance group, Ballet Folklorico San Juan, the musical group El Mariachi Estrellas de Tucson, and tables of artists.

The tamal festival began about six years ago when the Hispanic Association at Hughes Aircraft decided to give back to its community and raise money to fund University of Arizona scholarships.

The fund-raising became a community-wide event, which is still growing, after the association enlisted the help of the University of Arizona (UA) Hispanic Alumni and El Central Cultural.

John Huerta, advisor for the Board of Directors at El Central and member of the UA Hispanic Alumni, said that between 25 and 35 different companies worked together this year to make the tamales.

About $90,000 has been raised throughout the years for the scholarship funds and has helped countless students.

Political Leaders Visit Columbia University

Political leaders from Uruguay and Mexico met with students and faculty at Columbia University (N.Y.) in October.

Arq. Mariano Arana Sánchez, the mayor of Montevideo, Uruguay, discussed "The Effects of Urbanization in Uruguay." He also discussed the United Nations Habitat Project at Columbia, a global clearinghouse of innovative approaches to urban problems that links local officials worldwide with scholars working to solve pressing urban problems.

Viscente Los Quesada (pictured here), governor of the State of Guanajuato, Mexico spoke to students in the Master of Public Administration program at Columbia's School of International and Public Affairs on "Trade and Economic Development in Guanajuato."

Guanajuato, in west-central Mexico, is the only Mexican state with trade offices abroad in New York, Chicago, Dallas, and Los Angeles. Quesada, who holds a management diploma from Harvard University and is an entrepreneur by profession, has made economic development the main focus of his five-year term as governor, which runs through the year 2000.

Al's Latino Student College Fair

American University, in Washington, D.C., recently hosted the third annual college fair for Latino students titled, "Alcanza! Opportunities Through Higher Education."

High school students from the D.C. metropolitan area had the opportunity to meet with more than 70 college recruiters and learn about specific programs and institutions. A panel discussion gave students tips on getting into the college of their choice, how to finance a college education, and what to expect from college life.

"The fair is a great opportunity to motivate local Latino students to look at a college as a serious option," said an American University official. "It is very fulfilling to see so many heading towards a sound future and achievement of their goals."

"Alcanza!" is supported by American University; public schools in the District of Columbia, Arlington, and Montgomery, Prince Georges', and Fairfax counties; the U.S. Department of Commerce; Council of Latino Agencies; Educaid, Trinity College, McEnt Enterprises, an education consulting firm; and other local organizations.

Minority Retention at Kettering

A survey taken by Leadership Systems Inc., a consulting firm, shows that 67.5 percent of minority first-year students at Kettering University (Mich.) continue through graduation—nearly double the 35.6 percent national average.

For the past decade, the national retention
rate for minority engineering students has hovered at about one-half that of non-minority students, according to the survey. At Kettering, the minority graduation rate is less than one percent lower than the non-minority figures.

The survey noted that financial needs ‘may top the list’ of retention barriers. At Kettering, students earn a portion of their tuition through the university’s co-op program, the survey pointed out, which “adds significantly to the financial stability of students.”

The survey also recognized the value of Kettering’s AIM (Academically-Interested Minorities) summer pre-college engineering program for outstanding minority high school students.

Kettering’s Director of Minority Student Affairs, Dwight Tavaida (pictured here), credited the university’s Select Student Support Services Program for providing academic, social, and personal support and counseling for minority students.

**TC3 Hosts Chilean Delegation**

Tompkins Cortland Community College (TC3), located in New York, hosted 26 individuals from the Corporación de Santo Tomás (Santiago, Chile) in October. The individuals went there to learn more about TC3 and its academic programs.

The Chilean delegation included Mr. Gerardo Rocha, president of the Santo Tomás Corporación, Mr. Jorge Ortuzar, from SOFOCA (Association of Chilean Industrialists), along with representatives from various Santo Tomás colleges and universities.

Santo Tomás’ students are taking TC3’s Spanish as a Second Language program. Santo Tomás had been looking to enlarge on that agreement and to develop new academic agreements with TC3. They have been particularly interested in TC3’s Web-based courses so that their students could earn two degrees concurrently.

**Engineering Program Helps Minorities**

Rochester, N.Y., becomes the fourth city to join an innovative national program aimed at increasing the number of minority students seeking engineering careers.

Rochester Institute of Technology (RIT) and the Rochester City School District have teamed up with the National Action Council for Minorities in Engineering (NACME) to offer the Engineering Vanguard Program. Rather than rely on standardized tests, the program uses a rigorous assessment process to determine potential for success. Students who qualify receive intense academic preparation in high school and fall tuition and housing scholarships for college.

African Americans, Hispanic Americans, and Native Americans make up 59 percent of the nation’s 2 million engineers, according to NACME. Fewer than one percent of the nation’s first-year engineering students are minorities, and fewer than 10 percent of students are graduates of engineering colleges in the United States are from these groups. There’s also a discrepancy in graduation rates: college completion for minority engineering students nationally is 35 percent, compared to 60 percent for non-minorities.

NACME started Vanguard in 1994 to address this situation. Since Vanguard’s inception, none of the students has dropped out of an engineering program.

**America Reads at CCD**

Community College of Denver (CCD) kicked off its second year of the national America Reads Challenge program this summer, welcoming 19 new and six continuing America Reads work-study students. The students have become partners in reading to children in kindergarten through third grades at five Denver, Colo., public elementary schools. Education and Academic Services Dean Orlando Grego is at left, and Denver

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**Poetry Like Bread: Poets of the Political Imagination from Curbstone Press**

Martín Espada, ed.

This collection contains work by poets who share an affinity for that place where art and politics intersect. These are poems whose works are united in a desire for a world where human needs are met and justice is pursued.

1994
256 pgs.
$12.95 paper
Curbstone Press
(860) 233-5110

**Mirrors Beneath the Earth: Short Fiction by Chicano Writers**

Ray González, ed.

This collection of contemporary Chicano fiction features not only established figures such as Sandra Cisneros, Radhulfo Anaya, Denise Chávez, and Ana Castillo, but a va-
guard of exciting new writers including Danny Romero, Patricia Blanco, Ana Baca, and others.

Zapata's Disciple
by Martin Espada

In his first collection of essays, Zapata's Disciple, award-winning poet Martin Espada turns his fierce critical eye toward a broad range of urgent political and cultural issues. With the same insight and integrity displayed in his poetry, he chronicles many struggles of the Latino community: the myths and realities of machismo, the backlash against Latino immigrants and the Spanish language, the borders of racism, and U.S. colonialism in Puerto Rico.

October 1996
150 pgs.
ISBN 0-89608-589-0
$14.00 paper
South End Press
(800) 533-8-478

De Colores Means All of Us: Latina Views for a Multi-Colored Century
by Elizabeth Martinez

Elizabeth Martinez presents a radical Latina perspective on race, liberation, and identity. In these trenchant essays, Martinez describes the provocative ideas and new movements created by the rapidly expanding U.S. Latina/o community. With sections on women's organizing, struggles for economic justice, and the Latina/o youth movement, this collection will appeal to readers and activists seeking to organize for the future and build new movements for social change.

1998
280 pgs.
ISBN 0-89608-583-x
$18.00 paper
South End Press
(800) 533-8-478

My Spanish-Speaking Left Foot
by José A. Cárdenas, Ed.D.

Born in Texas with an extensive number of relatives on both sides of the U.S.-Mexico border, José Angel Cárdenas combines laughter and insight as he relives his encounters growing up in a multicultural environment. He depicts the cultural influence of Mexico and the Spanish-speaking world for a Mexican American living in the United States, and he provides compelling reflections of multicultural topics such as wealth, class, language, religion, education and family.

1997
150 pgs.
ISBN 1-879550-59-4
$9.95
Intercultural Development Research Association
(210) 684-8180

The Chin Kiss King
by Ana Veciana-Suárez

The Chin Kiss King chronicles the lives of three generations of Cuban American women sharing a duplex in Grapeland Heights, Miami. When a baby boy is born into their family with a severe birth defect, the three women—all possessing distinctly different personalities—bond together to care for the fragile child and each other. Poetic, surreal, emotionally engaging, this book asks haunt...
CONFERENCEs

Modern Language Association Annual Convention

December 27-30

1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.

Contact: Visit the MLA Web site at <www.mla.org>.

Women in Higher Education

January 2-4

The 12th annual international conference of NAWE: Advancing Women in Higher Education. At the Charleston Place Hotel in Charleston, South Carolina.

Contact: Visit <www.nawe.org>.

National Institute for Leadership Development

January 10-15

For women with a master's degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st century. The Institute consists of individual leaders to have a positive impact on their educational institutions. In Phoenix, Ariz. Also February 28 - March 5 in Seattle, Wash.; May 20-June 4 in Boston, Mass.; and September 26-October 2 in Chicago, Ill.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede. (602) 285-2494.

National Association for Bilingual Education Annual Conference

January 26-30

"Bilingual Education—More Than Just Talk!" is the NABE conference theme. In Denver, Colo.


National Institute for Leadership Development

January 28-31

For female CEOs of community colleges. Includes enhancing leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede. (602) 285-2494.

Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies. In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry Jr. (606) 885-2650.

The Academy in Motion

February 15-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel. Washington, D.C.

Contact: Annual Meeting Office, ACE. (202) 939-0410.

United into the New Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AHE, the American Association for Higher Education. In Washington, D.C.

The Squatter and the Don

by María Amparo Ruiz de Burton


Originally published in 1888, María Amparo Ruiz de Burton's *The Squatter and the Don* narrates the effects of the Treaty of Guadalupe Hidalgo (1848) on California and American expansion of the West. The novel opens in the drawing room of Mr. and Mrs. William Darrell, where they are discussing Mr. Darrell's impending trip to Southern California to claim land for himself and his son as allowed by the American Homestead Act. Mrs. Darrell insists that William verify that the land is untitled before he "settles." At issue for Mrs. Darrell, and central to the novel's plot and theme, is not "settling" on land someone else already claims. Mrs. Darrell takes great pains to explain to her husband that "Whenever you take up government land...you are settlers, but...when you locate claims on land belonging to anyone else...you must accept the epithet of Squatter." (5). This unsavory "epithet" plays a primary role in the historical border romance Ruiz de Burton writes.

Mr. Darrell lays claims to land located on Don Mariano Almar's ranch, a ranch whose title is still technically in litigation and a ranch with beautiful unmarried daughters. The Almar family has an unimpeachable Spanish land grant proving ownership, and Don Mariano is an intelligent, cultured businessman. Ruiz de Burton brilliantly subverts her audience's stereotypical expectations by crafting animalistic American "squatters" who oppose the well-mannered Don Mariano and his family. Ironically, though, United States law protects the ill-mannered squatters while destroying those most suited to control the land. William Darrell brings his family to the new land, and his sons, as one might expect, arrive and fall in love with Don Mariano Almar's daughters. Most notably, Clarence Darrell, a young man whose kindness and sense of equality contrasts with that of his father's racism, loves Mercedes. Predictably, Clarence and Mercedes are kept apart by forces outside their control; they both suffer and languish in their love for each other; and they are reunited at the end of the novel. The sentimentality and romance are classic nineteenth-century novelistic conventions.

However, Ruiz de Burton's novel is as much history as romance. She takes great pains to remind her audience that United States laws allowed men like William Darrell to settle on land in litigation, improve their 160 acres, and pay no taxes. By law, the landowner fighting to prove he has a valid claim must pay taxes on all improvements, a law that eventually bankrupted many landowners who had to mortgage their ranches for taxes and legal fees. Much like Harriet Beecher Stowe in *Uncle Tom's Cabin*, Ruiz de Burton readily digresses from the story line itself to directly address the audience, include quotations from legal documents, and sermonize about unjust laws. Her novel shatters the myth that Spaniards and Mexicans received fair and equal treatment as promised by the Treaty of Guadalupe Hidalgo. Instead, she shows the slow degradation and marginalization of a once-dominant majority in California who loses virtually all their land between 1848 and 1880.

One of my goals in a nineteenth-century American literature survey course is to show my students that people outside New England were writing literature, and I choose worthy works that span the growing continent. Ruiz de Burton's novel allows my students to discuss the short- and long-term effects of the Mexican/American War of 1846-1848, a war they read about in Thoreau's essays, *United States expansionism; racial issues involving Hispanics in the Nineteenth Century; frontier rhetoric that claims Americans 'tamed' a West that was already occupied by men like Don Mariano Almar; and the rise of corporate monopolies. In my course, we generally read *The Squatter and the Don* before we read Frank Norris' *The Octopus*. Obviously, these two novels allow us to discuss the social issues affecting American expansion in the West, but we also are able to examine the contrasting literary styles. Ruiz de Burton is certainly not a naturalist like Norris. Much like Harriet Beecher Stowe, though, Ruiz de Burton appropriates the sentimental novel to make a political statement.

I find that my students (generally a third Hispanic) find Ruiz de Burton refreshing in her honesty and her open anger at unjust laws. She contains none of the stylistic difficulty of Melville or Hawthorne, yet her appeal that "Our representatives in Congress, and in the State Legislature, knowing full well the will of the people, ought to legislate accordingly" (372) rings true for all my students. Admittedly, her novel is not the most finely crafted novel written in the nineteenth century; however, her goal was to enlighten an American population about the unethical atrocities of their elected officials. *The Squatter and the Don* never realized the success of *Uncle Tom's Cabin*, but her novel allows me to introduce my students to a vast array of political and social issues from the perspective of a Spanish woman in the nineteenth century. Most important for my students, perhaps, is simply knowing that there was a Spanish American woman writing serious literature in the nineteenth century.
Knox College invites nominations and applications for the position of Vice President for Finance and Treasurer. The College is implementing a far-reaching strategic plan and recently announced a $125 million comprehensive campaign. In this context, the Vice President for Finance will provide leadership for the continued prosperity of the College in financial planning, budgeting and strategic decision making. The Vice President for Finance is a senior member of the administrative staff reporting directly to the President.

The Vice President for Finance and Treasurer is responsible for all financial operations, transactions and policies of the College, including endowment, cash and debt management, budget preparation and management, trust administration and investment, and real estate transactions. The Vice President for Finance also serves as the College's liaison with legal counsel, investment advisors and external auditors, and, as Treasurer, is an officer of the Board of Trustees, ensuring that its expectations in such areas as investment strategy and budgetary oversight are implemented.

Thorough knowledge of finance and accounting, demonstrated capabilities in financial planning and budgeting, excellent communication and management skills, and a strong commitment to quality and service are critical elements for success in this position. Applicants must demonstrate substantial accomplishments and leadership abilities, familiarity with fiscal issues facing higher education, significant directly related experience, preferably in a college or university setting, setting an understanding of the unique mission of the liberal arts college, and educational achievement commensurate with the duties and responsibilities.

Knox College is a highly selective, independent, residential, co-educational four-year liberal arts college founded in 1837 with approximately 1,400 students and 100 faculty. Knox offers the bachelor of arts degree in 37 majors. Galesburg, with a population of 33,500, is located 180 miles southwest of Chicago, 45 northwest of Peoria and 200 miles north of St. Louis.

Applicants should send a letter describing their interest and qualifications, along with a copy of their resume, to:

**Vice President for Finance and Treasurer Search**

Knox College
Box K-200
Galesburg, Illinois 61401-4999

Applications will be reviewed as they are received, and the search will continue until the position is filled. Salary for this position is competitive and commensurate with experience. For additional information about the position or the search contact Bruce O. Downes, search committee chair, at 309-241-7550.

Knox College is an affirmative action employer. To keep up with its 102-year commitment to equal rights, the College encourages and welcomes applications from individuals in underrepresented groups.

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**ITHACA**

**Assistant/Associate Professor**

**ROY H. PARK SCHOOL OF COMMUNICATIONS**

**CINEMA AND PHOTOGRAPHY DEPARTMENT**

The Roy H. Park School of Communications, Cinema and Photography Department at Ithaca College invites applications for a tenure-eligible position at the Assistant/Associate Professor level in photography with appointment effective August 15, 1999.

Primary assignments will be across the range of beginning, intermediate and advanced photography courses. Experience required in the history of photography, techniques of black and white and color photography, and studio and location lighting. Depending on the candidates’ areas of specialization, additional teaching responsibilities may include courses in one or more of the following areas: alternative processes, digital photography, contemporary photographic theory and criticism, and graphic media forms. The candidate appointed to this position will also act as academic advisor to students in the department, school and college committees.

M.F.A. in photography is required. An ideal candidate should demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate program with a mission of teaching the practice, history, and criticism of photography in the context of a wider liberal arts curriculum; 2) the ability to contribute to a program that engages photographic practice in both its traditional and evolving digital modalities; and, 3) a commitment to and a primary teaching interest in encouraging photography as a creative practice.

Assistant/Associate Professor: Salary competitive, dependent upon experience and qualifications.

Applicants should forward a resume, vita, twenty slides documenting creative work, statement of interest including areas of teaching and professional experience, along with names and telephone numbers of at least three references. If available, also include up to twenty slides of student work. No faxes or electronically transmitted application materials will be accepted. Screening will begin November 15, 1998, and will continue until the position is filled. Direct applications and inquiries to:

**Steven Skopik, Chair**

o/o Barbara Terrell

Photography Search Committee

Cinema and Photography Department

Roy H. Park School of Communications

Ithaca College

Ithaca, New York 14850-7251

(Tel: 607-274-1032)

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,500 students. It is located in the Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Television-Radio, Cinema and Photography, and Organizational Communication, Learning, and Design). A B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. These programs are located in an 80,000 square foot building which was dedicated in September 1998. For the past two years the Roy H. Park School of Communications Program has offered an internship-based full-time assistant program to incoming juniors and seniors. The Graduate Studies program offers an M.S. in Communications. A recent grant from the Ford Foundation and a grant from the National Endowment for the Humanities have positioned the Roy H. Park School of Communications to continue to evolve a curriculum that is in the forefront in the nation and to maintain state-of-the-art support facilities in audio, video, film, photography, multimedia and telecommunications.

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BRIDGEWATER STATE COLLEGE
Bridgewater, Massachusetts

FACULTY POSITIONS AVAILABLE
Bridgewater State College is a comprehensive public college serving approximately 9,200 students. Its 270 full-time faculty offer over 100 baccalaureate and master's level programs. The John Joseph Moakley Center for Technological Application provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod, and Providence. For additional information, visit our web site: http://www.bridgew.edu.

Bridgewater State College seeks applicants for the following full-time, tenured-track faculty positions, which include opportunities for teaching and advising undergraduate and graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have the ability to use technology effectively in teaching and learning, excellent communication skills, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF MANAGEMENT & AVIATION SCIENCE
ACCOUNTING & FINANCE
Assistant/Associate Professor, Accounting. To teach courses in accounting and participate in the development of a graduate curriculum. Requires an earned Doctorate or enrollment in an accredited doctoral program, either in accounting or finance or in a related field with a Master's degree in Accounting/Finance. Prefer candidates with a C.P.A. or C.M.A., college-level teaching and industry experience.

Assistant/Associate Professor, Accounting and/or Finance. To teach courses in accounting, with an option to teach courses in finance, and participate in the development of a graduate curriculum. Requires an earned Doctorate or enrollment in an accredited doctoral program, either in Accounting or Finance, or in a related field with a Master's degree in Accounting/Finance. Prefer candidates with a C.P.A. or C.M.A., college-level teaching and industry experience.

MANAGEMENT
Assistant/Associate Professor, Marketing and General Management. To teach courses in marketing and management and participate in the development of a graduate curriculum. Requires an earned Doctorate either in Marketing or Management, or in an appropriate related field with a Master's degree in Management/Business Administration. Prefer candidates with college-level teaching and practical management experience.

Assistant/Associate Professor, General and Systems Management. To teach courses in a variety of management areas and participate in the development of a graduate curriculum. Requires an earned Doctorate either in Management or in an appropriate related field with a Master's degree in Management/Business administration. Prefer candidates with college-level teaching and practical management experience.

SCHOOL OF EDUCATION AND ALLIED STUDIES
SECONDARY EDUCATION & PROFESSIONAL PROGRAMS
Assistant Professor, Secondary Education. To teach undergraduate and graduate instruction courses, both on and off campus, in at least two of the following areas: secondary teaching strategies, philosophical and psychological foundations, evaluation/assessment, and interdisciplinary integration; work cooperatively in assisting with curriculum renewal and technology integration; supervise practicum, internships and clinical experiences; and assist in program development within a constructivist framework. Requires earned Doctorate in Education and successful teaching experience in public schools.

Assistant Professor, Counseling. To teach courses in the graduate counseling program that might include counseling methods, psychopathology, human development, research methods, and higher education student affairs; supervise internships on and off campus; and conduct research. Requires earned Doctorate in Counseling Psychology or related field. Evidence of teaching and scholarly ability; ability to work cooperatively with individuals, groups and as part of a team; eligibility for a license as a mental health professional in Massachusetts. Prefer strong background in counseling and higher education/student affairs and college teaching experience.

SPECIAL EDUCATION & COMMUNICATION DISORDERS
Assistant/Associate Professor, Communication Disorders. (2 positions, re-advertised). To teach undergraduate and graduate courses in speech-language pathology and supervise in area of expertise. Requires expertise in any combination of the following: aphasia, traumatic brain injury, dysphagia, articulation/phonology, fluency, voice, and organic pathologies. Prefer experience in augmentative/alternative communication. Requires Doctorate in Speech-Language Pathology from an institution accredited in the discipline CCC-SLP, and eligibility for Massachusetts license.

Assistant/Associate Professor, Special Education. To teach undergraduate and graduate courses in special education in areas of expertise and supervise student teachers. Requires earned Doctorate in Special Education, experience in college teaching, experience working with children with special needs, and expertise in at least two of the following: assessment, strategies and methods of teaching children with special needs, behavior management, technological applications in special education, and interpret current trends in special education assessment.

SCHOOL OF ARTS AND SCIENCES
ART
Assistant Professor, Sculpture and Three-Dimensional Design. To teach all levels of sculpture and drawing, the foundation course in 3-D Design within an established major, and other courses, as appropriate. Supervise and manage the 3-D studio area; and participate in curriculum evaluation and development. Requires MFA in Sculpture or closely related field, evidence of on-going creative production and professional recognition. Candidates who have additional skill in ceramics, metals, jewelry or digital applications to art are desirable.

www.bridgew.edu
BIOLOGICAL SCIENCES
Assistant Professor, Biological Sciences, with specialty in cell animal
devolutionary biology, To teach developmental biology, transmission
electron microscopy techniques, introductory biology, and upper level
courses appropriate for the department's biomedical concentration;
advise undergraduate students in the biomedical concentration; super-
visor original undergraduate research. Requires earned Ph.D. Teaching
experience is preferred; knowledge of biostatistics is desirable.

Assistant Professor, Biological Sciences, with specialty in
wetlands plant ecology, plant taxonomy, and/or plant morphology.
To teach wetlands biology, plant taxonomy, and/or plant morphology,
introductory biology, and upper level courses appropriate for the depart-
ment's environmental concentration; supervise original undergrad-
uate research. Requires earned Ph.D. Teaching experience is preferred;
knowledge of biostatistics is desirable.

CHEMICAL SCIENCES
Assistant Professor, Chemical Sciences, with specialty in
physical chemistry. To teach physical chemistry, general chemistry,
and non-science majors in chemistry and develop an undergraduate
research program. Requires earned Ph.D. Prefer interest in environ-
mental applications to chemistry or secondary education. Experience
in computer applications and instrument interfacing is desirable.

FOREIGN LANGUAGES
Assistant Professor, Spanish (position 1), To teach all levels of
Spanish language and in addition to courses in the area of specializa-
tion. Requires earned Ph.D. with concentration in Spanish and
preparation in Linguistics. Desire experience and interest in any of the
following: distance-learning technology, Spanish for the profes-
sions, multi-disciplinary approaches, content-based curriculum,
methodology, or teaching Japanese, ESL, Portuguese or Italian.

Assistant Professor, Spanish (position 2), To teach all levels of
Spanish in addition to courses in the area of specialization. Requires
earned Ph.D. with specialization in one of the following: Colonial
Literature, Latin American Poetry or Theatre, or Hispanic Literature
and Culture of the U.S. Desire experience and interest in any of the
following: distance-learning technology, Spanish for the professions,
multi-disciplinary approaches, content-based curriculum, methodology,
or teaching Japanese, ESL, Portuguese or Italian.

HISTORY
Assistant Professor, History, To teach graduate and upper-division
courses in areas of specialty: teach lower-division courses in United
States History, World History, and or Western Civilization. Requires
earned Ph.D. in History or a related field and a specialty in United
States History with a subspecialty in one of the following two fields, and
a teaching proficiency in the other: 1) Gender History with a special
interest in American Women's History, 2) African American History.

MATHEMATICS AND COMPUTER SCIENCE
Assistant Professor, Mathematics, To teach graduate and
undergraduate courses and supervise graduate students. Requires
earned Doctorate in Mathematics (or a closely related discipline)
Applications in all areas of mathematics will be considered, particularly
those that support the Computer Science major, such as discrete
mathematics, linear algebra, and calculus with technology.

Assistant Professor, Computer Science, To teach graduate and
undergraduate courses and supervise graduate students. Requires
earned Doctorate in Computer Science (or a closely related discipline)
Applications in all areas of computer science will be considered.
applicants in the areas of computer architecture, operating
systems are especially desired.

MUSIC
Assistant or Associate Professor, Music, with specialties in music
technology and performance, music theory, and other specialties as appropriate
and teach service courses for non-majors. Requires earned Doctorate in
Music and experience in teaching music technology and music theory at the
college level. Prefer experience in teaching music appreciation and
other non-major courses, additional background and experience that
complement current faculty strengths and expertise; administrative
experience in an academic setting with potential for assuming the
chairmanship of the department.

PHYSICS
Assistant Professor, Physics, To teach a full range of undergradu-
ate physics courses for both majors and non-majors; advise students
seeking a diverse range of post-baccalaureate goals, such as gradu-
ate school, industry and teaching; and support the department in
expanding its offerings and continuing to build on the strong teacher-
education programs of the college. Requires earned Ph.D.

POLITICAL SCIENCE
Assistant/Associate Professor, Public Administration, and
Coordinator of MPA Program, To assume overall coordination
of the growing MPA program and teach and conduct research
in one or more of the following areas: Nonprofit Management,
Organizational Theory, Public Finance, and Budgeting, or Public
Policy (subject open). Requires strong record of teaching excel-
ence and scholarly publication. Prefer candidates with experience
in program administration, student recruitment and retention,
curriculum review and course scheduling.

Assistant Professor, American Politics, Seeking candidates with
primary expertise in American political behavior, especially public opinion,
political parties and interest groups, voting behavior, and elections.
Requires earned Ph.D. Prefer candidates with strong methodological
skills, and demonstrated record of research productivity.

SOCIOLGY & ANTHROPOLOGY
Assistant Professor, Sociology, (position 1), To teach courses in
areas of specialization, teach Introduction to Sociology, and participate
in departmental activities such as program review and curriculum
development. Requires an earned Ph.D. with a specialty in at least
one of the following areas: family, gender, developing societies, Desire
an ability to teach one or more of the following research methods:
statistics, qualitative methods, theory.

Assistant Professor, Sociology, (position 2), To teach courses in
areas of specialization, teach Introduction to Sociology, and participate
in departmental activities such as program review and curriculum devel-
oment. Requires an earned Ph.D. with a specialty in the sociology of
education and one of the following areas: work and occupations or organi-
izations. Desire an ability to teach one or more of the following:
research methods/statistics, qualitative methods, theory.

TO APPLY: Submit letter of application, resume, and the names,
addresses and telephone numbers of three (3) professional references to:

Office of Human Resources
Boyden Hall
Bridgewater State College
Bridgewater, MA 02325
Phone: (508) 697-1200
Fax: (508) 697-1725

DEADLINE FOR COMPLETE APPLICATION
FILE: Review of complete files will begin 1/4/99
and continue until positions are filled.

Bridgewater State College is an Affirmative
Action/Equal Opportunity Employer which
actively seeks to increase the diversity
of its workforce.

www.bridgew.edu
University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the Psychology of Physical Activity. Candidates will be expected to engage in interdisciplinary research within the department, to seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement current faculty in this area. There currently exists within Kinesiology an interdisciplinary faculty with interest in the following research themes: Lifetime Physical Activity, Human Performance and Fitness, Disability, Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support interdisciplinary research in physical activity. Further information about the Department of Kinesiology and current faculty can be found by visiting http://www.kines.uiuc.edu. Qualifications include an academic background in kinesiology and the ability to teach one or more courses in kinesiology and the Psychology of Physical Activity. A doctorate is required. Teaching and post-doctoral experience are desirable. Women and minorities are especially encouraged to apply. Salary is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by January 15, 1999. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:
Steven J. Petruzello, Chair of Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
231 Louise Freer Hall
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

Assistant Professor
Modern Language Department
(Spanish)

The Modern Language Department of Saint Michael's College, a residential, Catholic, liberal arts college with 1800 undergraduates, invites applications for a tenure track position beginning September, 1999. The successful candidate must demonstrate excellent teaching skills at all levels of language courses and appropriate scholarly activity. In addition, he/she must be qualified to teach Spanish or Latin American literature and culture. Ph.D. or ABD in the areas mentioned above required; fluency preferred; skill and experience in teaching proficiency-based language classes is necessary. Send full dossier by January 15, 1999, to Human Resources, Saint Michael's College, Winooski Park, Colchester, VT 05449. For further information: http://academics.smvt.edu/mod- enlang/. Saint Michael's is an AA/EOE.

ST. CLOUD STATE UNIVERSITY

DIRECTOR OF GOVERNMENT RELATIONS AND SENIOR DEVELOPMENT OFFICER

The director of government relations and senior development officer will serve as the primary government relations officer for the university. The director will also identify, cultivate, and solicit prospects for gifts of $10,000 or more for current and capital purposes. The director will assist, coordinate, and report to the president and other executives on the relationship with governmental agencies and work closely with the University's legal counsel on matters of policy and procedure. The successful candidate will have demonstrated knowledge and experience in federal and state government relations and be able to work independently and in a team environment.

A Bachelor's degree is required. At least four years of relevant experience is required. At least two years of government experience are preferred. Experience in lobbying or working with legislative or executive branch officials is preferred. Experience in fundraising in a non-profit or government environment is preferred. Please send letter of application, resume, and the names and addresses of three professional references to Search Committee, SGCU Foundation, 70 Fourth Avenue South, St. Cloud, MN 56301. Deadline date is January 15, 1999. Salaries are competitive with equal opportunity. EOE/AA/AF/AMA M/F/H/WH/WM.
Vice President
Administrative Services
University of Utah

Nominations and applications are invited for the position of Vice President for Administrative Services. The University of Utah is a major, national research university with a Health Sciences Center, 26,000 students, 15 academic colleges, 70 undergraduate degree programs, and 92 graduate programs. The University is located at the base of the Wasatch Mountains in Salt Lake City, a dynamic, urban, high-tech industrial center with a population of 1.2 million and home of the 2002 Winter Olympics. The University, with an annual expenditure budget of $1 billion, is frequently described as Utah’s economic engine generating nearly $5 billion annually in non-tax revenue and is one of the State’s largest employers with 2,250 faculty members, and 16,619 full-time and part-time employees.

Responsibilities: The Vice President for Administrative Services serves as the University’s Chief Financial Officer and reports to the President with primary responsibilities as three broad areas: Facilities management, financial management, and human resources. As a member of the President’s cabinet, the Vice President has responsibility for the management and operational oversight of financial and accounting services, internal audit, administrative data processing and information systems, auxiliary enterprises, public safety, human resources, and physical plant maintenance and operations. Facilities, planning, design, and construction. The University Research Park, which in 1998 included an annual operating budget exceeding $14 million, is operated by the Vice President. The Vice President interacts frequently with State Executive and Legislative committees and the University’s governing boards, and serves on the governing boards of several University foundations and institutes.

Qualifications: Preferred qualifications include an advanced degree in business administration or related fields, experience in university administration and financial management in a large research university setting. Candidates who have established a successful career in large corporate or industrial settings with complex management, financial management, and human resources, are preferred. The successful candidate will have expertise in coordinating diverse activities within a complex management structure, demonstrated leadership, communication, and planning and construction. The position requires a commitment to building an organization which supports and gives the institution’s teaching, research, and service mission. Salary will be commensurate with experience and qualifications.

Applications: The position has a targeted start date of July 1, 1999. Nominations and applications addressing stated qualifications along with a complete resume and names, telephone numbers, and references are welcome. The University will screen the committee and continue until the position is filled.

John M. Dunn, Dean
Chair Administrative Services
Search Committee
The University of Utah
250 S. 1850 East, Room 259
Salt Lake City, UT 84112-0920


e-mail: miercen@si.edu

www.si.edu/Latino

MILLERSVILLE
UNIVERSITY

DEAN OF SCIENCE AND MATHEMATICS

Mullersville University of Pennsylvania invites applications and nominations for the position of Dean of the School of Science and Mathematics. Mullersville University emphasizes the liberal arts education as a top regional public institution of higher learning. The University has 5,000 students and is located in Southeastern Pennsylvania in a small community traveling distance to major East Coast cities. Mullersville is also listed among Kiplinger's Best Value Public Institutions. Mullersville University is highly regarded for offering quality instructional programs at a reasonable cost to its students consistent with its strong commitment to diversity and excellence.

The position will be to begin in the fall of 1999. Applications, nominations, and confidential letters of recommendation should be sent to:

Search Committee
Mullersville University of Pennsylvania
3400 College Avenue
Mullersville, PA 17551-0942


e-mail: miercen@si.edu

www.si.edu/Latino

Letters of application and nominations should be sent to:

Search Committee
Mullersville University of Pennsylvania
3400 College Avenue
Mullersville, PA 17551-0942


e-mail: miercen@si.edu

www.si.edu/Latino
Director
Office of Public Relations

Reports to the President and must work collaboratively in an intense egalitarian, diverse, student-focused environment. Specific responsibilities beyond supervision of eight staff include: 1) positioning the college for placement in national regional, general, and specialty media; 2) crafting and implementing a comprehensive communications and marketing strategy for the college; 3) frequent and substantive interaction with administration, trustees, faculty, staff, students, and the local and regional community relations strategy; 5) web and print-based communication; 6) publications including Grinnell Magazine, college brochures, etc.; and 7) advising student media organizations. The Director will have the opportunity to reorganize the public relations office and to lead it in a new direction through re-structuring and new appointments. Familiarity with and commitment to an undergraduate liberal arts education and learning environment is strongly preferred. Position requires travel, long, unpredictable hours, a team approach, and frequent interaction with the President.

Qualifications, skills, and abilities:
Bachelor's degree and at least five years of applicable experience. Excellent oral and written communication skills, experience as a public spokesperson. Capacity to think broadly and creatively; ability to analyze and implement a vision, work effectively with diverse constituents, coordinate multiple tasks, solve problems, and operate effectively under pressure and tight deadlines. Understanding, ease, and experience with all facets of message development, media interaction, and strategic communication planning.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The college's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience to students, faculty, alumni, and staff. Grinnell College consistently ranks among the nation's top colleges in terms of its quality, student-faculty interaction, and the quality of education. A visit to the college's website can be found at www.grinnell.edu.

Application Process: Submit a letter of application, a resume, and a list of three employment references to Mr. James R. VanHouten, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112.

Application Review: Review of applications will begin December 18, 1996, and will continue until the position is filled.

Grinnell College

Grinnell College is an equal-opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No application shall be discriminated against on the basis of age, national or ethnic origin, sex, sexual orientation, marital status, religion, creed or ability.

MICHIGAN STATE UNIVERSITY
Psychology/Latino Studies

The Department of Psychology and the Julian Samora Research Institute of Michigan State University invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be expected to teach Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any subfield of psychology will be considered. Women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition, teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advising capacity and participate in other faculty activities including student mentoring. The position involves 50% teaching release for the first three years to allow the candidate to advance the University's mission, to promote the growth of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 15, 1997. Salary and rank will depend on the candidate's qualifications and experience. Experience of applications will begin December 1, 1996 and continue until a suitable candidate is identified. Send a letter of application, vitae, copies of three letters of reference to: William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1177.

Grinnell College

Grinnell College is an equal-opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No application shall be discriminated against on the basis of age, national or ethnic origin, sex, sexual orientation, marital status, religion, creed or ability.

Knox College

Business Office
Galesburg, Illinois 61401

Assistant/Associate Dean of Students for Intercultural Life

Knox College invites applications and nominations for the position of Assistant/Associate Dean of Students for Intercultural Life. This position reports directly to the Dean of Students/Associate Dean of the College and is an active member of the Division of Student Affairs. The Office of Intercultural Affairs is charged with providing leadership for the College's commitment to intercultural understanding (within both international and national contexts) as a fundamental part of a liberal education. This position is a full-time, 12-month appointment.

RESPONSIBILITIES: Actively engages the Knox community on issues surrounding both national and international cultural diversity. Collaborates with members of the Student Affairs and Academic Affairs staff to advise domestic students of color as well as international students on matters related to cultural adjustment and immigration. Provides collaborative leadership for the College's recent academic and co-curricular "pluralism and unity" initiative, funded through a Hewlett Foundation award. Provides oversight and management of the Office of Intercultural Affairs. Serves as an institutional resource to students, faculty and staff members in realizing the mission of the Office. Advises various clubs and organizations as related to intercultural life.

QUALIFICATIONS: Master's degree demonstrated experience working with diverse student populations, demonstrated experience working with immigration documentation and knowledge of immigration regulations, demonstrated experience working with domestic students of color, excellent cross-cultural and interpersonal communication skills, familiarity with undergraduate liberal arts education and residential college ability to work independently and as a member of a dynamic team, and must possess a sense of humor.

Nominations and applications will be reviewed until the position is filled. For full consideration please submit a letter of application and three references to Xavier E. Romano, Dean of Students & Associate Dean of the College, Knox College, Box 236, Galesburg, IL 61401.

Knox College

Founded in 1837, Knox College is an independent, four-year liberal arts college with 1100 students from 42 states and 33 nations. In keeping with its 162-year commitment to equal rights, Knox College particularly welcomes applicants from individuals in underrepresented groups.

www.knox.edu
MINORITY POSTDOCTORAL FELLOWSHIP PROGRAM

Teachers College, a graduate school affiliated with Columbia University, is devoted to education across the lifespan, both in and out of the classroom, particularly within an urban context. The College has a diverse culture, with minority students comprising 29 percent of the student body, international students comprising 11 percent.

The Program aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research and participate in a mentored program at a graduate research university.

Qualifications: Earned doctorate in any area within the past three years. Commitment to research and teaching in an education related area.

Responsibilities: Conduct research as outlined in the application proposal; provide a written report of research program; participate in an academic department with the option of teaching a course or providing a series of special lectures to be decided.

Duration: One year.

Stipend: $30,000, plus $2,000 for research. Campus housing, if desired, and limited relocation costs.

Contact Melanie Nelson, Office of the Dean, at 212-678-3050 or by email, man18@columbia.edu, for an application. Application deadline is February 1, 1999.

Teachers College is an affirmative action/equal opportunity employer and is committed to providing equal employment opportunities to minority, women, and the disabled in its recruitment and on its campus. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank when advertised.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th St., New York, NY 10027 http://www.tc.columbia.edu/
ASSOCIATE DEAN
LIBRARY

Serving nearly 34,000 students, College of DuPage is America’s largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D.’s “life-long learning” curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The Library collection includes 167,000 book titles, 937 periodicals, numerous non-print materials in various formats, and additional resources accessed through electronic databases and the Internet. The Library is a participant in the College of DuPage’s Library System and the Illinois College Library System. The Library also provides a wide range of services to support the academic mission of the College.

QUALIFICATIONS: We are seeking an energetic, imaginative and experienced administrator to join a team of professional and support staff at one of the largest, most technology advanced college libraries in the nation. The Associate Dean reports to the Dean of Learning Resources and is involved in policy development, implementation of new services, and oversight of all day-to-day operations of the physical facility. Candidates will have an ALA accredited Master’s Degree in Library or Information Science; have experience working as a reference or technical services librarian with experience in a college library; have demonstrated outstanding supervisory skills in any position; be able to demonstrate a variety of skills and expertise in library computer technology. The successful candidate will have 5-7 years experience in a college library, including 3 years of direct supervisory experience.

Starting date: February 16, 1999. Salaries normally range from $55,800 to $64,100 but are dependant on education and experience. This is a 12-month assignment. College of DuPage offers a generous benefits plan.

Call or e-mail for an application packet. Screening for this position begins February 16, 1999. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

College of DuPage
Office of Human Resources
Attn: Administrative Recruiting
425 22nd Street
Glen Ellyn, IL 60137
(630) 942-2800, Ext 6330
cdhumres@cdnet.cook.edu
equal opportunity employer
Minimiae are encouraged to apply.
California State University, Bakersfield
Announcement of Openings

California State University, Bakersfield is one of 22 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 225,000 people within a diverse population of more than 700,000 in the Southern San Joaquin Valley. CSUB serves over 9,000 students with a faculty of nearly 390 in three schools: Arts and Sciences, Business and Public Administration, and Education.

Tenure-Track Faculty Positions, 1999/2000

School of Arts and Sciences (805)664-2221
Anthropology Department: Assistant Professor
Anthropology
Assistant Professor
Anthropology Department: Assistant Professor
Cultural
History Department: Assistant Professor
U.S./California Social and Cultural
Nursing Department: Assistant Professor
Assistant/Associate Professor
Political Science Department: Assistant Professor
American Institutions/Public Policy
Social Work Department: Assistant Professor
Coordinator of Field Education

School of Business and Public Administration (805)664-2157
Management Department: Assistant/Associate Professor
General Management, Entrepreneurship

School of Education (805)664-2219
Faculty with elementary or secondary school experience in working with students and families from diverse multicultural, ethnic, and socioeconomic backgrounds will be given full consideration. Experience with technology mediated instruction desirable.

Apply directly to: Dean, School of Education
Assistant Professor
Child Development/Early Childhood Education
Mathematics Education, elementary, middle school, or secondary specialization
Assistant/Associate Professor
Elementary Education Generalist, technology mediated instruction/IT experience preferred
Assistant Professor
Multicultural/International Education, elementary or secondary
Assistant/Associate Professor
Reading Language Arts, Bilingual/ESL
Assistant/Associate Professor
Educational Technology, elementary or secondary
Assistant/Associate Professor
Special Education, mild/moderate disabilities, K-12; transition curriculum innovations emphasis
Assistant/Associate Professor
Special Education, moderate/severe disabilities, K-12, elementary/middle and life skills emphasis
Assistant Professor
Physical Education, teacher preparation and/or athletic training specialist

In addition, CSUB continues to seek applicants for part-time and full-time temporary faculty appointments in various areas. Applications should be submitted to the appropriate department.

A doctorate is normally required at the time of appointment for all tenure-track positions. The University offers an exceptional benefits package.

Closing dates will be no sooner than January 31, 1999, for tenure-track positions. Applications should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three references to:

California State University, Bakersfield
Chair, Department of
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Internet Address: http://www.csubak.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans and individuals with disabilities are welcome.
DEAN OF STUDENT SERVICES

Georgia Perimeter College, a multi-campus institution located in metropolitan Atlanta, seeks one candidate to fill the position of Dean of Student Services.

The Dean serves as the chief student services officer and is responsible for providing leadership in all aspects of student life, for coordinating the overall planning, development, and general oversight of all campus student services programs, and for ensuring a supportive environment in which students may achieve academic goals.

This individual must possess a vision for the planning, implementation, and evaluation of student services administrative units, and also serve as a representative to the public and community in promoting and representing the campus and the College.

The Dean reports to the Campus Provost and as a member of the campus administration is responsible for facilitating the integration of academic and student support services. The Dean serves as a liaison between the college-wide Student Affairs organizational areas and the appropriate campus offices.

Candidates should demonstrate the following supervisory and managerial abilities:

- Ability to supervise, monitor, and evaluate all campus-based student services (e.g., Advising, Career Counseling, Educational Support Services, ACCESS Center, Student Activities, Admissions, and Registration Services, and Judicial Affairs).

- Serve as the campus liaison to the College-wide Service Learning and First-Year Experience teams, and as the primary advisor to the Academic Senate and the College-wide Service Learning and First-Year Experience teams, and as the primary advisor to the Academic Senate and the College-wide Service Learning and First-Year Experience teams.

- Provide campus expertise in the development and implementation of student recruitment and retention plans.

- Assist in the development of strategic plans and budgets for the respective campus units and work with other members of the campus administration to enhance the overall operations and services.

- Promote the philosophy of the College on a local, regional, and national scale and demonstrate activity in national, regional, and state organizations.

- Master's degree from an accredited institution in higher education administration, counseling, student personnel or other appropriate area required. An earned doctorate or terminal degree preferred. A minimum of five years' progressively responsible administrative experience in student affairs or related area in a college or university setting at a comparable level or Assistant Dean or higher is preferred.

Salary is commensurate with education and experience.

Applications should be submitted to
Chair, Dean of Student Services Search Committee
ATTENTION: Judy Chastony
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

For detailed information on each position, please visit our website at www.gpcsearch.com.

GA IS AN OPEN RECORDS STATE

ASSOCIATE/ASSOCIATE PROFESSOR
TEXAS TECH UNIVERSITY
HUMAN DEVELOPMENT AND FAMILY STUDIES

Tenure-track position starting Fall 1999 in early childhood development. Preference for scholar studying children beyond infancy. Candidates with strong multicultural, language development, and special needs interests are desirable. Exceptional candidates in other areas of early childhood development will be considered. Evidence of strong research and graduate and undergraduate teaching potential essential. Applications should be received by January 15, 1999.

Send vita, copies of research articles, and statement of teaching philosophy to:
Alan Reifman, Search Committee Chair, Department of Human Development and Family Studies, College of Human Sciences, Texas Tech University, Lubbock, TX 79409-1162.

Texas Tech University is an Equal Opportunity Employer with a strong commitment to supporting equality of opportunity and respect for differences. Further information about the College of Human Development and Family Studies can be obtained on the web at http://www.human.d.ttu.edu.
P R O G R A M  D I R E C T O R
Policy Support and Studies Program

WestEd, an educational R&D and service organization seeks skilled, experienced applicants for the position of Program Director for the Policy Support Studies Program. The director provides leadership to program staff to conceptualize, implement and achieve approaches to assist state and local policymakers. Develops funding opportunities to expand the work of the program to improve WestEd’s policy assistance presence in the region and to conduct research and evaluation activities on significant policy issues within the region and the nation. Represents the agency in high level policy arenas and exhibits strong skills in handling and presenting politically sensitive issues affecting education.

QUALIFICATIONS:
Demonstrated success in leading a major policy program or initiative; acknowledgment as a policy research and evaluation leader regionally and nationally; proven ability to develop and generate funding opportunities, experience in managing programs and staff with significant budgets; ability to synthesize complex policy issues and present them to diverse audiences. Advanced academic training in education policy or related fields.

APPLICATION PROCESS:
Please send your resume, a letter of interest (reference Job #103) and three references to

Virginia Besser
Human Resources
WestEd
730 Harrison Street
San Francisco, CA 94107

EEO/AA

APPLICATION DEADLINE: DECEMBER 15, 1998

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has approximately 300 staff located in 10 offices throughout the nation. To find out more about our work, visit WestEd’s Web site: www.WestEd.org

Pima Community College
Tucson Arizona

PRESIDENT
West Campus

Pima Community College (PCC) is the fourth-largest multi-campus community college in the nation and opens its doors to more than 65,200 credit and non-credit students each year. Five campuses offer university transfer programs, occupational and developmental education, and general education courses.

Tucson is located in a lush desert valley surrounded by four mountain ranges in southeastern Arizona at an elevation of 2,900 feet. A multicultural, southwestern city with more than 850,000 residents, Tucson is renowned for its rich heritage and superb weather.

PCC is committed to hiring people who are creative, open to change and new methods, or who practice, have a passion for continuous learning and self-improvement and are willing to promote the College’s mission as a learning institution. Because of the traditional class structuring, the College meets the needs of students by offering weekend, year-round, and compressed courses of instruction. Since services to our students is our highest priority, employees can expect to participate in innovative methods and flexible scheduling.

Campus Presidents serve as the Chief Executive Officer of the College campus and report directly to the Chancellor of the district. Campus Presidents provide executive-level vision, academic leadership and direction for a college campus including educational programs, student development and administrative services. Campus leadership is shown in the areas of institutional effectiveness initiatives, mission success indicators, long-range and strategic planning, student outcomes assessment, facilities planning and program review.

The ideal candidate will be an accomplished educational leader who demonstrates the ability to lead and manage a campus, includes developing, recommending and implementing long-term and short-term goals, objectives, policies and procedures.

The salary is negotiable depending upon background and experience. The compensation package includes an attractive benefits package and a vehicle allowance.

If interested, please contact our Human Resources Department for position information and application materials.

Closing Date: January 8, 1999

Pima County Community College District
Human Resources, Employment Office
4095-D East Broadway, Suite 102
Tucson, AZ 85709-1190

Toll Free 1-877-PIMAJOB Phone (520) 206-4022 FAX (520) 206-4852 Fax (520) 206-4879 or Web Address http://www.pima.edu/hr/home.htm

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.
Director
Office of Dining Services

Reports to the Vice-President for Business and Treasurer of the College and must work collaboratively in a diverse, student-focused environment. Specific responsibilities include 1) planning, directing, and coordinating residential dining activities, cash operations, catering, and campus guest housing; 2) formulating, implementing, and communicating departmental policies, procedures, and standards; 3) developing menus, service concepts, and special events; 4) establishing and maintaining annual budgetary goals; 5) negotiating purchasing agreements and contracts; 6) organizing training and staff development; and 7) coordinating the renovation and maintenance of dining service facilities.

Qualifications: Bachelor’s degree and five years of progressively responsible food service management experience. Strong service orientation including a vision for effective and creative delivery of services. Excellent oral and written communication skills and ability to collaborate effectively with diverse constituencies. Sound budget and organizational skills. Experience with food production and debt and balance supplier relationships. Familiarity with budgeting and commitment to the goals of an undergraduate, residential community.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The college’s primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunities-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College consistently ranks among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty-five in alumni gifts per student. Additional information can be found at the college’s website www.grinnell.edu.

Application Process: Submit a letter of application (or nominations), a resume, and names and telephone numbers of three employment references to Ms. J. Allen, Office of Human Resources, Grinnell College, P.O. Box 880, Grinnell, IA 50112, Phone 515-269-4822, Fax 515-269-4883, Email veatch@admin.grinnell.edu.

Application Deadline: Review of applications and nominations will begin upon receipt and will continue until the position is filled.

OSU
OKLAHOMA STATE UNIVERSITY
OKLAHOMA CITY CAMPUS

Department Head
Computer Information Systems/Technical Communications

The CIST/COM department offers AAS degrees and certificates with emphases in Accounting: Business Information Systems, Technical Support Office Automation/Web Page Design and Networking (corresponding to Microsoft Certification). Department Head is responsible for providing faculty leadership, overseeing planning, budgeting, personnel and curriculum decisions, and serves as liaison to the business community. Position is a twelve-month, tenure-track faculty/administrative position.

Qualifications: Master’s degree in Computer Science or related field, college teaching experience, ability to recruit, develop and maintain relationships with private and public sectors, and a commitment to the business community preferred.

Initial screening will begin on November 5, 1998, and will continue until the position is filled. All qualified applicants should submit a cover letter, resume, transcripts, and three letters of reference to:

OSU-OKC Personnel
2000 North Portland
Oklahoma City, OK 73107

For more information, visit the website at http://www.osuokc.edu.

Syracuse University
VICE CHANCELLOR
FOR ACADEMIC AFFAIRS

Syracuse University invites applications and nominations for the position of Vice Chancellor for Academic Affairs. The Vice Chancellor is the chief academic officer reporting directly to the Chancellor. Kenneth R. Shaw, Syracuse University is pursuing an academic vision to be the nation’s leading student-centered research university. The Vice Chancellor will be able to provide creative leadership in support of the broader vision of the University.

Syracuse University is an independent research II University founded in 1870 and is a member of the Association of American Universities. Its fourteen schools and colleges enroll 18,000 students in programs in liberal arts. Among those who receive directly to the Vice Chancellor are the Vice Presidents for Research and Computing, Undergraduate Studies, and Enrollment Management. It is also the Dean of the Graduate School, and the University Librarian. The annual educational and general budget of the University is $321,000,000. Additional information about the University can be found at www.syr.edu.

The University seeks to appoint a candidate who has:

- a distinguished record in teaching, research, scholarship or creative activity; and service sufficient to warrant appointments at the most senior level of an academic institution;
- a significant record of achievement in higher education administration, including faculty appointment, tenure and promotion, strategic budget planning and management; and academic program development;
- dynamic leadership and collaborative management styles appropriate to a large and diverse institution and as effective in college consultation with all sectors of the university community;
- a record of achievement in promoting diversity among faculty, staff, and students, and in providing leadership in the area of faculty, staff, and student diversity.

Letters of nomination and applications should be submitted in confidence to Shelly Weiss Storbeck, Managing Director of LEAD, 225 Reinkert Lane, Alexandria, VA 22314, 703/518-1172 facsimile, shelly.storbeck@ekearity.com or leasely.boyd@ekearity.com — email.

Syracuse University is an equal opportunity affirmative action employer committed to diversity through affirmative action.

For more information about OSU, see our Web site at http://www.osuokc.edu.
William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs which enrolls over 20,000 students of all ages. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching. Full-time administrative positions are available in the following areas beginning in the 1999-2000 academic year.

ADMINISTRATIVE POSITIONS

DEAN OF LIFE SCIENCE AND HUMAN SERVICES

Responsible for providing leadership in the administration of transfer and career, credit and non-credit offerings. In the following programs and areas: Biology, Criminal Justice, Dental Hygiene, Dietetic Technician, Early Childhood Education, Medical Assisting and related programs, Nursing and related programs, Pharmacy Technician, Park & Golf Maintenance and Plant Science Technology. An advanced degree related to one of the above disciplines or a related field, strong communication and interpersonal communication skills and demonstrated success in teaching, administrative responsibilities, providing leadership and effecting change in a community college environment are preferred. Previous administrative experience preferred.

DEAN OF LIBRARY SERVICES & ALTERNATIVE LEARNING

Responsible for providing leadership in the administration of the Library, Distance Learning, and Media Services for the instructional and institutional programs of the College. Provides direction to the Center for Teaching & Learning. Master's degree in Library Science, Instructional Technologies or equivalent required. A minimum of three years experience with multiple administrative duties including library administration, distance learning, instructional technologies, or related administrative experience, experience with automated library systems as well as strong communication and interpersonal skills with demonstrated success in providing leadership in a community college setting preferred.

ASSOCIATE DEAN OF DISTANCE LEARNING AND MEDIA SERVICES

Responsible for the general management of the Distance Learning, Media Production, and Media Services departments. Areas of responsibility include providing support and leadership in activities related to the development of courses offered at a distance (video courses, interactive video, and cable) and other activities at the local and state-wide level including satellite video teleconferencing, microwave transmission, and other emerging technologies as related to alternative instructional delivery methods. Also responsible for the day-to-day management and activities of the Center for Teaching & Learning. A Master's degree in Distance Learning, Distance learning, liberal arts, education, or field related to telecommunications preferred. Three years successful management experience with media services and a distance/alternative learning technology program; demonstrated knowledge of delivery systems (video conferencing and interactive video desired), and the ability to develop collaborative agreements with public and private sector groups preferred.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational philosophy, and three (3) letters of recommendation to:

Harper College
Attn: Employment Specialist
1200 W. Algonquin Rd.
Palatine, IL 60067

Applications will be reviewed beginning in December 1998 and will continue to be accepted until the position is filled. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity, Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

Richard Stockton College of New Jersey

INSTRUCTIONAL TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative residential, liberal arts and sciences college with a student body of 8,000 and a recognized record of academic excellence. Stockton is one of nine senior public colleges which provide a vast array of baccalaureate and master level degrees. The College is located on a 1,000-acre campus in southern New Jersey. 15 miles from the Atlantic Ocean 1 hour from Philadelphia and 2 1/2 hours from New York City. The College has a mission to meet needs for master's level graduate education in southern New Jersey and currently provides programs in physical therapy, nursing, business studies, and instructional technology. Stockton is home to the Atlantic County Educational Technology Training Center. Plans call for the establishment of additional programs in the near future.

The Master of Arts in Instructional Technology (MAIT) program is designed for those interested in integrating technology to improve learning in both educational and corporate settings using electronic classrooms, computer labs and multimedia production facilities. The program has basic core courses in learning theories and instructional technologies followed by two tracks-one for optimizing technologies in primary and secondary schools, and the other for corporate environments with employee training needs. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology improvement plan and a 10:1 student/computer ratio.

INSTRUCTIONAL TECHNOLOGY: tenure track. Assistant Professor January or April 1999.

Stockton is seeking a qualified applicant to head the graduate program in instructional technology. Candidates must have a doctorate in instructional technology with at least three years experience in the successful application of advanced instructional technologies to teaching and learning in educational environments. Demonstrated ability to seek support from and work with local businesses and education community is highly desired.

Possible courses are introduction to instructional technology, issues in technology, Instructional Design and Development and Network Design. Teaching load is six courses per year. Responsibilities will include leadership and program development including the demonstration of ability to integrate technology into the undergraduate curriculum, to communicate effectively and to achieve strong interpersonal working relationships with students, administrators, faculty, and computer services. Appropriate compensation and release time for leadership duties. Rank will be dependent upon qualifications and experience.

INSTRUCTIONAL TECHNOLOGY: tenure track. Assistant Professor January or April 1999.

Stockton seeks a full-time faculty member with a doctorate in instructional technology or related field and demonstrated significant involvement with design in the areas of visual literacy and communication. Responsibilities of the position will include providing partnership in the further development of the program as well as teaching courses and advising graduate students. Teaching load is six courses per year.

For both positions, salary will depend on qualifications, experience and increases in the appropriately-established compensation plan.

Applications will be reviewed beginning in December 1999 and will continue until the position is filled. Send letter of application, resume, and three letters of recommendation to Dr. Mary Beth Krog-Jespersen, Office of Academic Affairs, AA51, The Richard Stockton College of New Jersey, PO Box 195, Pomona, NJ 08240-0195.

For information on the program, see http://www.stockton.edu/mait/

Stockton is an AA/EOE. Women and minorities are encouraged to apply.
UNION COLLEGE
SYSTEMS LIBRARIAN

Union College's highly selective liberal arts and engineering college of 2,000 students, founded in 1795 and located in Schenectady, New York, is seeking a Systems Librarian. The successful candidate will offer some combination of experience in providing hardware and software technical support for library operations as well as staff applications workshops. An in-depth understanding of Windows/OS/NT software and protocols, including Z39.50, TCP/IP, and WWW technology, familiarity with a variety of Windows-based productivity programs, the ability to manage, support, and troubleshoot LAN and CD-ROM library hardware and software, Experience with DRA also highly desirable. In addition to technical background, the successful candidate must demonstrate strong oral, written, and analytical skills, the ability to work within a collegial academic environment, and experience with staff training, budget management, and planning. Experience cooperating with the Computer Center in a college or university environment would be very helpful. Represents Library on committees at the College and regional level. The Systems Librarian participates in library reference service, including some nights and weekends. Minimum Qualifications: M.L.S. or M.S.I.S. from an A.L.A. accredited program, 3-5 years relevant experience supporting an integrated library system in an academic library.

Schaffer Library has just completed a major building expansion and renovation. Visit our WWW site for additional information on both the Library and Union College.

http://www.union.edu

Union College offers an exceptional benefits package including medical, dental, and vision insurance, life and disability coverage, a generous retirement plan, and tuition remission. Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are encouraged to apply.

Send letter of application, resume, and salary requirements to T. G. McFadden, Director, Schaffer Library, Union College, Schenectady, NY 12308.


CHAIR, DEPARTMENT OF HISTORY
College of Arts and Sciences

(Search Re-opened - 10/30/98)

The College of Arts and Sciences at Northeastern University seeks a dynamic chairperson for the Department of History. The chairperson will lead the department to further excellence in undergraduate and graduate education and will build on its strong scholarly tradition. The department has developed a special emphasis in world history both in its doctoral program and its scholarship. The chairperson will enhance the research and public history activities of the department, in association with the World History Center. The successful candidate must be tenable at the level of associate or full professor, and must be a distinguished scholar and teacher, with proven administrative and leadership skills.

The successful candidate may conduct scholarly work in any area and specialization in the discipline of History, but his or her work must add strength and distinction to a growing Ph.D. program in world history. The position is available July 1, 1999. Full consideration will be given to applications received by January 15, 1999. Please send applications (including a cover letter, full curriculum vitae and names of three persons ready to write letters of recommendation) to: Dr. Christina Gilmartin, Chair, History Chairperson Search Committee, Faculty Senate Office, 442 Ryder Hall, Northeastern University, Boston, MA 02115. Fax: 617-373-8808.

Northeastern University is an Equal Opportunity, Affirmative Action Title IX Employer.

DEPARTMENT HEAD SEARCH

The Oklahoma State University (OSU) Computer Science Department is seeking applications from qualified candidates for the position of Professor and Department Head. The term of initial appointment will begin August 1, 1999.

The OSU Computer Science Department is a growing department that is committed strongly to the goal of excellence in teaching, research, and extension. It offers a full range of undergraduate and graduate courses leading to B.S., M.S., Ph.D. and Ed.D. degrees in Computer Science. The department recently expanded its B.S. and M.S. programs to the new OSU campus in Tulsa. OSU also offers courses to students at remote sites using interactive video and World Wide Web. There are currently more than 200 undergraduate students and more than 150 graduate students enrolled in the department. The department has a goal of increasing enrollment within the next few years.

Applications must be received by the Search Committee in order to be considered. All applications and supporting materials should be sent to:

Dr. Carlos Santiago, Associate Vice President for Academic Affairs, Chair, Search Committee for the Dean of the School of Business, Office of the Provost, OSU, 203 University Station, SUNY 1400 Washington Avenue, Albany, NY 12222.

The University of Albany is an AA/EO/ADA Employer.

UNIVERSITY AT ALBANY
DEAN, SCHOOL OF BUSINESS

The University at Albany, SUNY, seeks applications and nominations for the position of Dean of the School of Business. As the school's chief academic administrator, the Dean is responsible for the breadth and depth of the School's academic programs. The Dean is responsible for:

- Leading the School to a position of national and international prominence
- Providing leadership and administration of all School academic programs, teaching, research, and service
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Applications should be sent to: Dr. Carlos Santiago, Associate Vice President for Academic Affairs, Chair, Search Committee for the Dean of the School of Business, Office of the Provost, 203 University Station, SUNY, 1400 Washington Avenue, Albany, NY 12222.

The University of Albany is an AA/EO/ADA Employer.
Pacifica Graduate Institute

Pacifica Graduate Institute is a fully accredited graduate school near Santa Barbara, California, with M.A. and Ph.D. programs in Depth Psychology, Clinical Psychology, Counseling Psychology, and Mythological Studies. We have an innovative program which seeks to teach depth psychology and the psychoanalytic traditions including Jungian and archetypal approaches through an interdisciplinary focus with particular attention to historical and cultural contexts. While linking psychology to analogous spiritual and healing traditions cross- and inter-culturally and historically, our program is real-world and attended by many non-traditional students. We have four core faculty positions open beginning fall 2023.

In our Department of Mythological Studies, a non-traditional humanities program, we are seeking a candidate whose interest is in the mythic and religious traditions of Africa and the African Diaspora or on Latin American and/or Caribbean cultures. The candidate should also be able to teach research methodologies and theoretical approaches to the study of myth and ritual. A Ph.D. in psychology, literature, art, anthropology, or a related field is required.

In our Psychology program, we are seeking three candidates with strong backgrounds in depth psychology for:

- A position with a focus on research methodologies, including experimental phenomenology, qualitative methods, and hierarchies of research in the Clinical Psychology Program. This candidate needs a Ph.D. in psychology or a related discipline.
- Two positions, requiring either a Ph.D. or an M.A., to teach some combination of the following: Jungian and existential psychology, myth and religion studies, human development, psychotherapy, and/or marriage and family counseling in the M.A. Counseling Program and possible in the Depth Psychology program.

All positions include administrative work and thesis advising and require demonstrated excellence in teaching and active participation in research and writing. To apply, send a letter of interest, CV, and a list of 3 references, by January 10, 1999, to Academic Dean, Pacifica Graduate Institute, 349 Lambert Rd., Carpinteria, CA 93013. Review of applications begins immediately, and will continue until positions are filled.

Applicants from groups historically under-represented in psychology and the humanities are encouraged to apply.

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university. Southeast is an "engaged" university supporting a wide array of academic research and public service programs that enrich and extend the learning environment. Cape Girardeau is located on the Mississippi River, less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southwest Missouri & southern Illinois.

Southeast Missouri State University has faculty position openings in the following areas. All the jobs listed below are nine-month, tenure-track positions unless indicated otherwise:

- Early Education
- Communication Disorders
- Industrial Technology
- Economics
- Mass Communication
- Mathematics
- Human Environmental Studies

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's web site at:

http://www2.semo.edu/provost/faculty/facposcv.htm

AN EQUAL OPPORTUNITY, M/F
AFFIRMATIVE ACTION EMPLOYER

ASSISTANT PROFESSOR
LATIN AMERICAN STUDIES AND SPANISH LANGUAGE

Latin American studies and Spanish Language-Ph.D. is an appropriate field required. Teaching load divided between Spanish language instruction and courses in Latin American literature and culture. Preference to field of expertise in comparative U.S. and Latin American Studies.

Ranked among the top three national business specialty schools by US News and World Report, Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. Bryant College is located in Smithfield, RI, and just 15 minutes from Providence and one hour from Boston.

Applicants should have a strong commitment to excellence in teaching, research and service. Teaching experience and a demonstrated record of continuing publications in refereed journals required.

Active screening begins on December 15, 1998 and will continue until the positions are filled. Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to:

Human Resources Office-O, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284.

Excellent benefits, and AACSB-competitive salaries. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversity in its faculty.
Deputy Director of Operations
Physical Plant

Wellesley College invites applications for the position of Deputy Director for Operations in the Physical Plant. Primary responsibilities include managing, leading, supervising and directing the labor and efficient operation for the Physical Plant. The welcoming environment of the Physical Plant department helps to oversee administrative and financial needs of the entire division.

Represent the Assistant Vice President for Physical Plant in various settings and levels with senior College offices, faculty, staff and students. Work in partnership with the senior team leadership and manage all aspects of human resources, finance and operations.

Requirements:
- Bachelor’s degree required.
- With a minimum of 10 years’ managerial experience in a large organization in facilities physical plant management. A Master’s degree in Engineering preferred.
- Knowledge and experience with labor relations required. Are excellent interpersonal, written and oral communication skills. Ability to work with a large diverse population required. Must be able to work in a team environment.

Interested and qualified candidates should submit a letter and resume to: Patricia B. Bongiorno, Director of Physical Plant, Wellesley College, Wellesley, MA 02181. Applications will be accepted until the position is filled.

Wellesley College especially welcomes applications from minority members.

Wellesley College
SIMMONS COLLEGE
College of Arts and Sciences and Professional Studies

Simmons College, a leader in liberal arts professional education for a century, seeks to fill a new senior position, that of Associate Dean for Education Programs, to lead to successful and growing programs in education.

Simmons offers strong liberal arts undergraduate programs in education, together with three leading, successful graduate programs: Master of Arts in Teaching, Master of Arts in Teaching English as a Second Language and Master of Science in Special Needs. In addition, there are several collaborative dual degree programs. Together, these programs currently enroll more than 100 undergraduate and almost 700 graduate students. There are also expanding non-credit professional development and Certificate of Advanced Graduate Study programs. There are 20 full-time and 42 part-time faculty. Simmons College has an extensive, demonstrated commitment to education for and about women.

In undergraduate programs, are for women only and in graduate programs, education is for both women and men.

Simmons also has a small, high quality, undergraduate program in Human Services. The faculty in Human Services work closely with the faculty in Education. The Associate Dean would also assume general oversight of the Center for Education and in its development.

Simmons takes pride in offering professional education programs that combine academic preparation and practitioner-based classroom, advising and internship experiences. Our extensive links with school systems and with the world of practitioners are central to the success of these programs.

The Associate Dean - a newly created position - will lead these vibrant programs and will report directly to the Dean of the College of Arts and Sciences and Professional Studies.

ASSOCIATE DEAN FOR EDUCATION PROGRAMS

RESPONSIBILITIES:

• Sustaining and enhancing a multidisciplinary, collaborative vision for education that takes into account local and national trends and which builds on the best of practice and research.

• Providing leadership and support for all programs, working closely with the directors of the current programs to enhance and strengthen each program and being alert to opportunities for new programs to serve educational needs.

• Assisting the department in strengthening links with public school systems and state organizations in education.

• Building and enhancing linkages with other sectors of the College.

• Overseeing all academic, budget and administrative aspects of the programs.

• Teaching and advising students and participating in the life of the College.

SUCCESSFUL CANDIDATE WILL HAVE THE FOLLOWING QUALIFICATIONS:

• A demonstrated vision of education for the future and the capacity to articulate that vision and to inspire others to participate in it.

• Recognition as a scholar and teacher with a record of accomplishment and service consistent with a tenure appointment.

• A Ph.D. or Ed.D.

• An extensive record of promoting multicultural, collaborative work among academics and practitioners and a capacity to work with others.

• The capacity to work with others in ways that promote professional development, growth and individual success.

• A commitment to support and enhance faculty scholarship.

• Outstanding communication skills, with demonstrated understanding of the issues and opportunities associated with diverse populations of faculty and students.

• A record of effective academic leadership and administrative practice with considerable experience with budgets.

• Certification in a teaching field and experience as a teacher or administrator in public schools is highly desirable.

Candidates of color are strongly encouraged to apply. Simmons seeks to enhance its reputation and capacity for providing models for women and minority group members and for its commitment to inclusion. Simmons College is an equal opportunity employer.

Nominations or letters of application, together with a current curriculum vitae, should be sent to: Dean Chester D. Haskell, Chair, Search Committee for Associate Dean for Education Programs, Simmons College, 300 The Fenway, Boston, MA 02115. The Search Committee will begin to review applications and nominations in November, although the deadline for receipt of materials is December 15, 1998. It is expected an appointment will be made effective July 1, 1999.

Educational Technology

The Center for Education and Technology at NEW SCHOOL UNIVERSITY seeks an Educational Technologist to train faculty who use the computer facilities and to manage the center's computer lab, a service-oriented unit devoted to training and faculty development. The center specializes in research, development, and delivery of educational services to faculty, supervisors, and students. The Technologist will work closely with the Director of the Center for Education and Technology and with the New School's technology teams.

The successful candidate will be able to integrate educational technology into teaching and learning. The position requires a commitment to the development of educational technology and the ability to design and implement educational technology programs for faculty and students.

The position is open to candidates who have a Master's degree in Education or a related field, and who have extensive experience in educational technology.

The successful candidate will have a successful track record of developing educational technology programs and will be able to work effectively with faculty and students.

The successful candidate will be able to integrate educational technology into teaching and learning. The position requires a commitment to the development of educational technology and the ability to design and implement educational technology programs for faculty and students.

The successful candidate will have a successful track record of developing educational technology programs and will be able to work effectively with faculty and students.

Brown University

Clinical Professor of Elementary Education

Brown University seeks an outstanding teacher and teacher educator to serve as Lecturer/Assistant Professor of Elementary Education beginning July 1999. This is a 12-month position with teaching responsibilities during the summer and the school year. This is a three year renewable contract. The position requires a minimum of a Masters degree in elementary education. The successful candidate will have the ability to work closely with students and faculty in order to design and implement educational technology programs for faculty and students. The position requires a commitment to the development of educational technology and the ability to design and implement educational technology programs for faculty and students. The successful candidate will have a successful track record of developing educational technology programs and will be able to work effectively with faculty and students.

Brown University - an EEO/AA/ADA employer strongly committed to achieving excellence through cultural diversity.

For more information about Brown University see our Web Site at: http://www.brown.edu
Plattsburgh State University of New York invites applications for Fall 1999 tenure track positions.

COMPUTER SCIENCE
Computer Science (P# 2253-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in Computer Science or Computer Engineering; demonstrated competence at teaching courses in computer science at all levels, as well as computer science courses in the general education program. The College also encourages faculty participation in interdisciplinary academic programs. Review of applications begins January 1, 1999 and continues until position is filled.

EDUCATIONAL STUDIES & SERVICES
Reading (P# 2250-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in an appropriate discipline or professional field; evidence of successful experience teaching at either the elementary or secondary school level (3 years preferred); potential for scholarship and professional activity; evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally & ethnically diverse society; commitment to work collaboratively with colleagues from diverse educational philosophical traditions on program revisions and accreditation. Responsibilities: Teaching basic introductory reading and language arts; teaching reading to diverse population groups; and speaking on languages other than English (ESL), children's and adult literacy, computers and reading, content area/secondary school reading. Competency in grant writing, educational technology, community-based literacy services, special education, or urban studies related to the teaching of reading will also be an asset. Additional application materials: List of names, addresses and phone numbers of current references with knowledge of applicant's ability.

MANAGEMENT & MARKETING
Quantitatively-Oriented Management (P# 2255-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. or D.B.A. in Management; strong teaching skills; team attitude; and an international perspective. Responsibilities: Teach quantitatively-oriented management courses, such as Quantitative Analysis for Production Systems (Operations Research), entrepreneurship and small business management courses; research and write in the discipline; perform university service. Review of applications begins February 1, 1999.

MATHEMATICS
Mathematics Education (P# 2254-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in Mathematics, Mathematics Education, or Statistics; demonstrate potential for and dedication to teaching excellence at all levels, continuing scholarship. Contribution to the development of our Mathematics Education students preferred. Responsibilities: Service and General Education teaching commitment, including basic algebra, statistics, and precalculus. The department has nearly 1000 students majoring in either Mathematics or Secondary Education/Mathematics. Review of applications begins February 1, 1999.

MINORITY STUDIES
Afro-American Studies (P# 2247-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in history, literature or one of the social sciences with a concentration in ethnic studies incorporating the Afro-American experience. Preference will be given to applicants who have demonstrated achievements and teaching experience in Afro-American Studies. Responsibilities: Teach three courses per semester and expectations of continuing scholarship. Afro-American Studies is a well established and growing interdisciplinary program enrolling substantial numbers of students and presently leading to a minor in Afro-American Studies. Review of applications begins January 28, 1999.

MUSIC
Direct Jazz and Brass Ensemble (P# 2245-808) ASSISTANT PROFESSOR - Qualifications: Master's required or equivalent experience preferred. Previous teaching experience required; requires a strong background in music technology and an enthusiasm for and demonstrated success in recruitment of students and outreach programs; exceptional skills in working with colleagues while maintaining a standard of excellence in performing arts. Additional application materials: Written sample.

SOCIOLOGY AND CRIMINAL JUSTICE

Visit our website: http://www.plattsburgh.edu
Associate Dean
School of Allied Health Sciences

Applications are being invited for the position of Associate Dean, School of Allied Health Sciences (SAHS) at the University of Texas Health Science Center at San Antonio. UTHSCSA is composed of the Schools of Allied Health, Biomedical Sciences, Dentistry, Medicine and Nursing. The SAHS is composed of eight departments, including Center for Laboratory Sciences, Dental Hygiene, Dental Laboratory Technology, Emergency Medical Technology, Occupational Therapy, Physical Therapy, Physician Associates and Respiratory Care. The Associate Dean is a key administrative officer for academic and student affairs, and is responsible for state, university, and regional reports, outcomes assessment, allied health curriculum and interdisciplinary activities in coordination with the Dean. The successful candidate will have demonstrated a record of success, preferably in university and leadership and scholarship. Use of computerized databases, and an understanding of the technologic issues in healthcare and higher education are preferred. Minimum requirements include a master’s degree and five years of experience in a health field or related area. Send letter of intent, CV, and list of three references to:

David Shelley, PhD
Chair, Search Committee for Associate Dean
Department of Respiratory Care
UTHSCSA, 7703 Floyd Curl Drive
San Antonio, TX 78284-6248

Review of applications begins immediately. The University of Texas Health Science Center at San Antonio is an Equal Employment Opportunity/Affirmative Action Employer.

Position Announcement

Date: Wednesday, November 11, 1998
Title: Director of Career Services
Category: Administrative Level III

Description: St Clair County Community College is a public, comprehensive two-year college serving residence throughout the Thumb area of Michigan. It is seeking candidates for the position of Director of Career Services to possess leadership experience in designing, developing, supplementing and evaluating comprehensive career services for new and current students including, but not limited to, career counseling, assessment programs, academic advisement, counseling services, Employment services include placement assistance and development of employment opportunities. Career fairs, graduate follow-up surveys, student satisfaction inventories and employer-enroll-up surveys.

Additional expectations include development and maintenance of an annual budget, facilitation of outreach to academic departments and other student support services, supervision of counselors, placement and employment specialists and support staff.

Qualifications: Master’s Degree in Guidance and Counseling Required. Candidates must possess a valid Michigan Counselor License. Counseling experience required, with a minimum of two years of administrative experience in higher education and demonstrated supervision of professional and support staff.

Salary Range: $34,000-$58,198

Application Process: Applications will be accepted until December 18 and the position will remain open until a qualified applicant is accepted. Applicants are required to submit a completed St Clair County Community College Application, an official transcript of undergraduate and graduate education, a letter of application, resume, and three references. Requests for applications and additional information should be directed to:

Employee Services/William R. Gibson
St. Clair County Community College
323 Erle Rd.
PO Box 5015
Port Huron, MI 48061-5015
(810) 989-5537

SCCC is an Equal Opportunity/Affirmative Action Employer supporting a diverse work environment.

The University of Texas at Dallas
School of Management Faculty Positions
Appointments Effective September, 1999

The School of Management seeks to fill tenured-track positions in several areas. Applicants must possess a Ph.D., or an appropriate terminal degree. Applicants must show an ability to publish in refereed journals. The School offers a range of programs and degrees at the undergraduate, graduate, and doctoral levels. The School is particularly interested in candidates with a strong research background and the potential to publish in the areas of strategic management, organizational behavior, and international business. Successful candidates will be expected to demonstrate a commitment to excellence in both teaching and research. Candidates should also show a strong commitment to the promotion of diversity within the School. Full information about the School and its programs is available at the School's website: http://www.utdallas.edu/schoolofmanagement.

Accounting - 1 Position, Rank Open-Search #4062
Full-time, tenured-track beginning August 1999
Primary teaching responsibilities include undergraduate and graduate classroom instruction, student advising, and participation in department and university governance. The position requires a strong commitment to teaching excellence, demonstrated by evidence of potential for scholarship and an active program of research. The successful candidate must have a Ph.D. in accounting or finance and demonstrate a strong commitment to excellence in both teaching and research. Candidates should demonstrate a commitment to the promotion of diversity within the School.

Business Policy & Strategy (BPS) - 1 tenured or tenure-track position, Rank Open-Search #4063
Full-time, beginning Fall 1999
Primary teaching responsibilities include undergraduate and graduate classroom instruction, student advising, and participation in department and university governance. The position requires a strong commitment to teaching excellence, demonstrated by evidence of potential for scholarship and an active program of research. The successful candidate must have a Ph.D. in business policy and strategy, or a closely related field, and demonstrate a strong commitment to excellence in both teaching and research. Candidates should demonstrate a commitment to the promotion of diversity within the School.

Finance - 1 Open Position-Search #4064
Full-time, beginning Fall 1999
The School seeks applicants with a research focus on corporate finance, financial management, and/or related areas. Candidates should have a strong commitment to teaching excellence, demonstrated by evidence of potential for scholarship and an active program of research. The successful candidate must have a Ph.D. in finance and demonstrate a strong commitment to excellence in both teaching and research. Candidates should demonstrate a commitment to the promotion of diversity within the School.

Management Information Systems - 1 Associate Professor-Search # 4065
Full-time, beginning Fall 1999
The School seeks applicants with a research focus on management information systems, operations management, and/or related areas. Candidates should have a strong commitment to teaching excellence, demonstrated by evidence of potential for scholarship and an active program of research. The successful candidate must have a Ph.D. in management information systems or a closely related field, and demonstrate a strong commitment to excellence in both teaching and research. Candidates should demonstrate a commitment to the promotion of diversity within the School.

Marketing - 2 Open Positions-Search #4059
Full-time, beginning Fall 1999
The School seeks applicants with a research focus on marketing, sales management, and/or related areas. Candidates should have a strong commitment to teaching excellence, demonstrated by evidence of potential for scholarship and an active program of research. The successful candidate must have a Ph.D. in marketing or a closely related field, and demonstrate a strong commitment to excellence in both teaching and research. Candidates should demonstrate a commitment to the promotion of diversity within the School.

Application - The University of Texas at Dallas, PO Box 803688, M.S. AD 23, Richardson, Texas 75083-0688. An equal opportunity/affirmative action employer.

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DEAN
COLLEGE OF EDUCATION

The University of Maryland, College Park, the flagship institution within the eleven-campus University System of Maryland, invites applications and nominations for the position of Dean for the College of Education. The Dean of the College provides both academic and administrative leadership for the College and reports directly to the Senior Vice President for Academic Affairs and Provost.

The University of Maryland, College Park, is a comprehensive research one, public university with almost 35,000 students in baccalaureate, master’s and doctoral programs. It is located on a 135-acre campus east of Washington, D.C. Students in the College of Education pursue studies in six departments: Counseling and Personnel Services; Curriculum and Instruction; Education Policy, Planning and Administration; Human Development; Measurement, Statistics and Evaluation; and Special Education. The College is also the home of more than a dozen independent research and service centers.

The College is ranked among the top twenty-five Colleges nationally and contains a number of very highly ranked departments and programs. The new Dean must have the vision to lead in new directions while maintaining and enhancing the College’s record of accomplishment in scholarship and research. The College seeks new opportunities in working with internal and external constituencies on national and statewide reform initiatives and technological advances that impact every level of education. Further information on the College can be found at

http://www.education.umd.edu/EDUC/.

The Dean will lead a college with an annual state budget of $10.250.000 and annual research funding of $8.000.000. There are approximately 1,300 undergraduate students in twelve majors, as well as 1,000 graduate students. The college has 108 tenure and tenure-track faculty, 28 non-tenure full-time faculty and 71 non-tenure part-time faculty.

Candidates should possess an earned doctorate, have a record of teaching and scholarship, and have experience in administration as a tenured professor in a department of the College, and a demonstrated capacity for educational leadership. The successful candidate must demonstrate a commitment to achieving excellence in teaching, research, service to the community, and a dedication to fostering the goals of diversity and affirmative action. Salary will be competitive and commensurate with experience. The appointment date is open.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on February 1, 1999, and continue until the position is filled. All materials should be sent to:

Search Committee for Dean of the College of Education
Attention: Sheila Mahaffy
2119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, Dean Irwin L. Goldstein, 301-405-1680, or direct inquiries via e-mail to irv@bus2.umd.edu.

The University of Maryland, College Park, is an affirmative action employer. Women and minority candidates are encouraged to apply.

DEAN
COLLEGE OF LIBERAL ARTS

Colorado State University invites applications to serve as Dean of the College of Liberal Arts. The Dean is the principal administrative and academic officer of the College with a 12-month appointment for a 5-year term as an Officer of the University, and reports directly to the Provost/Academic Vice President. The College has 12 departments, 2 Centers of Excellence, 238 tenure-track faculty, and 2,700 students. General information about the University and the College of Liberal Arts can be accessed at www.colostate.edu.

QUALIFICATIONS: Distinguished record in teaching, scholarship & service sufficient to qualify as a tenured Full Professor in one of the academic units in the College; appropriate administrative and academic experience at a Class I Carnegie Institution; tenure, articulation advocacy for the liberal arts, with an innovator vision for the future role of the liberal arts in the context of a comprehensive university; commitment to and experience in achieving the goals of diversity through inclusive action and equal opportunities; ability to develop and promote positive relations with appropriate groups and organizations; both on- and off-campus.

APPLICATIONS will be accepted until the position is filled. For full consideration, however, completed applications must be on file on or before 5:00 p.m. MST, January 4, 1999. Applications should include a brief statement of goals expressing the applicant’s educational and administrative philosophy and addressing the position and qualifications: a current resume, and the names, addresses, telephone and FAX numbers and email address of five references who will not be contacted without the approval of the candidate. If so desired, the candidate may request in writing that his or her application remain confidential until such time as finalists are identified. Please provide this information to Dr. Daniel E. Costello, Dean, College of Business, 129 Rockwell Hall, Colorado State University, Fort Collins, CO 80523; FAX: 970-491-0596; Email: dacostello@lanzr.colostate.edu.

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

FACILITIES LIASON TO THE SCIENCES

RESPONSIBILITIES: Responds to emergencies as well as requests from laboratory researchers to identify problems and propose solutions to the Director of Facilities. Develops and maintains a log of all Facilities Department equipment in laboratories. Facilitates the ongoing maintenance in the laboratories of equipment such as HVAC, compressors, etc., which are the responsibility of the Facilities Department. Establishes a protocol for routine maintenance of equipment providing lab services. Reviews construction/renovation specifications for completeness ensuring academic departmental satisfaction.

QUALIFICATIONS: Must have at least five years of experience as a mechanical and/or laboratory technician. Must have practical knowledge of construction/maintenance issues i.e., HVAC, plumbing and electrical from a maintenance perspective. Knowledge of health and safety practices in laboratory construction and usage is preferred. Bachelor’s degree in technical discipline is preferred. Must be able to maintain a computerized equipment list.

SALARY: $43,000. SEND RESUME BY DECEMBER 18, 1998 TO: Julio Vazquez, Executive Director, Facilities Management and Planning, Hunter College, 695 Park Avenue, Room C005, New York, NY 10021.

Hunter College is an Equal Opportunity/AAD Act Employer. Women and minorities are encouraged to apply for the position.
Earlham College
Richmond, Indiana

DEAN

STUDENT DEVELOPMENT

The President and the Search Committee of Earlham College seek nominations for and expressions of interest in the position of Dean of Student Development.

Founded in 1847 by the Religious Society of Friends (Quakers), Earlham College is a four-year, coeducational, residential, liberal arts college of 1,000 students located on 800 wooded acres in Richmond, Indiana, a city of 40,000. Earlham offers a rigorous curriculum of disciplinary and interdisciplinary programs, as well as opportunities to apply academic knowledge to real world challenges. Through the Quaker values it embodies—respect for others, non-violence, and social justice—and through the community created out of these values, Earlham shapes the social and cultural growth of its members. With a rich array of international and off-campus programs, the majority of Earlham students have the chance to expand their vision beyond the perspective of one society and one campus. An endowment of $161 million ranks Earlham in the first echelon of independent liberal arts colleges.

The Dean of Student Development will report to the President, Douglas Bennett, and is responsible for providing leadership, training, and supervision in the areas of residential life, student activities, athletics, diversity and multicultural issues, campus ministry, career services, counseling, public safety, health services, and service learning. The successful candidate will have imaginative ideas for the organization of the division, will be able to motivate a competent staff, and will have a love for caring for young men and women to maturity. The successful candidate will have, through education and experience, an understanding of the kind of education Earlham seeks to provide its students and of the ways in which a residential learning community contributes to students’ educational and personal development. Qualifications for the position also include a bachelor’s degree, preferably in liberal arts, an advanced academic or professional degree, and significant experience in the area.

Active screening of candidates begins immediately and will continue until the position is filled. Nominations, applications, and letters of interest should be submitted to:

Earlham College Search Committee
c/o Educational Management Network/Wilt Kleffner
98 Old South Road
Nantucket, MA 02554

Questions may be directed via e-mail to Nan Whetcomb or Binh Rustad at earlham@emnemn.com

For additional information about Earlham College, consult the Web site at http://www.earlham.edu

Earlham College is an Affirmative Action/Equal Opportunity Employer.

Provost and Vice President
for Academic Affairs
University of New Hampshire

The University of New Hampshire invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The Provost serves as the senior academic officer of the University and as the President's deputy in his absence.

Candidates should have an earned doctorate, a record of academic accomplishments appropriate for appointment as a full professor, and administrative experience as a senior academic officer. Applications should include a letter describing qualifications and goals, a curriculum vitae, and the names, addresses, and phone numbers of five references. Screening will begin on January 11, 1999, and continue until appointment is made.

Applications and nominations should be sent to: Provost Search Committee, c/o Joan W. Weeks, Office of the President, UNH, Thompson Hall, 105 Main St., Durham, NH 03824. UNH encourages applications from minorities and women candidates.

ASSISTANT VICE-PRESIDENT
Institutional Effectiveness, Research & Planning

The position reports to the Vice-President of Administrative Affairs and includes responsibility for (1) Coordination of college planning process for goal setting and implementation; (2) Design and implementation of institutional studies, evaluation and research regarding college activities and programs and services; (3) Coordination of data collection and analysis for planning, decision-making, resource allocations, and reporting to both internal and external constituencies; and (4) Development of integrated planning and research systems to provide executive-level management information for college decision-making.

REQUIRED QUALIFICATIONS include a Master’s Degree, knowledge of descriptive statistics; significant and successful experience in higher education administration in program coordination, analyzing and interpreting statistical output, and writing reports and presentations; and the ability to succeed in the position.

EDUCATION: COMPLETED B.S. and M.B.A. in Business Administration, with additional coursework in economics and business management.

COLLEGE OF LAKE COUNTY is a progressive two-year community college located 30 miles north of Chicago in the growing metropolitan area of Lake County, Illinois. The college has an approximate enrollment of 15,000 and offers a wide range of career and transfer programs in various disciplines.

FOR FULL CONSIDERATION submit letter of interest, resume, application, (3) letters of reference and official transcripts by January 8, 1999. Call (847) 543-2065 for application and job posting. TDD for hearing impaired is (847) 223-5615.

MILLERSVILLE UNIVERSITY

TEACHER EDUCATION
Assistant Professor

The position of Teacher Education Assistant Professor will be available immediately. The successful candidate will hold a terminal degree in education or related field, including at least five years of relevant professional experience. The candidate will have demonstrated the ability to teach in a primary level instructional leadership program and to provide consultation and support to other educators. Preference will be given to candidates with experience in articulating technology in the classroom and in providing guidance and support to technology integration in the classroom.

Applications are invited and should be submitted to:

Dr. Troy Isaac, Search Committee Chair, Department of Educational Foundations, Millersville University, P.O. Box 6532, Millersville, PA 17551-6532. Millersville is an equal opportunity/affirmative action employer and encourages applications from underrepresented groups.

Visit our website at http://www.cclcc.illinois.edu/
COORDINATOR OF RETENTION PROGRAMS

Queens College’s Counseling & Advisement Center seeks an individual to administer co-curricular program for new freshmen and new student orientation programs; advise students, particularly those on academic probation, reenrolling the College, experiencing personal issues interfering with academic performance, or at risk of dismissal. Coordinate conduct Pho-nathon for unregistered students; Hire/train/supervise student Pho-nathon workers. Assist students in special circumstances who are attempting to graduate. Coordinate mailings, data management, meetings, activities for above mentioned programs. B.A. required, master’s in Counseling or Student Personnel preferred. 2 yrs. related exp req’d, exp with diverse populations and in higher education pref’d. Salary range: $24,804 - $45,516, based on qualifications and exp. Excellent benefits. Send resume & names of 3 references by 11/4/99 to Elizabeth McCarty, Ph.D., Director, Counseling & Advisement Center, Queens College, 65-30 Kissena Blvd., Flushing, NY 11367-1507. AEO/EADA

SUL ROSS STATE UNIVERSITY invites applications for the following Faculty, Administrative and Staff positions:
Assistant Director of Residential Living
Assistant Professor of Criminal Justice
Assistant Professor of Spanish
Director of Institutional Research and Effectiveness
Educational Technology Specialist.

To request an application or announcement contact
Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.

To view complete announcements and information regarding Sul Ross State University visit our website at
http://www.sulross.edu

Sul Ross is a member of the Texas State University System
EEO/AAE

COORDINATOR OF RETENTION PROGRAMS

Queens College's Counseling & Advisement Center seeks an individual to administer co-curricular program for new freshmen and new student orientation programs; advise students, particularly those on academic probation, reenrolling the College, experiencing personal issues interfering with academic performance, or at risk of dismissal. Coordinate conduct Phonathon for unregistered students; Hire/train/supervise student Phonathon workers. Assist students in special circumstances who are attempting to graduate. Coordinate mailings, data management, meetings, activities for above mentioned programs. B.A. required, master's in Counseling or Student Personnel preferred. 2 yrs. related exp req’d, exp with diverse populations and in higher education pref’d. Salary range: $24,804 - $45,516, based on qualifications and exp. Excellent benefits. Send resume & names of 3 references by 11/4/99 to Elizabeth McCarty, Ph.D., Director, Counseling & Advisement Center, Queens College, 65-30 Kissena Blvd., Flushing, NY 11367-1507. AEO/EADA.
Faculty Positions
School of Social Service Administration
The University of Chicago

The School of Social Service Administration of the University of Chicago has, since the early 1960s, been a leader in social work education, contributing to social work practice and social-welfare administration and policy in such areas as mental health, health care, child and family well-being, poverty and public welfare, and aging. It continues to be a center for scholarly research, the development of new practice methods, and educational work. The School seeks new faculty to join us in these endeavors and invites applications for faculty positions at all ranks in direct practice and social administration. Applicants must have a commitment to the welfare of disadvantaged populations. A demonstrated ability to conduct research, preparation for teaching at the MSW and Ph.D. levels, and a doctorate in social work or a related discipline are required. Candidature for senior level positions must additionally have distinguished scholarly records and the ability to assume positions of leadership in our scholarly community. Rank and salary will be commensurate with expertise and productivity. The University of Chicago is an Affirmative Action Equal Opportunity Employer.

Send applications with curriculum vitae, a letter outlining research and teaching interests, a current writing sample, and the names of three references to:

William Pollak, Ph.D., Deputy Dean for Faculty, The School of Social Service Administration, The University of Chicago, 969 East 60th Street - SRL, Chicago, Illinois 60637.

For more information, contact email ssa-faculty-search@uchicago.edu.
Website address http://www.ssa.uchicago.edu

Framingham State College

19TH CENTURY SOCIAL HISTORY

Framingham State College seeks applicants for a full-time, temporary position for the academic year 1999-2000 in Nineteenth Century American Social History. Candidates must be prepared to teach a two-semester survey of U.S. History and a course on Women in America, as well as courses on the Civil War Era, the American Frontier, and the Progressive Movement. Only candidates with a Ph.D. in History, demonstrated teaching ability, and evidence of continuing scholarship will be considered.

Please send vitae and three letters of recommendation to: Chair, 19th Century Search Committee, Framingham State College, Framingham, MA 01550-0011. Deadline is February 15, 1999.

Framingham State College is an Affirmative Action/Equal Opportunity Employer. Applications are especially invited and encouraged from women, people of color, and persons with disabilities.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

Anticipated Tenure Track Positions

ASSISTANT PROFESSOR OPENINGS IN:

EDUCATIONAL FOUNDATIONS AND COUNSELING PROGRAMS: Psychological Foundations (Developmental/Education Psychology), (Job Code EDF1), Available February 1, 1999.

AVAILABLE SEPTEMBER 1, 1999

CURRICULUM & TEACHING: Science Education with joint appointment in Biology, Chemistry or Physics. (Job Code C7)

EDUCATIONAL FOUNDATIONS & COUNSELING PROGRAMS: Psychological or Social Foundations with joint appointment in Sociology, Psychology or History. (Job Code EDF2)

CURRICULUM VITAE TO: Chair of appropriate department (indicating job code number with application) Hunter College, 695 Park Avenue, New York, NY 10021.

NURSING: Adult or Family Nurse Practitioner

CURRICULUM VITAE TO: The Dean of the School of Health Professions 425 East 25th Street, New York, NY 10010.

ARTS AND SCIENCES:

- Art History (Modernist with sub-specialties, Contemporary Art, Latin-American Art, etc.)
- Chemistry (Analytical or Biochemistry)
- Computer Science
- Economics (Accounting)
- English (Shakespeare and related Renaissance and Jacobean dramatics. British or American modernist)
- History (North Africa, Near and/or Middle East, or South Asia)
- Media (Design and social implications of new media)
- Music (Theory and analysis)
- Political Science (International political economy/ specialization in East Asia or Middle East)
- Psychology (Applied social-personality, development or clinical)
- Sociology (Urban issues, criminology, medical sociology, international and comparative sociology, and/or qualitative methods)

CURRICULUM VITAE TO: Chair of appropriate department, 695 Park Avenue, New York, NY 10021.

SOCIAL WORK: Social Welfare Policy, Research Practice method

CURRICULUM VITAE TO: Dean of the School of Social Work, 129 East 79th Street, New York, NY 10021.

ASSISTANT/ASSOCIATE PROFESSOR OPENINGS IN:

ENVIRONMENTAL/OCUPATIONAL HEALTH: with research experience in urban environmental health issues.

PHYSICAL THERAPY

CURRICULUM VITAE TO: Dean of the Schools of Health Professions, 425 East 25th Street, New York, NY 10010.

For appointment as Assistant Professor candidates must have evidence of significant success as a teacher, interest in productive scholarship or creative achievement. Candidate must also have obtained the Ph.D. degree, or an equivalent degree in an accredited university.

For appointment as Associate Professor candidates must possess the qualifications for an Assistant Professor, must have obtained the Ph.D., or an equivalent degree from an accredited university, and in addition the candidate must possess a record of significant achievement in his/her field or profession.

An Equal Opportunity/Affirmative Action/EEO/ADA Employer

Chabot-Las Positas Community College District
VICE CHANCELLOR OF BUSINESS SERVICES
(Salary is Negotiable)

For application materials please contact:

Chabot-Las Positas Community College District
Human Resources
7011 Kull Center Parkway, Suite 200
Pleasanton, CA 94566

AA/EOE
24 Hour Job Line: (925) 485-5200
email: hrdevelopment@cpccd.edu
Apply by: JANUARY 14, 1999

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Washington State University

ASSISTANT PROFESSOR

Department of Teaching and Learning
Washington State University Vancouver

Title: Assistant or Associate Professor
Salary: Competitive, commensurate with experience
Position: Permanent full-time, tenure-track
Effective Date: August, 1999

Position: The Department of Teaching and Learning is seeking qualified applicants for a permanent tenure-track faculty position in Literacy Education/Teacher Education.

Duties and Responsibilities: Teach graduate courses in teacher education, reading, language arts, children's literature, and related areas; conduct research leading to publications in areas of specialization; develop and maintain collaborative relationships with professionals in schools and community agencies; assist with recruitment, retention and advising of graduate students in teacher preparation and in-service programs; and assist with field supervision of pre-service teachers.

Required Qualifications: Earned doctorate at time of appointment in one of the literacy education specializations (reading, language arts, children's literature), teacher education, or closely related areas; documented record of research; potential for scholarly productivity; and K-12 teaching experience.

Desired Qualifications: Experience with diversity/multicultural education and building collaborative relationships with K-12 schools and community agencies.

WSU Vancouver offers both undergraduate and graduate programs and is expected to double in student body (currently 1,514 students) and faculty in the next six years. Research expectations and teaching loads are consistent across the four WSU campuses. The Pacific Northwest (WSU Vancouver is located just north of the Columbia River from Portland, Oregon) offers significant opportunities for research and an excellent quality of life.

Screening will begin on approximately January 11, 1999, and continue until the position is filled. Both nominations and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the following criteria: three current letters of recommendation (with one year's tenure), two samples of scholarly work (2 copies each), and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. Nominations and applications should be sent to:

Dr. Sherry Vaughan, Chair
Washington State University Vancouver
12402 NE Salmon Creek Ave
Vancouver WA 98686
(360) 546-9660

The Ohio State University
Department of Art Education

ART EDUCATION: The Department of Art Education, The Ohio State University, is seeking to fill a tenure-track position at the rank of Assistant Professor to share responsibilities in directing field experience and supervising student teachers, teach graduate and undergraduate courses in art education, develop and conduct research on problems of art classroom teaching and learning, provide in-service education for practicing teachers and assume service responsibilities in the Department, the College, the University, and the profession. The successful candidate will also work with the Department's research projects in school and art education reform. Position to be filled September 1999

QUALIFICATIONS: Doctorate in art education; minimum of three years teaching experience in K-12, experience with field-related aspects of teacher preparation, demonstrated research interest in some of the following areas: teacher preparation, problems of teaching, learning, school and art education reform, the arts and cognition. Also desired is knowledge and interest in uses of electronic media, especially multimedia in teacher education.

DEPARTMENT OF ART EDUCATION

The Department of Art Education has 15 full-time faculty, and several joint or adjunct appointments, about 25 Graduate Teaching and/or Administrative Associates. 150 M.A and Ph.D. students, and 65 undergraduates. The Department offers teaching B.A., the M.A. and the Ph.D. degrees. We also offer the Master of Arts Policy and Administration degree. Teacher certification is at the graduate level.

Our programs promote understanding of art and education for students through a curriculum that balances studio work with art criticism and study of historical, cultural, and intellectual contexts. Understanding of the visual arts in a global society is emphasized through approaches to art learning and student assessment; critical inquiry of traditional and contemporary artwork; the analysis of public and educational policy in the arts; and inquiry in the multicultural, philosophical, historical, and policy foundations of art education and arts administration. Our curriculum includes attention to understanding the use of technology in art making and in teaching, learning, and assessment in art.

APPLICATION SHOULD INCLUDE:
1. Letter of application
2. Vita and sample writings
3. Three letters of reference plus the names and addresses of three other individuals qualified to speak to your qualifications
4. Transcripts of highest degree earned
5. Supportive materials of the applicant's choice

SUBMIT APPLICATION TO:
Chair, Art Education Search Committee
The Ohio State University
Department of Art Education
258 Hopkins Hall
128 North Oval Mall
Columbus, Ohio 43210-1363

http://www.arts.ohio-state.edu/ArtEducation/

Review of applications will begin February 1, 1999 and continue until the position is filled.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam veterans, disabled veterans and individuals with disabilities are strongly encouraged to apply.

Montclair State University

Washington State University in an email opportunity.

Members of ethnic minorities, women, Vietnam veterans, disabled veterans, persons with disabilities and/or persons aged 40 and over are encouraged to apply.
AMHERST COLLEGE

SCIENCE/REFERENCE LIBRARIAN

The Robert Frost Library at AMHERST COLLEGE seeks a Science/Reference Librarian who will report directly to the College Librarian and report to the Head of Reference for Frost Reference responsibilities.

Primary responsibility of the position will be to manage the daily operations of the newly renovated and expanded Keene Science Library and to provide the science faculty and students with a knowledgeable advocate in the Library. Serves as liaison to the science departments whose collections are housed in the science library: Biology, Neuroscience, Chemistry, Astronomy, Physics, and Geology.

Position will also coordinate reference services in the sciences. This includes providing assistance with both print and electronic sources, classroom and individual instruction in scientific information resources, mediated online searches, and development and maintenance of web pages. Acts as liaison between the science library and the technical services department. Additionally, participates in general reference service in the Robert Frost Library (up to 6 hours weekly).

QUALIFICATIONS: MLS, minimum two years post degree experience in science reference services, with a broad background in computers, Internet resources and science and technology databases, particularly those available via STN and NCBI. Strong academic background and interest in an undergraduate degree in science preferred. Must be able to work successfully with faculty, students and college administrators, with special attention to the science community. Must also be able to function in a general reference setting with a broad range of materials in the humanities and social sciences. Excellent oral and written communication skills required.

Interested candidates should send a cover letter, resume, and the names of three references to: Willis E. Bridegam, Librarian, Amherst College, Box 2256, Amherst, MA 01002-5000.

CSU Cleveland State University

Instructor/Assistant Professor, Spanish

(Instructor/Assistant Professor preferred, Associate consider) Teaching Latin American culture, literature and applied linguistic Spanish. Experience with students at BA and MA levels (depending on the candidate's preparation), with some or more general major courses. With advisement, committee, committee, and committee. Those courses to be offered will be determined by the department. Please send application materials to: Spanish 226, Department of Modern Languages, CSU, Cleveland, OH 44114. Include a letter of recommendation for each candidate. CSU is an AA/EEO institution. M/F/D/V encouraged.

SUL ROSS STATE UNIVERSITY

RIO GRANDE COLLEGE invite applications for the following Faculty and Staff positions:

Assistant Director of Academic Support Services
Assistant Professor of Criminal Justice
Assistant Professor of Education/Chair Assistant Professor of Education/Counseling Assistant Professor of English

Assistant Professor of Psychology

To request an application or announcement contact:

Leigh Anne Sutton
Director of Business Operation
Sul Ross State University
Rio Grande College
205 Wildcat Dr.
Del Rio, TX 78840

To view complete announcements at information regarding Sul Ross State University visit our website at:

http://www.sulross.edu/~rgc/

Sul Ross State University is a member of the Texas State System. EEO/AAE.

UNIVERSITY OF MINNESOTA

Tenure-Track Positions
College of Education and Human Development

Tenure-track (or tenured) faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These appointments will begin August 30, 1999. Summer and May-term appointments are also possible. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but the search committee will begin reviewing candidate materials as noted below for each position. Complete application procedures are available on-line at: http://www.coled.umn.edu (click on "What's New"), or from the College Office (612-625-8806).

Applicants must possess at minimum an earned doctorate in an area of study appropriate to the specific position. Applications from ABD candidates will be considered for assistant professor positions provided the individual is on track to complete the doctorate by the starting date of the position. Evidence of excellence in the potential for excellence in scholarship and publications, funding of grant proposals, teaching and academic program development, and service/outreach is required of all candidates. A demonstrated record of excellence in scholarship and publications, teaching and academic program development, and service/outreach is required for tenure at the University of Minnesota. Additional, more specific qualifications are listed in the full description for each position.

EDUCATIONAL ADMINISTRATION, Dept. of Educational Policy and Administration (2 open rank positions; one in school finance and public policy and the other focused on educational organizations, policy, and leadership). Students apply review is currently in progress.

MATHEMATICS EDUCATION, Dept. of Curriculum and Instruction (Tenured Associate or Full Professor). Application review begins no later than 1/16/99.

RECREATION AND YOUTH DEVELOPMENT, School of Kinesiology and Leisure Studies. (Assistant or Associate Professor). Application review begins no later than 1/28/98.

SCIENCE EDUCATION, Dept. of Curriculum and Instruction (Assistant Professor). Application review begins no later than 1/16/99.

SECOND LANGUAGES AND CULTURES EDUCATION, Dept. of Curriculum and Instruction (Assistant Professor). Application review begins no later than 1/16/99.

The University is an equal opportunity educator and employer.
Smith College seeks applications and nominations for the new position of Dean of Religious Life. The dean will lead the college in a new inclusive, multi-faith vision of religious life. With this new commitment to religious diversity, Smith College has reaffirmed its conviction that religious life is an integral part of a liberal arts education. In collaboration with college chaplains, the dean will work with students, faculty and staff to attend to the spiritual development of a college community with an increasing diversity of religious beliefs, nurture religious communities on campus, enrich the moral and ethical dialogue in the Smith community, and oversee and support the voluntary service organization in accord with the educational mission of the college. The mandate of the new dean will include integrating religious and spiritual leadership with the whole of student services, creating close links between the chaplaincy and student affairs, the counseling service, and residential life at Smith. The dean will supervise and oversee the work of the chaplains to the college, the adjunct chaplains and the director of voluntary services. The position will require a person well-grounded in any of the recognized religious traditions; with academic training at an advanced level, exceptional writing and speaking abilities, and substantial administrative experience. The salary for this position will be at a nationally competitive level and includes a comprehensive benefits package.

Review of applications will begin January 15, 1999, and continue until the position is filled, with an anticipated hiring date in spring 1999. Forward nominations and letters of application, curriculum vitae, writing sample, and list of at least three references to: Human Resources; Smith College, Box 595; 30 Belmont Avenue, Northampton, MA 01063.

Smith College is an equal opportunity employer encouraging excellence through diversity.

Visit us at www.smith.edu
1999 TENURE TRACK & FULL-TIME LECTURER

Learning is preeminent at Cal State Fullerton. We combine the best qualities of teaching and research universities where active, engaged students, faculty, and staff work in close collaboration to expand knowledge. Cal State Fullerton is a large, comprehensive urban university with a diverse student body of approximately 25,000.

Tenure track appointments are Assistant Professor unless otherwise noted. Details required. Visit our website at http://www.fullerton.edu or contact the department of California State University, Fullerton, Fullerton, CA 92834 or (714) 278-2011.

SCHOOL OF THE ARTS

Art
- Creative Photography
- Art Education
- Art History
Music
- Applied Clarinet (Assistant Associate)
- Jazz (Assistant Associate)
- Theory
Theatre & Dance
- Acting (Assistant Associate)

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Accounting
- Auditing & Accounting Information Systems
- International, Financial, Economic, Macroeconomics
- Organizational Theory of Firm
Economics
- Business Finance, Insurance, Real Estate, International
- Financial Management & International Markets
Finance
- Operations Management
- Strategic Management
Management
- New-orking & Business Telecommunications
- Information Systems Design & Development
- Database Management or C++
Marketing
- Generalist - Principles (Associate)
- Marketing Analysis (Computer Integrated)
- Business Writing

SCHOOL OF COMMUNICATIONS

Communications
- Creative Strategy & New Media Advertising
Speech Communication
- Communication Disorders Fluency
- Forensics / Debate / Coach

SCHOOL OF ENGINEERING & COMPUTER SCIENCE

Computer Science
- Database, Software Engineering or Artificial Intelligence
- Computers and Graphics

SCHOOL OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

Educational Leadership
- Secondary, Middle School or Curriculum
Elementary, Bilingual & Reading Education
- Science, Math, Reading of Social Studies (Associate Full)
- Generalist / Credential Admissions Coordinator
- Generalist Multiple Subjects Supervision
- Generalist Assistant to Division Chair
- General Pedagogy
Special Education
- Generalist
- Bilingual
Child & Adolescent Developmental & Elementary Teacher Preparation
- Clinical Community Health Informatics

SCHOOL OF HUMANITIES & SOCIAL SCIENCE

Anthropology
- Archaeology, California URM
- Anthropological Genealogy
- Business Organizational Anthropology
- Linguistic Anthropology
- Chicano Studies
- Social and Behavioral Sciences
Criminal Justice
- Corrections
Foreign Languages
- Spanish Linguistics FL Methods T SGS
Liberal Studies
- History of Natural Sciences
- History of Social Thought Humanities & Arts
Philosophy
- Core Areas & Applied Philosophy
Psychology
- Clinical Psychology

SCHOOL OF NATURAL SCIENCES & MATHEMATICS

Biological Sciences
- Terrestrial Plant Ecological Evolutionary
- Conservation or Population Ecology Genetics
Cell & Molecular Biology
- Integrative Biology
Chemistry
- Biochemistry & Biotechnology
- Hydrogeologist
Geology
- Geomorphology Geologist
Math
- Applied (Assistant Associate)
- Statistics (Assistant Associate)
- K-12 Preparation & Introduction Biology
- Chemistry, Earth Science or Physics
- Tenure Track & Lecturer
- Cal State Fullerton
- Assistant Professor or Associate Professor

HILLSBOROUGH COMMUNITY COLLEGE

Hillsborough Community College (HCC) is located in the Tampa Bay Area. Access the HCC Website at http://www.hcc.cc.fl.us or call the HCC Jobline at (813) 253-7185 to review openings and related information. HCC offers excellent pay and benefits. Submissions should be sent by January 8, 1999.

CAMPUS PRESIDENT

SALARY RANGE: $63,711 TO $105,123

This position is responsible for the effective management and general administration of the Brandon, Florida Campus location. The selected candidate will promote and enhance the educational programs in the areas of academic affairs, student services, and support services, will effectively select, allocate, utilize, and manage human, fiscal and physical resources, will direct and oversee the supervision of campus deans, faculty, and staff employees. The position requires a Master's degree and seven years of prior related work experience. Doctoral degree is preferred. Preference will be given to candidates who demonstrate substantial experience in successfully managing faculty and staff in their present or past employment. Interested applicants who previously applied for this opening must reapply.

VICE PRESIDENT FOR BUSINESS & FINANCE

SALARY RANGE: $63,711 TO $105,123

This position will direct, plan, coordinate and oversee the College's financial and administrative functions and physical facilities. Will develop the college-wide budget, recommend policies and procedures relating to finance, and publish and advise the College President, other senior staff and officials on related business and financial matters. This position also manages academic services, physical facilities, construction, and records management at the College. The position requires a Masters degree, preferably in Business, Finance, Public or Educational Administration or a closely related field and ten or more years of prior related work experience. Preference will be given to Certified Public Accountant applicants, i.e., applicants who evidence appropriate certification standing. The candidate must have an extensive legal qualification to practice. Interested applicants who previously applied for this opening must reapply.

DEAN OF ACADEMIC AFFAIRS

SALARY RANGE: $51,380 TO $84,777

This position supervises and coordinates the operations and administration of the Associate in Arts program for the Ybor City Campus to ensure effective delivery and management of all campus instructional programs. The selected candidate will report to the Campus President and will be responsible for Academic Affairs program activities including curriculum development and evaluation, academic planning and outcome assessment, budget management, faculty and support staff development and evaluation, and scheduling and staffing of classes. The position coordinates and ensures the preparation and timely handling of paperwork including, contracts, forms, subcontracts, travel reimbursements, office hours schedules, and syllabi for all unit employees. The position requires a Master's degree and five years of prior related work experience. Preference will be given to candidates with at least three years of comparable supervisory experience. In addition, preference will be given to candidates who possess a Doctorate degree in one of the disciplines within the division and candidates with knowledge of academic program design. The candidate selected will be expected to assume the position in July 1999.

DEAN OF ASSOCIATE IN ARTS

SALARY RANGE: $51,380 TO $84,777

This position supervises and coordinates the operations and administration of the Associate in Arts program for the Dale Mabry Campus to ensure effective delivery and management of all campus instructional programs. This position reports to the Campus President and will be responsible for Academic Affairs program activities including curriculum development and evaluation, academic planning and outcome assessment, budget management, faculty and support staff development and evaluation, and scheduling and staffing of classes. The position coordinates and ensures the preparation and timely handling of paperwork including, contracts, forms, subcontracts, travel reimbursements, office hours schedules, and syllabi for all unit employees. The position requires a Master's degree and five years of prior related work experience. Preference will be given to candidates with at least three years of comparable supervisory experience. In addition, preference will be given to candidates who possess a Doctorate degree in one of the disciplines within the division and candidates with knowledge of academic program design.

To apply, send a letter of interest, resume, photostats of education transcripts, and three references to: HCC Human Resources, PO. Box 31127, Tampa, FL 33631.
DEPARTMENT OF SOCIOLOGY
AND LATINO/A AMERICAN STUDIES PROGRAM

The Department of Sociology and the Latino American and Latina/o Studies Program invite applications for a shared, entry-level, tenure-track appointment at the rank of Assistant Professor to begin in the Fall of 1999. We seek a strong teacher and a productive sociologist whose primary teaching and research interests are in the area of Latino/a populations and communities in the United States. The successful candidate will also be expected to teach an intermediate-level sociology course on race and ethnic relations and/or identity in the U.S. and periodically, an interdisciplinary introduction to Latin American Studies course. The person hired will be a regular voting member of the Department of Sociology, and will share administrative responsibilities in the Latin American Studies Program on a rotating basis. Preference will be given to candidates who will have Ph.D. in hand by the time of appointment. Salary is competitive and the teaching load is 2/2. Smith is a highly selective undergraduate liberal arts college for women with about 2,500 students, located in a small, but cosmopolitan city, two hours from Boston and three hours from NYC. Faculty members have easy access to the combined resources of the Five College consortium, which includes Amherst, Hampshire, and Mount Holyoke Colleges, and the University of Massachusetts. Applicants should send a cover letter describing teaching and research interests, a curriculum vita, three letters of reference, writing samples, and teaching evaluations to SOC/CLAS Search Committee, c/o Barbara Day, Wright Hall 12, Smith College, Northampton, MA 01063. Application deadline is January 20, 1999.

Smith College is an Equal Opportunity/Affirmative Action institution. Minorities and women are encouraged to apply.

THE COLLEGE OF
WOOSTER

-1189 Beall Avenue
Wooster, Ohio 44691-2363

Leave Replacement Positions for 1999-2000

ART—Photography and Drawing—Fall Sem.
ART HISTORY—Intro and Baroque—Fall Sem.
HISTORY—American and African History—1 Yr.
PHYSICS—Upper and Lower Level Courses and Labs—1 Yr.
SPANISH—Language: Latin American Literature, Culture, and Civilization—1 Yr.

Search is being conducted jointly by the Universities of Akron, Bowling Green, Cleveland State, Kent, and Youngstown. For complete job descriptions, please see www.wooster.edu. Check on Inside Wooster. Check on Employment Opportunities or call for e-mail Linda Farmer 330-263-2133—lfarmer@acs.wooster.edu

REQUEST FOR APPLICATIONS
CALL FOR NOMINATIONS

DEAN
COLLEGE OF HEALTH
PROFESSIONS
ACADEMIC AFFAIRS

Responsibilities include: representing the College on University-wide committees, working closely with the community, and overseeing the budgets, programs, personnel, and facilities of the College.

REQUIRES: An earned doctorate in an appropriate academic discipline and a strong background in the health professions and/or allied health education, and demonstrated successful exp. as an administrative leader. The candidate must qualify for faculty rank in a health profession or related discipline.

PREFER: Relevant exp. in a healthcare environment and a demonstrated record of success in managing interdisciplinary curricula. This is an Administrator/Faculty position with faculty rank. Appointment will be made on a 12-month, multi-year contract that is non-tenure earning beginning on or about Aug. 1, 1999.

TO APPLY: Submit two copies of each: letter of interest, curriculum vitae, & list of five references by January 22, 1999 to: FGCU, Pos. #10117, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. For addl info call our jobline 941-590-1111 or visit our website at http://admin.fgcu.edu/hr/index.html. Under Florida law, records laws, applications will be made available upon request. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.
CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

COLLEGE OF SOCIAL AND
BEHAVIORAL SCIENCES

DEPARTMENT OF SOCIAL WORK

We are seeking to recruit faculty members who will contribute to the goals and objectives of the University's strategic plan. Accordingly, preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community, as well as to demonstrate interest or experience in at least one of the following strategic plan areas: a) alternative modes of instructional delivery (including off-campus and distance learning). b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time; and c) partnerships with the community to enhance social, economic, and cultural conditions.

ASSISTANT PROFESSOR: Mental Health-Social Work and HBSE and related areas. The Department of Social Work seeks candidates for two tenure track positions in two or more of the following areas: public mental health, HBSE, group work, drug and alcohol treatment, advanced direct practice at all levels including communities, and research. MSW and Ph.D./DSW in Social Work or related field. Two years post-MSW practice experience required and a demonstrated ability to conduct research, generate grants and teach courses at the MSW level.

SALARY: Dependent on qualifications and experience. Assistant Professor range begins at $37,346.

BENEFITS: Generous medical, dental and vision benefits and support for moving expenses available.

DEADLINE AND APPLICATION PROCESS: February 1, 1999 or until filled. Submit vita with letter of application that includes statement on teaching philosophies and strategies, research, professional accomplishments and goals, as well as a description of interest in at least one of the three strategic plan areas. Also submit the names, telephone and fax numbers, and e-mail address of three references. Send to: Teresa Morris, Chair, Department of Social Work, College of Social and Behavioral Sciences, 5500 University Parkway, San Bernardiono, CA 92407-2397. Telephone: (909) 880-5501. E-mail: tmorris@csusb.edu

http://www.csusb.edu

WASHINGTON STATE UNIVERSITY

Sport Management Program

ASSISTANT PROFESSOR: Tenure Track Position
ASSISTANT PROFESSOR: One-Year Temporary

The Sport Management Program is seeking applicants for 1) a permanent tenure track position, and 2) a temporary one-year position to teach undergraduate majors and minors.

RESPONSIBILITIES: Teach core courses in 2 or more of the following: marketing/finance, sport governance/policy development, sport sociological, or sport law. Advise major and minor students. Teach graduate courses in area of expertise. Conduct a program of research and scholarly activity. Develop/maintain partnerships with sport organizations. Provide service at the university, state, and national level.

QUALIFICATIONS: Earned doctorate in Sport Management or in a related field. ABD with established defense date; ability or potential to teach at the university level; ability or potential to establish a program of research and scholarly activity; experience and/or ability to advise undergraduate students. Applicants will be considered for evidence of teaching experience and scholarly activity, evidence of connections to or work with professional and amateur sport organizations, expertise in technology, and the ability to work with diverse populations. Application: Send a letter of application, 3 letters of recommendation, and vita addressed to: Joanne Washburn, Search Committee Chair, Department of Educational Leadership and Counseling Psychology, Washington State University, Pullman, WA 99164-2136. (509) 335-6363; jw washburn@washington.edu. Screening of application will begin on January 21, 1999, and continue until the positions are filled. Salary will be commensurate with education and experience.

Washington State University is an Equal Opportunity/Affirmative Action Educator and Employer. Members of ethnic minorities, women, Vietnam era or disabled veterans, persons of disability, and/or persons between the ages of 40 to 70 are encouraged to apply.

Surf Over To See Us

The Hispanic Outlook in Higher Education is proud to announce its presence on the Web.

Our Web Site address is: http://www.HispanicOutlook.com

Watch for our employment listings along with upcoming issues, and calendar of events. We are ready to serve all your academic needs.

Inform yourself and surf over to The Hispanic Outlook.

You can always reach us at: Outlook@aol.com

For advertising info call us at (201) 587-8800 Or fax us at (201) 587-9105 Or you can E-mail your ad to us at Outlook@spaintmail.com
DEAN OF STUDENT LIFE & SERVICES

Oberlin College seeks nominations and applications for the position of Dean of Student Life and Services. This is a twelve-month, full-time Administrative position that reports to the President.

About Oberlin College:

Oberlin is a four-year, selective liberal arts college that is also home to an outstanding Conservatory of Music. Together, the two divisions enroll approximately 2850 students. Oberlin College was founded in 1833. It was the first college in America to make interracial education and co-education central to its mission - traditions that live today within a commitment to positive social quality of its richly diverse student body, outstanding faculty, and excellent facilities and academic and technological resources.

Oberlin is located in the town of Oberlin, Ohio, a residential community of 8,600 situated 35 miles southwest of Cleveland. Cleveland-Hopkins International Airport is less than 30 minutes away.

Responsibilities: As the chief student affairs officer, the Dean oversees all administrative units concerned with student life, including the offices of residential life and services, housing and dining, counseling services, health service, multicultural affairs, safety and security, the student union, campus activities, and the student judicial system. The Dean works in cooperation with both the College of Arts and Sciences and the Conservatory of Music to coordinate and integrate student life with academic programs, and the make student experience outside the classroom an integral part of Oberlin's educational mission.

Qualifications: At Oberlin, the Dean of Student Life and Services interacts directly with a highly diverse group of students on a daily basis. We seek an individual who understands issues of student development and student concerns and who will build the student life administration to foster the development of a diverse community. The successful candidate will have relevant experience in student life administration; excellent communication skills; demonstrated skills in leadership and management of a complex organization; the ability to bring innovative and creative thinking to student life programs; and demonstrated success in working collaboratively with students, faculty, staff, and the College's wider community in an environment that welcomes and encourages diverse points of view. A master's degree is required.

To Apply: Submit a letter of application, resume and the names and phone numbers of at least three references to: Kathryn Stuart, Assistant to the President, Cox Administration Building, Room 202, 70 N. Professor Street, Oberlin, OH 44074. Review of applications will begin on December 14, 1998, and will continue until position is filled. AA/EEO.

OBERLIN

SCHOOL COUNSELING

The School of Education has available a school counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership!.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice, school counseling, group counseling; family issues; assessment; career counseling; and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and or school adjustment counseling.

Deadline for applications is February 1, 1999.

Send a letter of application, a current resume, sample publications, and the names, addresses, and telephone numbers of three references to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215

DEAN, COLLEGE OF MEDICINE
CHARLES R. DREW UNIVERSITY
OF MEDICINE AND SCIENCE
Los Angeles, California

Charles R. Drew University is a non-profit, private institution with a budget of $50 million and 1,000 employees. The College of Medicine, in partnership with UCLA, is devoted to training specialists in medicine and providing continuing education to local health care practitioners. The College seeks an energetic and visionary leader. Reporting to the President of the University, the Dean is responsible for the School's academic, fiscal and administrative functions, and also serves as Associate Dean of the UCLA School of Medicine. Candidates must have earned an MD degree and be an accomplished leader in medical research and education. The Dean must also possess the ability to work with and build collaborative relationships both internally and externally. Candidates should submit a letter of interest and CV by January 15, 1999 to

William Hawkins
The Hawkins Company
5465 Wilshire Blvd., Suite 1406
Los Angeles, CA 90036
323-933-3337 or fax to 323-933-9765

The University is an EEO/AA employer and strongly encourages all to apply.
**Program Clinic Coordinator**

The University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School's Eric B. Chandler Health Center seeks a Program Clinic Coordinator who, under the supervision of the Business Manager, coordinates the operational activities of the Billing, Reception and Medical Records Department. Physical Plant, and Communications. Ensures compliance with regulatory issues. Supervises assigned staff.

**Bachelor's Degree in Business Administration, Health Administration, or a related field, plus three (3) years of experience in a health care institution, such as a hospital, ambulatory care facility, health maintenance organization or group medical practice. Two (2) years shall have been in a supervisory capacity.**

Please send resume, including salary requirements, to M. Genereux, Human Resources Dept. (88PS0978), UMDNJ, 335 George Street, Liberty Plaza, P.O. Box 2688, New Brunswick, NJ 08903-2688. UMDNJ is an Affirmative Action/Equal Opportunity Employer. M/F/D/V and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview. Visit our website at: [http://www/umdnj.edu/hrweb/](http://www/umdnj.edu/hrweb/)

**Associate Director of Faculty Development**

Job #109802

The Office of Faculty Development is seeking applicants for a 12 month position, with broad responsibilities to facilitate development and success, designed to assist faculty in improving teaching and learning. The person selected will be the Director of the Center for Teaching and Learning (CTL) and will be responsible for creating and managing the overall CTL operation. As the Associate Director the person will assume the development, implementation, and evaluation of all Faculty Development Office programs and activities.

**Qualifications:** Must have 2-3 years of work experience teaching and/or research development in a post-secondary setting. Strong experience in the use of a variety of instructional methods, applications of research in teaching/learning, and general teaching/learning issues in higher education. Masters degree required with a preference for degree in Curriculum Design, Educational Psychology, Instructional Technology, or related educational discipline. Prior experience as a member of a faculty Development/University College faculty.

Submit a letter of interest, resume, or application to: A. Adapt, Office of Human Resources, 9300 Middle Forkville Road, Austin, Texas 78752. Please reference job number and title. Review of applications will begin on January 25, 1998. Materials received after the review date may be considered. Submit at least three references to FMU. Applications and other employment information are available at [www.austin.utexas.edu](http://www.austin.utexas.edu) or call (512) 223-3057 x 53. DIAL-A-JOB (512) 223-5621

**Instructor/Associate Degree Nursing**

Job #107816

This position will report to the Program Coordinator and is responsible for providing hands-on training in ACG Office of Human Resources, 9300 Middle Forkville Road, Austin, Texas 78752. Please reference job number and title. Review of applications will begin on January 25, 1998. Materials received after the review date may be considered. Submit at least three references to FMU. Applications and other employment information are available at [www.austin.utexas.edu](http://www.austin.utexas.edu) or call (512) 223-3057 x 53. DIAL-A-JOB (512) 223-5621

**Oxford College of Emory University**

Oxford College holds a singular place in American higher education by virtue of its mission as a two-year liberal arts institution, its focus on teaching, its role as a division of Emory University, and its historic location. The College seeks a leader committed to undergraduate teaching, scholarship, and community to succeed the retiring Dean-CEO. The Dean-CEO will report to the Provost of Emory University and will serve as a member of the Council of Deans.

Oxford’s rich heritage began in 1836, when Emory University was founded on the Oxford Campus in Oxford, GA, eight miles east of Atlanta. Today, Oxford provides its approximately 900 students with an environmentally and educationally distinct experience in the freshman and sophomore years, after which more than 90% of its students proceed to Emory College for their junior and senior years. While at Oxford, students benefit from a focused and rigorous classroom experience and from the opportunity to undertake leadership roles within and beyond the campus community.

The new Dean-CEO will have an outstanding record as a teacher and scholar and will be tenurable at the rank of full professor. S/he will have a demonstrated record of achievement in curriculum and administration and of innovative educational programs at the highest level of excellence. Since Oxford College is geographically separate from the Emory campus, the successful candidate will provide leadership in an environment that will ensure the benefits of both a small liberal arts college and a premier research university. The Oxford College will be an outstanding communicator, a leader who promotes consensus and is decisive.

Dr. William B. Cody, Chair of the Oxford College Search Committee, requests that inquiries, nominations and applications be submitted to the University’s consultants.

Paula Carabelli and Dennis M. Barden
Educational Management Network
175 W. Kiefer Avenue, Suite 100
Irvine, CA 92614
949/851-5070 (Ms. Carabelli)
630/990-1370 (Mr. Barden)

Applications should include a letter of interest, a current curriculum vitae, and the names, positions and phone numbers of five references who will be contacted only with candidate’s approval. Screening will begin immediately and will continue until an appointment is made. The spring of 1999. All communications will be treated confidentially.

EEO/AA Employer
ASSISTANT PROFESSOR OF SPANISH

20TH century Peninsular literature with broad disciplinary interests, emphasizing cultural and intellectual relationships within the Hispanic world. Full-time, tenure track position at Assistant Professor rank beginning 9-9-99 academic year. Teaching responsibilities include 5 courses annually, including 3 in Spanish language, survey course in 20th century Peninsular literature. & one course in candidate's area of specialization. Demonstrated interest in teaching language and literature, commitment to undergraduate education and scholarship essential. The Ph.D. and native or near-native knowledge of Spanish are required. Teaching experience at undergraduate level desirable. Submit cover letter, three recent letters of recommendation, a curriculum vitae, graduate academic transcripts, to Nelson deJesus, Chair, Department of Romance Languages, Peters Hall, Oberlin College, Oberlin, OH 44074, no later than 12/14/98. Fax (440) 775-6888. MLA interviews important. AA/EOE.
University of North Texas
FACULTY OPENINGS

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Chair of the Search Committee
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Women in Higher Education

February 26th Issue
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FEATURES
Investing in the Power of Words
Latina authors have both praise for a small selective writing program at the University of Oregon.

Distance Education Closing In
Inescapable and fraught with potential, it is bound to affect you all the days of your professional life, says a veteran educator.

McGraw Prize to Maricopa's de los Santos and Elsner
A community college team receives two of the four Harold McGraw Jr. Prizes, which include a Steuben Award and $25,000 for each honoree.

Awakening the Dream
LaWorks and the LNM are in year two of a prep program that awakens at-risk students to a new dream.

UT Telecampus—The Virtual University
A high technology center at T-El Paso funded through a lawsuit, is creating cyberspace students and faculty in Texas and throughout the world.

HONOR ROLL
The University of Minnesota
A leading research institution, it is setting a standard for modern public education.

The Midwest's Uncommonly Diverse Institution
Northeastern Illinois University is a leader in the development of students, faculty and administrators.

DEPARTMENTS
Outlook ON WASHINGTON: A CAPITOL VIEW
Poor reading skills plague students in elementary school, in college, if they get there, and in life. Excellent teaching and extra resources can change the odds.

SUCCESS STORIES
Talented Latina Thriving in Multimedia
Orange Coast College offers a new certificate in multimedia and budding artist Aura Diaz is first to receive it.

People, Places, Publications, Conferences
Book Review:
Border Crossings: Mexican and Mexican-American Workers
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Preventing Reading Difficulties

BY GUSTAVO A. MELLANDER

Why do students fail in college? Research has long indicated that the inability to be an effective reader is one of the most common reasons why students fail to complete college. Hispanics in particular are plagued with this problem. Many, of course, don’t even go to college because their reading skills are so inadequate.

Now reading is essential to success. In a technological society, the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short.

Where Are We?

“The majority of reading problems faced by today’s adolescents and adults could have been avoided or resolved in the early years of childhood,” according to a report released recently by the National Research Council (NRC).

The report, Preventing Reading Difficulties in Young Children, calls for widespread reforms “to ensure that all children are equipped with the skills and instruction they need to learn to read.”

Responding to the nearly 400-page report, Secretary of Education Richard Riley said, “The council’s findings send the nation’s parents and educators a clear signal that we need to move beyond the courteous reading debate in some communities and focus on how children learn to read.”

“The study,” he continued, “clearly defines the key elements all children need in order to become good readers. Specifically, kids need to learn letters and sounds, and how to read for meaning. They also need opportunities to practice reading with many types of books. While some children need more intensive and systematic instruction than others, all children need these three essential elements in order to read well and independently by the end of third grade. Effective teaching and extra resources can make a possible for many ‘at-risk’ children to become successful readers.”

The gravity of this problem led the U.S. Department of Education and the U.S. Department of Health and Human Services to ask the National Academy of Sciences to study the effectiveness of interventions for those who are at risk of having problems learning to read.

The project had three goals: (1) to create a rich but diverse research base, (2) to translate the research findings into advice and guidance for parents, educators, publishers, and others involved in the care and instruction of the young; and (3) to convey this advice to the targeted audiences through a variety of publications, conferences, and other outreach activities.

Learning to Read

Effective reading instruction strategies exist. They are built on a foundation that recognizes that reading ability is determined by multiple factors. These factors correlate with reading but fail to explain it: many experiences contribute to reading development without being prerequisite to it; and although there are many prerequisites, none by itself is considered sufficient.

Adequate initial reading instruction requires that students:—
- use reading to obtain meaning from print;
- have frequent and intensive opportunities to read;
- are exposed to frequent, regular spelling-sound relationships;
- learn about the nature of the alphabetic writing system, and;
- understand the structure of spoken words.

Adequate progress in learning to read English (or any alphabetic language) beyond the initial level depends on:
- having a working understanding of how sounds are represented alphabetically;
- sufficient practice in reading to achieve fluency with different kinds of texts;
- sufficient background knowledge and vocabulary to render written texts meaningful and interesting;
- control over procedures for monitoring comprehension and repairing misunderstandings, and;
- continued interest and motivation to read for a variety of purposes.

Reality and Stumbling Blocks

Reading skill is acquired in a relatively predictable way by children who have normal or above average language skills. Experiences in early childhood that foster motivation and provide exposure to literacy are essential.

The opportunity to secure information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language, are key building blocks as well.

Finally, the opportunity to attend schools that provide effective reading instruction and require considerable practice reading are helpful experiences along the way.

Disruption of any of these developments increases the possibility that reading will be delayed or impeded. The association of poor reading outcomes with poverty and minority status is not sufficient, however, to account for all the variability in reading achievement. Other factors—such as factors related to the home environment, the school, the teacher, and the student—all contribute to academic success.

The third obstacle to reading will magnify the first two: the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.

Conclusion

Reducing the number of children who enter school with inadequate literacy-related knowledge and skill is an important primary step toward preventing reading difficulties.

Children who have difficulty learning to read in the primary grades are those who begin school with less prior knowledge and skill in relevant domains. In particular, general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading, and letter knowledge are important building blocks.

Children from poor neighborhoods, children with limited proficiency in English, children with preschool language impairments, and children whose parents have limited reading skills are particularly at risk. Many Hispanic children mirror that profile.

It is not an optimistic picture. But understanding the many problems involved could be the first step in correcting them.

Dr. Mellander is a professor at George Mason University.
Investing in the Power of Words

Graduates Praise
University of Oregon Writing Program

BY MIA ANDERSON

Never before has the literature of the United States been so culturally diverse: never before have the doors to publication—and to the promotion of ones work—been so open to minority writers. In our multicultural society today, not to read creative works by individuals of all backgrounds is to suffer an erroneous or shallow appreciation of American culture. In colleges and universities all across the country, the traditional literary canon is opening up, slowly, perhaps, but surely.

Ten years ago, two editors of a racially/ethnically diverse literature anthology wrote, “The cultural diversity of the selections is not just a rich literary experience and a way of enriching your reading experience of the great works of the tradition...it is also intended to enrich or to prepare you for the cross-cultural experiences that are inevitable in modern American life.”*

The number of acclaimed creative writers who are Hispanic American is growing dramatically. To name a few is to chance leaving out one who is considered by someone to be “major” or “important,” but certainly among Hispanic American poets can be counted Jimmy Santiago Baca, Judith Ortiz Cofer, Martin Espada, Pat Mora, and Gary Soto (whose New and Selected Poems [Chronicle Books] was nominated in 1995 for both the National Book Award and Los Angeles Times Book Prize).

A listing of just the living significant Hispanic American fiction writers would include Julia Alvarez, Sandra Cisneros, Cristina Gabriél, Oscar Hijuelos, Esmeralda Santiago, Emilio Díaz Valcárcel, and Helena María Viramontes. Assuming a young (or perhaps not so young), aspiring Hispanic American writer has the needed creative imagination to begin with, how does one develop and perfect the skills that make art out of written experiences

*Notice that in almost any military dictatorship, the first ones to be tortured, to be exiled, to have their tongues cut out are the artists, are the poets. Why is that?”
FELECIA CATON GARCÍA
and thoughts and feelings.

At the University of Oregon in Eugene, Garrett Hongo, who is Asian American, has shaped a creative writing program with strengths that have attracted Hispanic students, among many minority students and faculty. According to an April 24 article in The Chronicle of Higher Education, "Mr. Hongo and his colleagues have converted a small, nondescript graduate-level creative writing program into one of the best in the country, and one of the most distinctive." A closer look at this program might help Hispanic would-be writers to think about the next step that they might take in developing their talent, and about the program features to look for when they consider programs to apply for.

The program is small: Hongo accepts only 12 to 14 new students each year—out of an applicant pool, this past year, of 340. The students tend to be "pretty smart," says Hongo, "generally in the top four percent." A writing sample is fully one-third of the application; then there is the personal statement and the academic record, consisting of GPAs and letters of recommendation. "We are looking for people to grow," says Hongo. "We look at talent more than accomplishments. We want searchers." More than half of last year's first- and second-year classes were from minority backgrounds, and this year's incoming class of 12 is one-quarter Hispanic American.

Hongo says that the program is "not overtly, obviously, or rigidly inclusive," and that it is not nationalistic—and that at least one recent alumnus expressed the wish that it were more so. The point is that students are helped first and foremost to develop their writing; if their style and/or their "content" in some way grows out of their race or ethnicity or some other aspect of their makeup, it will be met with both openness and the same rigorous critiquing.

"We recognize that English has become an international language and that its literature is being written by American minorities, Africans, Caribbeans, Hispanics, European refugees, Asians, and Pacific Islanders, as well as by the English and Anglo-Americans," says the program statement. But the goal is to develop poets and fiction writers, not Hispanic poets and fiction writers.

"Some of the most exciting writing in English could be described as postmodern, postcolonial, and, though it may be grounded in geographic and cultural regions, it is nevertheless strenuously global in its perspectives." Thus, about half of the students' course load is in writing workshops: "students need to spend more time at their writing." Another quarter is spent in conference/thesis hours, and the rest of their study is in literary craft seminars, where the focus is on the tools of poets and fiction writers—style, form, and literary tradition.

Among the program graduates is Felecia Caton Garcia, who before graduating won the university's Thesis Prize in the Humanities Division, "a big deal," according to Hongo, in that the competition is among all of the theses of the graduating M.A. students. Seven poems that she wrote while in the program appear in a chapbook (a small book) that she titled Pas Oracle in the Chicano Chapbook Series edited by Gary Soto.

Caton Garcia, whose mother is a "blue-eyed, Midwestern" and father, a "third-generation, Chicano," was part of a diverse group of women poets who put together an audio tape of poetry and song called "Singing the Circle." Produced by Senga Nengudi Fitz, the tape was broadcast a number of times on several public radio stations. Caton Garcia is currently working on a book-length manuscript of her poems and looking into Ph.D. programs in American Studies. A classmate of hers, Daniel Chacon, has won a Chicano Fiction Prize.

One message of the program that Hongo has put together, he says, is that "[we are] not reinforcing the patriarchal canon...." The faculty and the students in the program, he says, are diverse, inclusive lot: "nature lovers [a reference to the great natural beauties of the region, said to contribute to the draw to the University of Oregon], [Chicano and other] nationalists, bi-racial, multiracial, straight, gay, bisexual—you name it." His purpose has been to create a learning space where the diversity works to help students to challenge their own, often rigid, ideas—rigid perhaps because they were developed in isolation—about literature, gender, race/ethnicity, and so on. In a way that will enrich their writing, however they might self-identify and whatever the "content" of their poems and fiction.

One alumna of Hongo's program spoke of her Spanishness as being "buried." Ten years ago, Dawn Dietz Wills added the "Diez," her mother's name ("She's from San Diego—before that, her family was from Cuba and Spain."). To her own but says that she grew up thinking of herself only as White, that she was very aware of her position of privilege in society. But the diversity among faculty and students in the program is important, she says, because "higher education is exactly the place where you should go and find the complicated face of this country. It seems crucial.... yet the general student body is very homogeneous, so it's very difficult for them to have any conception of Other."

An incoming student, Marie Carvalho, whose mother is Anglo, says that she "very much" identifies with her father's side of the family, Hispanic from the Azores and Madeira, and that her closeness to her grandmother has strengthened this identification over the years. "It's led me to explore [in my poetry] family issues, like how our [cross-cultural] family is very different from others in many ways. We're very close, and there's a lot of extended-family support, and there are some religious issues—I want to look at these some more, among other things."

Carvalho says that she chose this program over others for several reasons, but that Garrett Hongo's writing was a big factor: "His writing—especially The River of Heaven, a poetry collection (Knopf 1988) that won the Academy of American Poets' 1987 Lamont Poetry Prize and, in 1989, was nominated for Pulitzer Prize in Poetry—I really
"...if [the students'] style and/or their "content" in some way grows out of their race or ethnicity or some other aspect of their make-up, it will be met with both openness and the same rigorous critiquing."

Garrett Hong, director, M.F.A. program in creative writing, University of Oregon

found inspirational. It's open to ethnic diversity...in the broad sense, and its whole outlook is so open. And I grew up in Hawaii, like he did." Since she's been in the Eugene area, she says, "I have noticed quite a bit of diversity, and I'm more impressed as time goes on." Indeed, program material refers to "Eugene's reputation for social tolerance and support of the arts." Another reason Carvalho chose U. of Oregon: "If you're admitted, you're taken care of financially. You work as a teaching assistant, which isn't the kind of distraction from your writing that a 'job' is."

Alumna Caton Garcia ranks high among the program's strengths the diversity of students and faculty—diversity that is not limited to a variety of racial/ethnic identities. "It's not a smorgasbord of multiculturalism. It's different races, nationalities, sexual orientations, economics, perspectives diversity in every sense of the word...It's great in the same way that you wouldn't want a poetry workshop with only neoformalists or with everyone maintaining a certain aesthetic. The more perspectives, the more points of view there that interplay, the better."

She also found invaluable the opportunity to teach, and credits that experience with helping her land teaching positions in composition and creative writing at University of Colorado-Colorado Springs.

POETRY BY DAWN DIEZ WILLIS

fars flowers nails
by Dawn Diez Willis

Sunday we walked a mountain road toward a secret. Alma. setting the pace, swinging her arms, said: I could bless you with tap water. I'm married to a priest. I said nothing. my dry soul whistling down the dusty road that twisted like an injured spine through sage. Up the snowy hill we reached the Campo de Santos. Its dry earth & deep seeded. Wrought iron gated each grave, plastic flowers propping sun-blasted clay while Alma took pictures. A toy Jesus extended its arms on pitted stone, bit tiny chest hollowed to show he had a heart. jeweled, thorned, garish. But this was not the secret. Further on, among the sun-burnt pine, the little church.
The church you cannot join but must be broken into, its name the color of power or injury: purple. The hilt architecture flaked silver by silver into slit. God's torture shack, I joked (then looked for lightening in the bot yellow sky). Between the boards I searched for blood, for evidence of the barb beating of this place: the Virgin of the mayonnaise jar holding her head in her rinse. I shrine while I spied on the temple of rotting boards; on the images of Christ's sad face, searched the plain altar for flats, cat-o-nine-tails, fat hammers to wedge the stakes between forked wrist bones...

the nail through the palm is a myth; the body's weight would tear the palm clean through. Alma turned where she waited in a tree's narrow shade, & I thought I could see the run of pain, the secular bale of her depression like a static at her edges. How the nurses had tended her grave-hungry heart. she said. How the instruments of psychology jockeyed inside her sin & bones, medications staggering new paths in her brain, & circles of 'talk meant to remake the thread & the broken. Well, she amended, I may not be able to bless you but I can show you how to sin.

I had that skill already & wanted some fearful place of instruments instead. some extremity of beating, my own heart leaning against the hallowed church, sorry for its smallness & the pains that don't fix it. The hospital & the church, Alma knew both. I knew neither & turned to the shabby Monada, wondering if it was true, if we might be murdered for finding it, blasphemers, loose women ruining its sacredness with our soiled, damaged fingers.

That night at the adobe I claimed I didn't understand the desire to die, which is ingratitude in the soul. Alma claimed nothing, bunched her head like the plastic virgin in the jar. I write to Alma jars, flowers, nails. She never answers. The memories of our talks are like prayers for intimacy: splinters side by side on a plank, two beads on a rosary, the nail & the wrist fastened in loneliness.
Springs and at Pikes Peak Community College. And she valued the financial support. "I would do it again," she says. "I applied to four schools, and it was my first choice. It probably saved me about ten years over working alone on my poetry."

Asked about the strengths of the program at U. of Oregon, Dawn Dier Will is ranks as most practically important the "great gift" of funding for all who are admitted—and the attendant opportunity to teach. In the second year of the MFA program, she says, students often teach Composition courses, which "helps us in defining our own aesthetic.

And the "intellectual rigor is there, which can be intimidating at first—I had to play catch-up fast," The MFA exam, the preparation for it, "helps us to define questions of interest and pertinence to our writing." She describes developing a list of works that she then spent eight months reading and thinking about. "It helped me to envision a course of study that could potentially last the rest of my life. It helped me think about who my teachers are [among the writers she studied] and helped my talent grow—without becoming a copy of those teachers."

For Willis, the reading helped her to discover a "dark romanticism" and a "deep strain of pessimism" in her poetry, currents that "felt uncomfortable." The reading—and her work in the program—changed her thinking about a lot of things and "gave [her] the tools" for thinking about her poetry. While some of the authors she read, including Thomas Hardy, Baudelaire, and other more contemporary authors, "seemed dark and even nihilistic," she discovered that her work is "not akin to that." All of this, she says, "really forces us to articulate what it is we're doing."

Willis entered the program with "an unrealistic idea that I'd finish a book." But she did graduate from the program with "tools for my work that I hadn't anticipated getting. My practice [with my writing] was naive. I viewed it in a magic way, as though it was a sacred process that didn't need scrutiny. The program, thankfully, helped me to re-examine that."

Asked if she has any advice for Hispanic would-be writers, she says that it would be "absolutely misleading and false to speak as a Latino mentor, but speaking as a writer, as someone who writes and has taught, I'd say...educate yourself as widely as possible. Think about the idea of parallel canons. Be familiar with what the great writers of your culture are doing and with what they think. But do this without polarizing your thinking: do this while still forging your own identity as a writer. Go where you need to go for specific mentoring or modeling."

Asked the same question, Caton García becomes eloquent, and says that these are the kinds of issues she dealt with while at the U. of Oregon. "Most of all," she says, "continue to write. Everyone should be writing poetry. It's a travesty...a tragedy that so little poetry is being written—or being valued today, especially by marginalized people. Poetry is crucial to our survival as Hispanics. It's crucial to the survival of any culture."

"Keep asking yourself," she continues. "Why is what I want to say in poetry important? Why do I want to express these things? Why do I want people to read them?...Notice that in almost any military dictatorship, the first ones to be tortured, to be exiled, to have their tongues cut out are the artists, are the poets. Why is that? They've created something so beautiful that people pay attention. These days [beautiful writing] has been subsumed by the vast amount of information. Language has become commodified. Some of the power has been lost from words, and to effect change—and there's a lot a change that needs to be made—people have to invest again in the power of words."

"All writing is a political act. There's a lot of power in it. But people don't feel like they own the language anymore. Poetry has never been an art of the elite. Don't let it be put on a pedestal. You can train yourself. It doesn't take money. Know some history. Read as many poets as you can. And just keep writing."

**POETRY BY FELECIA CATON GARCÍA**

_Agua Dulce_

_from Pos Órale!

*by Felecia Caton García*

I hold long conversations with your shadow, we drink tequila and speak of the way you disappeared at dusk. We sit at the scorched bone table on the porch, and pass our hands through the candle flame. In the beginning your shadow would sometimes flicker in his chair. He told me that in those moments he would find himself lying across train tracks, the bright light of the engine bearing down on him. Then nothing. He would return smelling of sea urchins and roasted corn.

The desert stretches around us, a mute, trembling land. The rattlesnakes whisper that I chased you from my door. They wrap themselves around my arms, cackling shivering. I feed them corn. I let them carve constellations into my skin with their sharp tongues.

The scorpions sing when the moon rises new and icy green, la campaña de agua. When I call on them to bring drought to your exile, your shadow genuflects against the wall. He explains that the heat has confused my desire. And it's true. By the time we begin to feel the spin of stars, I repeat. I place grains of sand in my mouth and strip under their blind eyes.

Tonight, rivers flow swollen through the canyon, jungle plants rise out of the blistering sand. I pull down guayabas, papayas, and sweet orange melons. Your shadow does slow, suiting merengues around the edges of the house. We drink to your health. That is how lonely we are, how much we miss you.

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Distance Learning Closing In

Inescapable and Fraught with Potential

by Gustavo A. Mellander and Nelly Mellander

Distance learning is very much in vogue. It is a hot topic. Every day brings new variations, new successes. It has such a modern, ’90s sound to it, it is easy to forget that distance learning has been around for a long, long time.

The first formal correspondence course was offered nearly 160 years ago. And television has delivered courses for more than fifty years—nearly from its inception.

Much of the current excitement has been stimulated by advances in computer and telecommunications technology, culminating in the emergence of the World Wide Web. There is reason to be excited.

Anyone who spends any time on the Web can’t help but be taken with the possibilities it opens up for education and learning. For those of us who teach, our personal professional development is inextricably intertwined with the multimedia and communication capabilities of the Web. It is a natural for distance learning.

Distance Education

What is the difference between “distance learning” and “distance education”? Distance learning is often used as a more comprehensive term that includes distance education as well as various forms of self-study at a distance.

What then is “distance education”? The general definition is “any formal instruction in which a majority of the teaching function occurs while educator and learner are at a distance from one another.” In most instances of distance education, there also is some kind of evaluation of a student’s work, such as a final examination, and certification or course credit is awarded upon completion.

Higher Education

Many Americans might not be aware of the extent to which America’s colleges and universities are involved in distance education. The National Center for Educational Statistics (NCES) recently reported the results of a survey taken in 1995 about distance education courses offered by America’s 3,500 colleges and universities.

The survey found that, as of 1995, a third of these institutions offered some kind of distance education course and that another quarter were planning to offer some kind of distance education over the next three years. Public colleges and universities were the most involved in distance education: 62 percent of the four-year public institutions and 58 percent of the two-year institutions offered some form of distance education.

All together, some 25,730 distance education courses were offered in 1994-1995 by higher education institutions in the United States. Of the 14.3 million students in the United States attending higher education institutions in 1994-1995, more than 750,000 of them were formally enrolled in some form of distance education course.

How did the colleges and universities deliver their distance education courses? For 1994-1995, about 5 percent of the colleges and universities reported using two-way video, and another 25 percent reported using one-way video two-way audio. These technologies involve having the students gather at distant sites at a set time and place and allow real-time communication between the instructor and the students.

Effectiveness

How does the effectiveness of distance education compare to the effectiveness of conventional education? Surprisingly to some, very well.
Numerous studies over the years involving correspondence courses, televised courses, and distance education courses in colleges and universities report that students learning at a distance, on the whole, do about as well when tested as do those taking the same, or similar, conventional course.

There are some research studies that dispute this. There also are some studies that report greater success on the part of distance learners. On the whole, the research is favorable to distance education as a viable means of learning.

Interestingly, about a quarter of the colleges and universities that offered distance education courses in 1995 offered degrees that could be earned exclusively through distance education courses. Overall, an estimated 690 degrees were offered through distance education.

Earning a degree completely through distance education is still fairly rare in the United States. In 1995, for instance, only 3,430 students received degrees through distance education. By contrast, the Open University of the United Kingdom, famous for its televised courses, will award its 200,000th bachelor's degree this year: 1998.

Institutions have been surprised to discover that many of their distance-learning students are already on campus. Since so many of our students work and have family obligations, they frequently find it difficult to attend classes on campus at their designated time. Thus they opt to take courses via distance education—even though they live on campus or nearby!

The World Wide Web

As we all know, something very remarkable has happened since 1995—the emergence of the World Wide Web.

"Emergence" is too mild a term: the World Wide Web has exploded upon us! Its implications for education, and distance education in particular, are enormous. Teachers and those who want to be teachers must understand, interact with, and "feel comfortable with" the Web. It will be an important part of all the days of our professional lives.

We live in a world where trillions of bits of knowledge move in nanoseconds across the World Wide Web. Consider, in 1969 there were just four primitive Web sites in this world. By 1990, there were 3,333,000. Today, there are almost 20 million. How many will there be in the year 2000? It's all quite extraordinary.

The World Wide Web exploded upon us just as higher education institutions across the United States became "wired." It is a rare campus today where the students and faculty don't have the capability of accessing a campus network that provides them with e-mail, the Web, and access to the electronic knowledge resources of the institution—and indeed of the world.

Computers and the campus network have become a natural and integral part of college life in campuses across the United States.

An astonishing 60 percent of America's school children now live in homes that have a computer, and a substantial percentage of them have access to the Internet from home. Moreover, these students know how to use a computer. And according to reports, surfing the Web has become an "in thing" among teenagers. Unfortunately, since 35 percent of Hispanics do not have telephones—the delivers path for the Web—they are a group behind the curve.

The "wiring" of America's schools and higher education institutions, the rapidly increasing access to the Web from homes and the large number of computer- and Web-literate students provide a fertile basis for the development of the Web as a major vehicle for distance education.

Languages

An interesting development in distance learning has been language instruction. The various multimedia distance-learning projects developed by the Annenberg/Corporation for Public Broadcast (CPB) Project...
include the multimedia language courses *French in Action* for French and *Destinos* for Spanish.

What is unusual and striking about these French and Spanish courses is the variety of ways that they can be delivered and utilized. Both courses have been successfully broadcast on the Public Broadcast System (PBS) television as telecourses many times. They can both be purchased on videotapes or videodiscs. Accompanying textbooks, workbooks, computer software, and audio-cassettes are also available. In addition to being popular as telecourses, the two courses have been used in college and high school classrooms, often as a supplement to regular language courses.

**Connect with English**

The United States has a large immigrant population. Many have yet to learn English. Some of our larger school districts have students who speak one or more of more than 100 different languages at home. Sophisticated, modern, and flexible modalities are needed to help hundreds of thousands living in the United States learn English.

I am pleased to report that the Annenberg/CPB Project has just released a new companion series to *French in Action* and *Destinos* called *Connect with English*. It is now being broadcast as a telecourse on PBS.

*Connect with English* turns out to be as effective as its companion series, it could have an important impact on English as a Second Language (ESL) teaching and learning in the United States.

**English as a Second Language**

One particularly interesting Web site for English learners and teachers is Dave's ESL Cafe. It is a rich resource that has many different aspects, including a chat room; extensive links to other English-language sites; a book store; a hint-of-the-day section; a quiz center; and a discussion center.

Let us describe briefly two of the site's resources. One is called the ESL Help Center, which is billed as a global communication classroom.

Students from all over the world submit questions that they have about English. They are then answered by English teachers. In a recent nine-day period, the center received and posted more than 300 questions from students around the world. Another noteworthy section is the Idea Page, where ESL/FLI teachers from all around the world post their ideas and suggestions based on their related experiences. Dave's ESL Cafe is truly a fine example of how to make use of the Web to serve the needs of a world-wide virtual community.

Speaking of ESL, we are sure most of you are familiar with TOEFL, the English test given to non-English-speaking students who want to study at American colleges and universities. Recently TOEFL has converted its testing program from paper examinations to a completely computer-administered exam. The new computer exam is already in place in much of the world and will become universal by next year.

I emphasize this because the methodology that TOEFL has adopted offers important possibilities for evaluating students involved in distance education. The TOEFL computer exam uses the answers that students give to questions to determine the level of difficulty of questions it will give them next. The computer keeps track of the student's responses and adjusts the level of questions as the test continues. The computer draws on a large database of questions, but the student will see only a few of them.

The technology being used in the TOEFL exam draws from extensive research work on Artificial Intelligence and Intelligent Tutoring Systems. It might be that the kind of testing represented by the TOEFL methodology will become widely used in distance education. It certainly has possibilities.

**A Final Thought**

All of us have to keep up on changes in distance learning and the ever-growing world of computers. Actually, we will be forced to by our students. They are less frightened, more comfortable with technology than are those of other generations. They enjoy the world of computers. "Surfing" the Web, and confounding us... Each of us must study and grow—just to stay ahead of them.

**REFERENCES FOR FURTHER INVESTIGATION**


**Web Sites of Interest**

The Adult Learning Service of PBS: www.pbs.org/learn/als/

The Annenberg/CPB Project: www.learner.org/

Dave's ESL Cafe: www.eslcafe.com/

cWeb: zhao.educ.msu.edu/index.fcgi LearningSpace: www.lotus.com/learningSpace

NCES Survey on distance education and higher education institutions: http://nces.ed.gov/pubd/88132.html

TOEFL: www.toefl.org/

Gustavo and Veli Mellaender are professors at George Mason University.
McGraw Prize to Maricopa’s de los Santos and Elsner

Outstanding Partnership Cited

Once again an outstanding Hispanic educator has been granted the Harold W. McGraw, Jr. Prize in Education, which includes a Steuben award and a gift of $25,000 for each of four annual honorees.

Last year, Diana Natalicio, president/chancellor of University of Texas at El Paso, was so honored. This year it is Alfredo G. de los Santos, Jr., Vice Chancellor for Student and Educational Development at the Maricopa Community College District. Maricopa’s Chancellor, Paul A. Elsner; Dr. Arthur Greenberg, superintendent of schools in Flushing, New York; and Dr. Elliot W. Eisner, a professor at Stanford University, were the other three to be so honored in 1998.

The prize was established in 1988 to mark the 100th anniversary of the McGraw-Hill Companies and to honor its chairman emeritus for his lifelong commitment to education. Founded in 1888, the McGraw-Hill Companies is a leading information services provider, working nationally and internationally in education, business, finance, the professions, and government. The corporation employs 16,000 people located in more than 400 offices in 60 countries. Sales in 1997 were $3.5 billion.

The prestigious prize, judged by a distinguished panel of educators, annually recognizes outstanding individuals whose accomplishments are making a difference today and whose programs and ideas can serve as models for the education of future generations. "This awards program recognizes those who have made significant contributions to their students, to their communities, to the field of education, and ultimately, to the future of our nation," said Harold W. McGraw, Jr., the man for whom the award is named. "Through their hard work and perseverance, the four individuals we are honoring this year have made tremendous strides either in advancing arts education or increasing the stature of community colleges. They are innovators and leaders, and we are honored to salute them."

Maricopa’s Elsner and de los Santos were honored for the result of their successful partnership, through which Maricopa Community College District has been transformed from five colleges and 36,000 students to ten colleges and 200,000 students, and now ranks among the nation’s leaders in the use of computers and telecommunications.

"By promoting connections between the district’s two-year programs and local four-year institutions, Maricopa has significantly increased the number of students who seek and attain bachelor’s degrees...."
tributing to their reputation as one of the country's most effective community college leadership teams. Faculty members and other colleagues in The Maricopa Community College District, where Dr. de los Santos has served for more than 20 years, say that he leads the way in curricula development, business and workforce development, international education, and teaching of science and math.

His colleagues describe him as a "master mentor," a "one-person leadership development program," "pro-active," "committed," "compassionate and sensitive."

"I am humbled and honored to receive this outstanding award," says de los Santos. "Being recognized alongside Paul Elsner certainly doubles the honor. Ultimately, this award is a tribute to the students, employees, and the supportive community of The Maricopa Community College District. My family and I express our thanks."

Dr. de los Santos, 62, has spent his career in education and is known for setting the pace in development and improvement of curricula for all students.

"Alfredo has the remarkable ability to foresee events and circumstances. He is capable of evaluating situations and anticipating outcomes with a high degree of accuracy, placing this district on the cutting edge in instruction," says Ken Roberts, dean of instruction at South Mountain Community College—one of the 10 Maricopa Community Colleges.

"Alfredo understands that Maricopa is a COMMUNITY college system, which should serve ALL education needs," adds Bonnie Nelson, faculty member and curriculum developer at Glendale Community College. She points to de los Santos' emphasis on general studies classes that easily transfer to universities, to occupational courses and classes for students who need remedial services. Also, the vice chancellor promotes technology in the classroom and online distance education.

"As someone who has represented the district for articulation [transfer of credits to four-year colleges] for a dozen years, I can thank Alfredo for vastly improving the work we do," notes Robert Galloway, president of the District Faculty Association. "Alfredo recognized our strength and potential."

De los Santos has also significantly strengthened the district's ties with the universities, high schools, and the business and industry community through a variety of educational and business partnerships. For starters, de los Santos oversees the district's Office of Business and Workforce Development, which is known for attracting businesses to the county and for developing professional-technical community college programs that turn out students for such enterprises.

In another type of partnership, Dr. de los Santos has "provided undying support and motivation to completely revamp the way students are educated and trained in health care fields," according to Fran Roberts, vice president of the Arizona Hospital and Health Care Association. The district is said to
be leading the nation in updating and streamlining delivery of health care curricula.

The vice chancellor also is noted for his work and relationships with the National Science Foundation. He is principal investigator for the Maricopa Advanced Technology Education Center, housed at Rio Salado College and funded by the NSF.

In fact, de los Santos has been instrumental in implementing NSF initiatives in public elementary and high schools, notes Dr. Jose Leyba, superintendent of the Isaac School District. "Alfredo has been the prime mover in helping school districts to move toward hands-on science and math instruction. He has helped to transform the traditional science and math teacher into a forward-thinking, creative teacher. He is truly innovative, supportive, and knowledgeable."

"Alfredo has maintained a generous and unwavering support for the renewal of math and science teaching and learning, both within Maricopa and the state and the nation. Best of all, he has created an environment in which it is normal to be innovative," according to Alan Jacobs, Scottsdale Community College math faculty member who also directs a team working to reform math education.

Dr. Robert Donofrio, superintendent of the Murphy School District, said of both Dr. de los Santos and Chancellor Paul Elsner: "Their leadership has ensured that students continue their education until they meet their goals. Both leaders maintain a clear presence about the responsibilities toward the many communities served by kindergarten-through-12th grade education and higher education."

Currently de los Santos serves on the board of trustees of the Tomás Rivera Policy Institute, Multicultural Education, Training and Advocacy, Inc.; the Carnegie Foundation for the Advancement of Teaching; and the Council for Higher Education Accreditation.

He is a member of the National Advisory Committee on Institutional Quality and Integrity, the Advisory Committee to the Directorate of Education and Human Resources of the National Science Foundation, the Advisory Board of Open University United States, and the Strategic Planning Committee of the W.K. Kellogg Foundation's initiative with Hispanic-Serving Institutions.

Dr. de los Santos earned an associate in arts degree from Laredo Junior College, Texas, and three degrees from the University of Texas at Austin—the bachelor's degree, a Master of Library Science degree, and a Ph.D.

Awardee Greenberg was cited for successfully sponsoring a system-wide strategy to use the "expressive arts" as a key component in educating his diverse urban school district's 24,000 children and spurring them on to increasing academic achievement and personal development. The testimony to him noted that he has done so in the face of limited budgets by forming partnerships with local organizations to augment arts programs and by working ceaselessly to find funding within the existing budget to place music and arts teachers in each of his district's schools. His belief in educating the "whole child" was said to have helped many students to succeed in school and in the community.

The fourth honoree, Professor Elsner, one of the nation's leading scholars in arts education, has published leading research that identifies the benefits of education in the arts for all children. His work has advanced the understanding of the contribution arts make to the development of the complex forms of thinking that are critical for achieving success. McGraw Jr. noted that his work has helped schools find a place in their mission for the cultivation of the imagination and for the joys of art.

"As public funding for arts in education has been severely reduced over the past twenty years, Elliot Elsner has sought to keep arts education alive, influencing university schools of education, gaining private and foundation funding for arts education initiatives, and contributing important research into the connections between the arts and learning."

HISPANICS AND THE McGRAW PRIZE

1998 Winner Alfredo de los Santos, Vice Chancellor, Maricopa Community College District

1997 Winner Diana Natalicio, Ph.D., President of the University of Texas at El Paso

1997/98 Ramon C. Cortines, member of the Board of Judges that selects the Prize honorees

1994 Winner Patricia Bolaños, principal of the Key Elementary School and Key Renaissance Middle School in Indianapolis, Ind.

1991 Winner Dr. Robert H. McCabe, Miami-Dade Community College, named for work with the Hispanic community
Honor Roll

University of Minnesota
Exciting and Influential

BY ROGER DEITZ

If you have listened to a Garrison Keillor monologue or read one of his humorous books, you might infer that Minnesota is isolated, remote from the cares and concerns of the rest of the world. All those droll stories about frosty winters, of a state inhabited by fiercely independent Scandinavian descendants who gather at covered-dish dinners and after-church socials. Keillor paints a comedic picture, but it would be a mistake to cast the state's venerable public university in that light.

The reality is, the University of Minnesota has a long-established reputation as a leading public research university, a great modern institution setting a standard for public higher education. The facts should convince even the most skeptical out-of-stater. For example, last year marked the 25th anniversary of the establishment of a Chicano Studies Department at the University of Minnesota. When created, it was the first department of its kind to be formed at any college or university in the Midwest. Garrison Keillor, himself an honored alumnus of the U of M, has declared, "The University of Minnesota is one of the glories of the state." Reputation and prestige confirm this assessment, as does the U of M's induction onto the Hispanic Outlook Honor Roll.

Inaugurated as the 14th president of the University of Minnesota in 1997, Mark G. Yudof observed that his university is a unique blend of regional spirit and global outlook. He said, "We must have a vision that is both ecumenical and distinctly Minnesotan, both national and international. neither parochial nor oblivious to the heritage of a great land-grant university. We should aspire to a vision of immersion in all things Minnesotan, because a vision—to be sustainable—must resonate with the deepest impulses of our people."

It's true, the University of Minnesota is a world leader. Nearing its 150th year, it is one of the nation's most comprehensive land-grant institutions with nearly 90,000 students on four campuses.
about 3,500 tenured and tenure-track faculty, 351 buildings, and more than 10,000 graduates a year. The annual budget is more than $1.5 billion a year. U of M also is a diverse environment and a supporter of diversity in the community.

President Yudof terms diversity as "the positive value of bringing people of different genders, races, religions, ethnic backgrounds, geographic areas, economic classes, experiences, and more--to the faculty, staff, and student body."

He observes that at the University of Minnesota, "Diversity not only reflects fairness but also enriches the educational environment. We broaden each individual's learning by providing a rich environment of differing perspectives, cultures, and life histories, along with a curriculum that reflects the multicultural world in which we live." Yudof sings the praises of Latin American poets and artists and the magnificent Givens Collection at the University, housing the great works of African-American writers.

The University of Minnesota was founded as a preparatory school in 1851, seven years before Minnesota became a state. Financial problems at the school forced it to close during the Civil War, but it reopened in 1867. The institution survived in part due to the efforts of a Minneapolis entrepreneur, John Sargent Pillsbury, a university regent, state senator, and governor, now known as the "Father of the University."

Also of help was the Morrill Act, or Land-Grant Act, signed into law by President Lincoln in 1862. The act gave each state a grant of

**Honor Roll Facts in Brief**

**INSTITUTION:**
University of Minnesota

**LOCATION:**
Office of Admissions
University of Minnesota - Twin Cities
240 Williamson Hall
221 Pillsbury Drive S.E.
Minneapolis, MN 55455-0213
(800) 52-1000

**ESTABLISHED:**
1851

**ENROLLMENT:**
37,615 Twin Cities
66,135 all campuses
804 Hispanic students

**DEGREE OFFERINGS:**
bachelor's
master's
doctorate
professional

**ANNUAL TUITION:**
$4,090  tuition and fees

**NUMBER OF FACULTY:**
5,746 full-time

**SPECIAL OR NOTABLE DEGREE PROGRAMS:**
Applied Economics
Chicano Studies
Fisheries and Wildlife
Graphic Design
Latin American Studies
Scientific and Technical Communication

**NOTABLE HISPANIC SERVING ORGANIZATIONS:**
La Raza Student Cultural Center
Chicano Latino Learning Resource Center

**INTERNET ADDRESS:**
www.umn.edu
When William Jans Folwell was inaugurated as the first president of the university on December 22, 1869, there were only nine faculty members and 18 students. Four years later at the commencement, two students received Bachelor of Arts degrees. The first Doctor of Philosophy degree was awarded in 1888. The same year the Department of Agriculture opened on the university farm in St. Paul.

With its four campuses, the University of Minnesota is one of the most comprehensive universities in the country, ranking among the more prestigious in the United States. Many disciplines are consistently placed among the top 20 in the nation, based on such widely respected sources as the National Research Council, U.S. News & World Report, and the Gourman Report. Several U of M programs rank among the top 10 in the nation. These include chemical engineering, geography, psychology, mechanical engineering, economics, forestry, education, applied mathematics, management information systems, part-time MBA, dentistry, pharmacy, public health, and health services administration.

First-class programs require outstanding faculties. Based upon the most recent survey by the National Research Council, the scholarly quality of the University of Minnesota’s faculty ranks among the top ten in the nation. Honors and awards such as McKnight, Fulbright, Danforth, Guggenheim, Pulitzer, Rhodes, MacArthur, and Bush also attest to the quality of U of M scholars.

Perhaps the greatest contribution made by the University of Minnesota is its graduates. The university has about 370,000 living alumni, including five Nobel Prize winners. One study shows university alumni have founded 1,500 technology companies in the state that employ 100,000 Minnesotans—and add $3 billion annually to the state’s economy.

The 2,000-plus green (or snowy white) acres of the U of M Twin Cities is a classic Big Ten campus centrally located in the beautiful, dynamic, and very livable cities of Minneapolis and St. Paul—often cited as model U.S. cities. The Twin Cities campus is the oldest and one of the nation’s largest, with about 37,000 students (24,000 undergraduates) enrolled in day-time school programs. The largest of the four campuses, it is made up of 19 colleges and offers 161 bachelor’s degrees, 218 master’s degrees, 114 doctoral degrees, and five professional degrees.

The Duluth campus joined the university in 1947 and offers 11 bachelor’s degrees in 10 majors. EMD pre-med students can participate in a two-year basic science program leading to an M.D. through the University of Minnesota-Twin Cities Medical School.


Other important parts of the University of Minnesota are the Supercomputer Institute in Minneapolis, Hormel Institute in Austin, Lake Itasca Forestry and Biological Station in Itasca State Park, Cloquet Forestry Center, Cedar Creek Natural History Area, Rosemount Research Center, and the Horticultural Research Center at Excelsior. Through the University of Minnesota Extension Service, the U of M is present in each of Minnesota’s 87 counties.

Students can earn undergraduate and graduate degrees in more than 250 fields of study. Total degrees awarded through June 1997 is 555,882, a number that includes 25,391 Ph.D.s. Degrees awarded in 1996-97 numbered 10,515, including 669 Ph.D.s.

Minority enrollment on all campuses for last fall was 5,832 That included 2,987 Asian or Pacific Islander students, 1,545 African Americans, 804 Hispanics, and 518 American Indians or Alaskaans.

The university’s commitment to a diverse campus community is long standing. In 1989, then president Hasselmo and the Board of Regents set ambitious five-year diversity goals—doubling minority faculty and hires, increasing minority enrollment to 10 percent, and improving the five-year minority graduation rate by 50 percent. By 1994, all those goals had been met or exceeded.

El Puente (The Bridge) is a community service program designed by the University of Minnesota’s Chicano/Latino Learning Resource Center (CLLRC). It was recently chosen by Big Brothers and Sisters of America, a national federation of 501 agencies and programs, as a model for its national outreach mentor program for Hispanic youth.

The El Puente program was initiated by the CLLRC in 1990. Through the program, University of Minnesota students establish relationships with students from St. Paul, Humboldt and Minneapolis Southwest High Schools. Some mentors visit the schools once a week, others contact their mentees outside of school. Jean Stroman, the CLLRC counselor who developed the El Puente model, says, “This program brings together high school and university students to create a new community, which mutually promotes academic competence and enriches their school experience.” Last year there were 21 mentors serving 50 students. Big Brothers and Sisters of America plans to establish the El Puente model at five universities, in cities with high concentrations of Hispanics.
Awakening to the Dream

LA Works and UNM Collaborate to Inspire At-Risk Youth

by Peter Treadway and Traci Smith

"Basically, what we want to do in PREP," says Treadway, "is to plant ideas in the students' minds that will grow into their own dreams for themselves in the future and into the tenacity to make those dreams realities."

LA Works, a career center offering Southern Californian job training and placement services, has operated a college preparation program in collaboration with the University of New Mexico for two consecutive years. The program enables economically disadvantaged and at-risk high school students to experience college life firsthand by sending them on a two-week excursion on the UNM campus. This program was designed to motivate and empower high school students by educating them on the link between education and career success.

The first two years of UNM Summer College PREP have been successful as a start. UNM believes, "We've shown we can conduct a program that engages the participants and raises their sights and positive feelings about themselves and their futures," says Peter Treadway, who "introduced" PREP's concept to the New Mexico Department of Labor in 1997 to get initial funding and directed the 1998 session. "The initial vision and commitment of Vice President Eliseo Torres to make PREP happen, the outstanding leadership of Tim Gutierrez as director the first year, and the wholehearted support and collaboration of many of UNM's units, especially the Recreational Services department through its director Fred Pérez, got PREP off to a terrific start. I tried to continue that momentum in 1998, and I think we succeeded."

How does the program work? Students who meet specific eligibility criteria can apply after they have been recommended by a teacher or administrator and have expressed a strong interest in postsecondary education. Once the students have been selected, they and their parents attend an orientation that provides information pertinent to the families. It is imperative that the parents not only support their child's participation in the program but that they are well informed of the expectation of the students.

Anticipation builds as the students near their two-week trip to UNM. Many of the participants have never traveled away from home, so departure day is full of excitement. Upon arrival at the university, students are given their room assignments, unpack their bags, and head off to orientation. That is just the beginning of their exciting two-week college experience.

The program was designed to combine academic preparation for the SAT [Scholastic Achievement Test] with the appropriate work experience for future employment. Activities are broken up into segments: academics, work experience, college/career workshops, and physical well-being and health enrichment activities. The structured schedules begin each day at 6:30 a.m. and do not end until 10:45 p.m. Even the weeks are full of cultural and recreational activities. "Excited but tired" is a phrase many say when asked about experience.

During the two-week experience, the students become enlightened about the prospect of going on to college, and many are sad to see the weeks come to an end. A graduation ceremony is held at UNM. Parents and families of LA Works students are invited to Irwindale, Calif., facility to commemorate and watch the ceremony via videoconference. Feelings of pride and accomplishment fill the air.

Treadway states that as a program, PREP cannot yet show the results that will prove its impact long term. "There hasn't been enough time yet for students to show that a significantly greater proportion of PREP students will go on to complete high school and then succeed in college. We will keep track of those who aren't along with LA Works, and I'm confident our expectations will be met," he says.

There are, however, short-term results that lead Treadway to optimism. "We know that the 20 students LA Works and PREP in 1997 who were selected for the program were more likely to graduate from high school than those in the group that did not attend. We know that students who return to high school after our program and receive help with applying to college are more likely to apply," Treadway adds.
or '98 have gone on to postsecondary institutions. Ninety percent is a pretty impressive proportion. We will be working with the students long term to assure that the graduation rates are excellent. We are very happy with such preliminary results.

Students' scores on the pre-SAT verbal and math tests showed significant gains from the beginning to the end of both '97 and '98 PREP sessions, despite their short duration. The '98 cohort also was tested on career attitudes and knowledge (competence) and showed gains. These test results are encouraging—maybe even surprisingly, so given that PREP lasts only two weeks—says Treadway.

But what I think is the most compelling evidence that PREP has and will make a difference are the reports from PREP staff about the growth they saw in the kids while they were here, and the students' declared changes in attitude about going to college. Most said it wasn't in their plans when they arrived, but by the end of the program, they virtually unanimously said they would be going to college now that they had this experience.

The future of the PREP program holds great promise and faces challenges. On the promising side, UNM is convinced the program is a worthwhile contribution that it can make to the state of New Mexico and to youth who come from elsewhere. The association that has developed between UNM and IA Work is a wonderful unanticipated outcome of starting PREP, says Treadway, that occurred purely by chance meeting he had with LA Work's CEO Salvador Vásquez, followed by keeping in touch for over a year while UNM sought its seed money from the New Mexico Department of Labor. And if other agencies like the idea, UNM will welcome them too.

On the challenging side, UNM must find ways to increase the number of students from New Mexico who can participate in PREP. The NM Labor department has told UNM that it will not continue to pay for students' room and board or for the "mentoring" of staff members who supervise, coach, and "parent" the students because of the high per-participant cost of PREP. "We know the residential aspect of PREP is crucial in creating its effects," says Treadway. "Having the kids immersed in the university's environment and giving them positive messages 24 hours a day is what makes the impact."

One way or another, UNM says, it will find ways to replace that support through its own funds and soliciting scholarships throughout New Mexico. "It's important," says Treadway, "for PREP to have New Mexico youth in it. First, we are a state university, and it would be a complete disservice on our part to provide this service to solely non-New Mexicans, even though it draws some of them to attend UNM.

Secondly, one of the benefits of PREP with students from a variety of places and backgrounds is the exposure they get to people from other milieu. That is broadening and motivating for every student.

There are several additional activities that UNM would like to put into PREP. Team-building/group problem-solving is one. Many physically oriented games and exercises are fun and a lot of fun. For instance, building a bridge across a set of five posts with only two boards so a team of five or six people can get to the other side requires participants to work together in ways that they probably have never done before. With a leader to call attention not to technical issues in the project but also to how the team can operate collaboratively, young people can learn a lot about group processes and problem-solving. Creating awareness about these kinds of issues is good training for future education and careers.

Another enhancement would be adding an overnight camping trip to PREP. Many young people have never tried it. New Mexico's summer weather in the mountains, just an hour from Albuquerque, is perfect for camping. Hiking and orienting (how to not get lost) activities that are possible on a camping trip would build self-confidence and expand students' imaginations and aspirations.

A third addition that PREP would like to is an "academic sampler." UNM faculty would give short talks and answer questions about their fields three or four times during PREP. The intent would be to introduce the students to some potential career fields they might never have even heard of—such as tourism, geology, or extraterrestrial construction—through motivating talks from experts.

Closely related to the "sampler" idea would be a "career/major fair." This would entail bringing the PREP students into a large room with several UNM departments at tables with information about their subjects and the careers students can pursue through those subjects.

The two themes of all these possible additions to PREP are: (1) to expand the exposure students get from the program to the opportunities available to them if they persist in education, and (2) to expand the repertoire of learning and thinking skills that they develop.

Basically, what we want to do in PREP," says Treadway, "is to plant ideas in the students' minds that will grow into their own dreams for themselves in the future and into the tenacity to make those dreams realities. We can do that best, I think, by giving them broad exposure in fun and interesting ways to a multitude of new concepts and possibilities.

IA Work has already added a component to the PREP idea that UNM would like to have also: the follow-up and continuing involvement of its post-PREP mentoring program. UNM feels that this is a positive concept, and hopes to develop a similar way to keep PREP participants from New Mexico "on track" after the program. Given the dispersion of the New Mexico PREP students, it won't be easy, but UNM is thinking about telephonic follow-up, communications with the students' schools, and inviting them to PREP "reunions" on campus during the school year.

Time and cost are the considerations that will determine if, when, and how UNM might expand PREP in these directions. Finding the dollars to be able to add, for instance, a camping trip to PREP is most likely just a matter of persistence in pursuing funding opportunities. It might be more difficult in the long run to fit many additional activities into PREP simply because its two-week duration doesn't allow time to do all the valuable things that are possible. As PREP acquires more experience, however, ways will be found to get more into the program, which will mean that the students will get more out of it.

The two years PREP has been operating have been very successful as far as the indicators available can demonstrate. The progress for the non-participants is also positive. As former PREP participants go on to college and careers, and as the program evolves so that it produces even more benefits, UNM is hopeful that the PREP idea can contribute widely to the goal of creating expanded opportunities for New Mexicans and America's young people.

This article was prepared by Peter Treadway, University of New Mexico, and by Trace Smith, IA Work, Los Angeles, Calif.
UT Telecampus - The Virtual University

Benefits Across the Board and Border

by Inés Pinto Alicea

Carla Cardoza, a 26-year-old recent college graduate, said she was scared when she first touched the video, audio, and computer equipment at the new $15 million high-tech Undergraduate Learning Center at the University of Texas at El Paso (UTEP).

"It was kind of scary to learn at first," said Cardoza, who mentions the "myth" that Latinos don't want to learn high technology. "We now have the same opportunities as people in other universities. We can prove them wrong."

Ms. Cardoza is just one of the more than 15,000 students at this Hispanic-majority university in this West Texas city getting hands-on experience on $3 million worth of some of the most state-of-the-art video, computer, and audio technology available at a U.S. university. UTEP officials express excitement about reaching Latinos like Cardoza, who have been left behind in the era of the Internet and computers. Studies show that only about 15 percent of Latinos have access to computers compared to 25 percent of the Anglo community.

"Our community doesn't value computers yet," said Henry Ingle, UTEP's associate vice president for technology and distance learning. "I think the issue is not the cost but that computers are not a priority. People will scrump and save if they see value."

There lies the challenge faced by UTEP officials—convincing the Latino community of the value of a computer. The challenge seems daunting, particularly in El Paso, the nation's 17th largest city, where fewer than 20 percent of the residents have college degrees and the need for technology training is so high. El Paso's unemployment rates hover above 11 percent, compared to 4 percent nationwide. El Paso has lost more than 8,000 jobs to Cable—offering television and Internet courses developed at the new technology center. Through this partnership, university students are introduced to the facilities by giving them hands-on experience on all of the equipment. They develop bilingual Web pages for their course offerings; they work with grade-school students and their parents in the region to get them comfortable with computers and the Internet. They also hire university students from all disciplines to assist professors and staff at the technology center in operating the equipment; and they have developed a series of courses on border life that explore the politics, culture, economy, arts, and other issues affecting people living along the U.S.-Mexican border, says Ingle, who was involved in the high-tech center's planning.

"It's not going to happen overnight," said Ingle of warming up the Latino community to high technology. "It will be an evolution."

But the evolution has begun at the center where UTEP professors switch from traditional talk-andchalk lectures to using computer graphics, video clips, and the Internet to make complex subjects both easier to understand and more interesting. Professors stand before electronic podiums that place a variety of digitized resources at their fingertips. With the touch of a button, a professor is able to pro...
ject a large-screen video image of cells splitting, till the auditorium with recordings of memorable speeches by U.S. presidents, or beam in via video international speakers, noted authors, and business leaders.

The largest classroom in the building features individual touchpads at the students' desks. During class, professors can ask multiple-choice questions that the students respond to via the touchpads. That way, a professor can get feedback quickly from students to assure that they are following the lecture or to poll them on different issues.

Michael Kolitsky, associate vice president for instructional technology, describes the facility's largest classroom, which accommodates 50 students, as having a built-in intimacy that allows students to "see the whites of their professors' eyes" because of its arc-shaped construction.

With the visual-oriented technology of the Web, UTEP is able to encourage students and faculty to explore areas they otherwise might not easily study.

The multimedia capabilities in the center allow faculty to clarify complicated concepts by using visual images, which school officials said helps them communicate better with many of the students, who represent a visual generation.

"The technology gives instructors more authority over what they are teaching," said Phillip McCarty, a UTEP graduate who was working as a senior staff associate at the center. "We're not trying to replace the traditional environment, we're trying to extend it."

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"We're not trying to replace the traditional environment; we're trying to extend it."

The facility is in liberal arts, and 25 percent are in the sciences.

"Once the threat is gone," said McCarty, the facility becomes a "user-friendly environment."

The money for the technology center came from a $55 million lawsuit by border universities alleging that for years Texas had discriminated against them and denied them their fair share of state education resources. Some of the money was used to build the 125,000-square-foot Bhutanese-style education center, with 25 auditoriums and classrooms. In the fall semester, 150 sections were taught in the facility up to 2,400 students can be accommodated in the center's classrooms and auditoriums.

The center "will give students career opportunities that they wouldn't have had" and "places a spotlight on this university and the Latino population," said UTEP President Diana Natalicio, adding, "This will inevitably build our image."

"Students have to be accustomed to these technologies when they get out in the working world. This facility gives us a tremendous opportunity to demonstrate the excellence we have here among faculty and students. I'm thrilled that we have it."

Distance Learning

University officials said that they are hopeful that the technology center also will help reverse a disturbing trend: a steady decline in enrollment. In the fall of 1986, 15,593 students attended UTEP, the smallest number since 1988. About 65 percent of the students are Latino. School officials are expanding their distance-learning programs since students aged 30 to 68 are the fastest growing group of students, many of whom are interested in pursuing additional education from the convenience of their homes. Ingle noted that for some students, physically attending the university for classes can be a barrier to higher education.

"We're reaching out into the community so they can learn from home," said Ingle. "The distance learner is not a first-time student. They have already gone to college once, and they are pursuing graduate degrees. They just have other obligations."

By "beaming in" courses from other universities across the nation, distance learning also allows UTEP to offer classes in subject areas not available at the university. In turn, UTEP is able to package its own courses for other institutions. The communications technology center converts UTEP into a virtual university—the UT Telecampus—that uses interactive classrooms to reach high schools throughout El Paso; neighboring higher education institutions such as El Paso Community College, New Mexico State University in Las Cruces and other University of Texas campuses; graduate students at 12 Mexican universities; and military personnel around the world.

To request more information on the new UTEP facility or distance-learning programs offered, you can call (915) 44-8901 or e-mail to <1pd1@utep.edu> or look on the World Wide Web at <www.utep.edu/idl> or <www.mmfic.utep.edu/mmfic>.
The Midwest’s Uncommonly Diverse University

BY
Gayl Johnson and Susan Namest

About the Authors: Susan Namest, Director of University Relations at NEIU since 1994, has been a PR marketing professional for 19 years. A freelance writer for 14 years, she has written about the arts, culture, social service, health care management, and management consulting areas.

Gayl Johnson, departmental aide and honor student, graduates in May with a dual major in Non-Traditional Studies and English Literature, and is already working on a master’s in Special Education.

Chicago has long had a reputation as the transportation hub of the nation, with people from all over the country, from all over the world, arriving daily—some to make their homes here, others to make connections that will take them to other destinations.

Northeastern Illinois University (NEIU) is just such a hub—for students from the metropolitan area of Chicago and from countries around the world, a place where education is achieved in a real-world, multicultural environment.

Midwest’s Most Ethnically Diverse University

For the second year in a row, U.S. News & World Report named Northeastern Illinois University the most ethnically diverse university in the Midwest. NEIU is a state-supported commuter university with an enrollment of more than 20,000 students. Hispanics make up the largest minority group on campus, 25 percent of undergraduates. Significant numbers of African Americans and Asian Americans also are at NEIU, whose students come from the U.S. and from 40 separate nations around the globe. Hispanic, African American, and Asian American students make up about half the undergraduate population.

Founded as a teachers college in 1897, Northeastern Illinois is a leader in the professional development of teachers, school principals, and high-level administrators in the field of education. It is known, too, for the high quality of its professors and the attention that they give to students.

At NEIU, students earn bachelor’s or master’s degrees in a variety of disciplines through its Colleges of Education, Arts and Sciences, and Business and Management.

According to the April 24th issue of The Hispanic Outlook in Higher Education, NEIU ranks in the top 25 for bachelor’s degrees conferred on Hispanics in Education, in the top 50 for Liberal Arts; and in the top 100 for Business and Management.

Outreach to Hispanic Students

Hispanics are an important focus of the university’s efforts to serve all its students. Mentorship programs, bilingual and multicultural curricula, cultural education and preservation, and academic support services are some of the ways that NEIU helps Hispanic students to achieve their goals.

Provost Estela López believes that Hispanics are drawn to the university in part because of that strong emphasis on service. “Northeastern Illinois University

Hispanics make up the largest minority group on campus. 25 percent of undergraduates.
has a long history of service to Hispanic students and their communities. We recognize the complex needs of this group. Many have jobs, some are raising families, some are first-generation college students.

"We work hard to assist our students in every way possible. To do anything less would be to fail them and to fail our mission to provide students with a quality education," says López.

In October 1975, El Centro de Recursos Educativos, an NEIU satellite campus, opened its doors in a neighborhood with a growing Hispanic population. El Centro’s courses are scheduled during evening and weekend hours to make them accessible to working adults. Some courses are taught bilingually. In the greatly expanded and state-of-the-art facilities at El Centro today, students can complete the university’s General Education requirement or take courses toward a graduate degree in Educational Leadership and School Principal certification.

Proyecto PaLante, Plus
Some applicants to NEIU demonstrate tremendous potential but have test scores below those traditionally accepted. The university recognizes that low test scores and academic success do not have to be mutually exclusive. A Hispanic student in this situation can be admitted through a program called Proyecto PaLante. He or she will receive tutoring in the Learning Center, math and writing development from the English Language Program, and academic advising and career development counseling, as well as cultural reinforcement. This enormously successful program has seen many participants graduate with honors.

The Northeastern Illinois faculty understands the challenges and frustrations faced by many students. Many make an additional commitment to students through Partners for Success. This program is designed to meet minority students’ needs for support and encouragement by teaming them with faculty volunteers in a mentoring program.

Fellowship is a very important part of the college experience. NEIU has more than thirty campus organizations, including groups targeting Hispanic students. Among these are the Union for Puerto Rican Students, Chimevla (a student union representing many Hispanic countries and cultures), and the Spanish Club.

Cultural Identity
More than twenty years ago, Dame Libis Kornicka, professor of music and dance, founded Ensemble Español Spanish Dance Theater. The dance company, in residence at NEIU, has received critical acclaim both nationally and internationally. It is committed to the preservation of classic, ethnic, folkloric, and contemporary Spanish dance as well as to pride and education in the culture and heritage of the people of Spain and Latin America.

Que Ondee Sola is a group that publishes a literary journal of the same name. According to the group’s charter, its express concern is an emphasis on political issues that affect Hispanic students and Puerto Rican students in particular. The journal, which is managed by students, publishes stories and poetry written in English and in Spanish.

During the year, the university sponsors Heritage Weeks for different ethnic groups. At that time, people of one ethnicity share the art, music, cuisine, and other aspects of their culture with the university’s community. One such celebration is Hispanic Heritage Week, when the university is alive with Hispanic music—sometimes traditional, sometimes modern—and the sweet scent of ethnic cooking. Inspirational speakers educate their audiences about Latino cul-
ture and history and about the importance of achieving their highest potential.

Technological Advances

The university’s academic and support programs are designed to simultaneously strengthen skills and teach new ones. They encourage students to achieve academic success and gain self-confidence.

Technology plays a vital role in this formula. Most of the degree programs require students to have a rudimentary knowledge of computers, and in order to graduate, students must be able to research on the Internet and use e-mail and word processing programs. The university, which emphasizes use of the latest technology in instruction, has seven state-of-the-art computer labs available to its students.

One such lab, the Information Commons, gives students access to dozens of computers and includes special equipment that allows visually impaired or wheelchair-bound students to use the computers effectively.

NEIU also has installed a number of Smart Classrooms. In a Smart Classroom, each desk has a computer with standard software programs as well as access to the Internet. A large screen in the front of the room displays whatever the professor inputs. In addition, the professor’s handwritten notes written on special boards appear as text on each student’s monitor.

Distance Learning at NEIU

NEIU is one of the institutions that helped establish Illinois Distance Learning program. Classes in a variety of disciplines are presented live via interactive television and broadcast to several locations throughout Chicago and its suburban communities. For many in the Latino community, Distance Learning makes higher education accessible to students who might not be able to commute to the NEIU campus from their homes or jobs.

Study Abroad

Salme H. Steinberg, Ph.D., NEIU president, recognizes the truth in the adage, “travel broadens the mind.” NEIU’s initiative to internationalize the curriculum, allowing students—including those in low-income brackets—the opportunity to study in other countries, is unique among public universities.

Where better to study the emerging market of a foreign nation, for example, than in that very country? In March 1998, a marketing class in the College of Business and Management traveled to India to observe the expansion of business and marketing as a third-world country goes global. The classrooms were the cities of New Delhi, Bombay, Bangalore, and Poona.

“Students learn a great deal more in these programs than they anticipate,” says President Steinberg. “They come to see their place in the world as more than part of an ethnic group neighborhood, or student body. They recognize that they are an integral part of an international community, that their culture is but one part of a greater whole.”

As part of NEIU’s progress toward a more global curriculum, it is a participating member of the Illinois Consortium of International Education. In the early ’90s, NEIU entered into a collaborative relationship with the Russian Ministry of Education in Moscow and the Utah State Pedagogical University in Ekaterinburg, Russia. As a result, there have been exchange programs for faculty in Business & Management, Curriculum Design, Special Education, Economics, and Leadership Education. Recently, two delegations from China and one from England came to NEIU to discuss such things as collaboration on school reform and an internship program in teaching. Discussions are under way regarding the transition of two-year college students from England to Northeastern Illinois.

Hispanic Alumni of Note

Some very fine minds have emerged from the halls of Northeastern Illinois University. Luis V. Gutierrez, the first Illinois Hispanic elected to the United States House of Representatives, earned his bachelor’s degree in English at NEIU. Miguel del Valle, Illinois State Senator for the 5th District, earned his bachelor’s degree in Spanish and his masters in Counselor Education here.

Attorney Juan Mendez, owner of the two McDonald’s at O’Hare, the world’s busiest airline hub, earned his bachelor’s degree in political science at NEIU. Many other NEIU Hispanic alumni are also owners, presidents, vice presidents, and CEOs of successful businesses.

“We are proud of our record of service to the Hispanic community,” says Steinberg. “The high number of degrees we confer on Hispanic students is but one demonstration that our program is working. But we do not rest on our laurels.” The university continues he says, to develop stronger and more innovative programs.

Northwestern University— an exciting community of learners representing many different ethnic, economic, gender, and age groups but sharing the common goal of education for the present and the future.
Talented Latina Thriving in Multimedia Blends Old and New Arts at Orange Coast College

BY VICKI ZIMMERMAN

Thanks to a unique certificate program at Orange Coast College, student Aura Lozoya is combining her love for storytelling with her artistic talents and computer savvy.

Carrying a 3.5 grade-point average, the 30-year-old mother of three boys is the first to receive a multimedia certificate of achievement from the college’s Digital Media Arts Program.

In a society where technology is changing the face of art and the industries supporting it, Diaz was quick to grasp the importance of integrating computers and art.

The multimedia certificate exposes students to a broad range of media—photography, animation, music, and text—including a course on the growing multimedia industry, which includes work in entertainment and the gaming industry, and on the World Wide Web and Internet.

OCC’s Digital Media Arts program was the perfect vehicle for Diaz to pursue her interest.

As a storyteller, Diaz loves bringing her vivid characters to life through a cultural perspective that honors her native Mexico. She had already written three children’s books when she was asked to illustrate one because an illustrator couldn’t be found to help her complete her projects.

Her husband suggested she take an OCC drawing class so she could complete the books by herself. The Huntington Beach resident grew by leaps and bounds as she moved from life drawing classes to computer illustration.

This fall she received a certificate of achievement just as she was putting the finishing touches on an imaginative counting book she’s written and designed for preschoolers.

I love the idea of combining humanity with technology,” says Diaz, who hopes to pursue a bachelor’s degree in archaeology. “I like communicating with different art forms, and OCC’s multimedia program allowed me to do that.”

Rolling in a wide range of art classes, Diaz soon began to appreciate the varying nature of each medium.

Printmaking is a fine art, and the process can be really slow,” says Diaz. “With the computer, you can click three images and create something. In printmaking, there’s a process of making prints and cleaning the plates. Yet I like both processes—the slow and the fast!”

“OCC was one of the first in the region to have a viable digital media arts program using an interdisciplinary approach within its curriculum,” says Sylvia Impert, chair of the college’s Digital Media Arts department. “Multimedia is the big trend, and everyone is excited over the effects created by it in movies and television commercials.”

OCC instructors point out that in order to do original work, before beginning to manipulate and transform elements into something else, a student must learn the basics. A pencil, a paintbrush, or a computer are tools that have the capacity to go from simple to sophisticated.

“We still teach basic traditional skills, knowing that artistic talent, to some extent, is honed through training,” says Christine Taylor, Diaz’s computer graphics instructor. “Understanding conceptualization and composition—that doesn’t change—but some people lose sight of that, and I’m trying to instill that back into my classroom and make it interesting to them.”

According to Taylor, the seductive nature of computers can be exciting to budding art students who have a taste for all the complexities of new software programs.

Yet the study must be grounded in fundamentals and in the knowledge that art is part of a large business community.

“It’s not all fun and pretty pictures,” says Taylor. “It’s a business—a very lucrative one—and students must prepare themselves to be ready and able to constantly change.”

Within this context of constant change, OCC art program faculty make a concerted effort to provide the knowledge and the information that enable Diaz and other students to learn through hands-on practice.

“One of the things I really judge my students on is their creative solutions to the assignments,” says Steve Cox, who teaches Adobe Illustrator in Diaz’s Digital Media Arts 190 class.

“Aura is drawn to Latin American influences and uses them in her solutions to the assignment. It’s very pleasing to see her work because Aura has a good, strong style.”

Cox was gratified to see Diaz’s creativity blossom in the program
in many ways.

"Aura developed an interesting hybrid with her printmaking and computer classes," says Cox.

Diaz would go back and forth between her printmaking class and her computer lab using art software.

"Aura would work on a print in her printmaking class and then bring it over to the computer lab and work on it in a software program to take it a little further.

"Typically, the print was a final piece, and she went beyond that. What I look for in class is original work done in an original way to make the art their own, and she did that.

Diaz thrives in this artistic world of colorful technology, where she creates quickly on a computer that still challenges her with colors that can’t always be mixed easily.

Around every corner in her traditional art classes—which have included watercolor, cartooning, and printmaking on a linoleum block—Diaz entered a world of new discoveries.

This adventurous spirit is heralded by her OCC instructors. Diaz loves to take risks and experiment with what’s before her. Whether she’s using new computer software or old-fashioned textured paper, she’s willing to venture into the unknown.

"She’s ahead of the game," says Donna Westerman, OCC professor of art and Diaz’s printmaking instructor. "She has a wonderful sense of design and texture; it’s very jangly and mysterious and filled with images from the Aztec and Mayan civilizations.

Diaz, who loves weaving her Mexican culture into her stories, completed her children’s counting book in Westerman’s story illustration class.

"Because she has a nice balance of the scientific and the artistic, I have encouraged Aura to experiment with her printmaking and computer images by scanning them and taking them in another direction," says Westerman.

"She has done that. Going back and forth and experimenting with 3-D pop-up prints, which involves doing some mathematical calculations in an organized and clear way.

"Her desire to combine elements from her many different classes and the initiative she’s showing reflect Aura’s enormous enthusiasm for her art," adds Westerman.

In fact, Diaz is a student aide in the computer labs at OCC. She helps other students in Photoshop, Premiere, After Effects—a program she learned on her own to help others, Director, an interactive program, and Flash, an animation program.

Diaz is also high on Taylor, an adjunct instructor in Digital Media Arts. Christine is an amazing role model with three degrees, and I have so much respect for her," says Diaz. "She has done it all herself.

Taylor not only set an example for her students, but she encouraged and motivated each of her students in their class work. She doesn’t give up on her students, and Diaz learned to persevere as well.

She’s the type of person who will answer your questions, and she will stay with you until you get it," beams Diaz. "She won’t let you go, and you have to be prepared to stay there and get it. But I liked that. If you asked her a question, Christine made sure that you felt comfortable with yourself and knew the answer.

 Aura also gives what she has learned to others.

"As a lab assistant, Aura is excellent," says Cox. "She has both the technical competence to assist students and a willingness to want to help them.

Proud of her Mexican-born family and heritage, Diaz is passionate about expressing her admiration for her cultural roots by using these themes as subjects in her paintings: "I love my culture," says Diaz. "I’m still amazed at all the things we have in Mexico. Every part of each state is different—the food, traditions, costumes, and I never stop learning about everything in Mexico.

Westerman encourages Diaz to tell all her stories and offers guidance to promote Diaz in her artistic pursuits.

"She has a tendency to go toward archaeological images, and it’s fascinating to listen to her," adds Westerman.

As a young girl, she grew up on the periphery of a circus, and could listen to lions roar. Diaz developed a colorful imagination from these childhood experiences. Her early visions of animals and sunlight are among those she uses in her art work and in her stories.

"Aura recalls an image of herself lying in the sun listening to the roar of a lion, and she will transform that memory into remarkable images that draw on her memory of the golden light and the lion amid jungle rungs.

Diaz is the first to pay tribute to her introductory classes at Coast because they set a solid foundation for her artistic aspirations.

"I never knew I could draw, and I will never forget the words of my first instructor, David Johns, when he said, ‘Drawing is just sitting and doing it.’ said Diaz. "These words stuck in my head and have been an inspiration to me ever since." She also enrolled in a cartooning class that helped Diaz develop the expressions and gestures of her characters.

"He was so good at encouraging us," said Diaz of cartooning instructor Mike Beanan. "He really helped me to clean up my drawings and my characters."

Back at home, Diaz is mother to three boys, ages 15, 11, and 4. All three love to hear their mother’s bedtime stories. Her 7-year-old once was so enthralled with a story Diaz was spinning out of her head that he asked, "Mommy, let me see the book—I want to see the pictures"

Diaz is inspired by images from the Aztec culture and by objects from nature.

"I love exploring the forms from the Aztecs, which include flowers, owls, and warrior-like figures," says Diaz. "I have always been fascinated with using that style from hundreds of years ago, while putting it in context with modern times."

"She wants to be an archaeologist, and there’s no reason she can’t combine both of them and do the drawings on these expeditions and combine these degrees," says Westerman. "There’s no reason she couldn’t do this.

"I subscribe to the magazine Scientific American, and when I see those beautiful images, I realize I can do so many things with my education in the future," adds Diaz.

Aura Diaz is a modern warrior. She is not afraid to cross into the complex terrain of a new computer program or to throw intricate, time-tested, and painstaking procedures crafting her work by hand.

She’s discovered an artistic voice that draws upon her memories of Mexico, her fascination with nature, and her love of archaeology. Opportunities abound, and Orange Coast College is helping Aura Diaz untangle what is unique within her.
García-Bowen New Director at CCSU

Virna E. García-Bowen has been appointed Director of Recruitment and Admissions at Central Connecticut State University (CCSU). In announcing her appointment, CCSU President Richard L. Judd said: "Ms. García-Bowen has impressive experience and a record of success in attracting good, well-motivated students who represent the diversity of modern society. Her range of talents blends well with the growth and aspirations of this university."

García-Bowen is responsible for leading CCSU's efforts in recruiting new students and overseeing the admissions process.

Previously, she was director of admissions at Gateway Community Technical College (Conn.). She also served in student services and administrative posts at the University of Connecticut and at Eastern Connecticut State University.

She hold a bachelor's degree from Southern Connecticut State University and a master's from Eastern Connecticut State University. She is a member of the Connecticut Association of Latin Americans in Higher Education.

Rojas, Medina, and Hudson Contribute to Spanish Literature

In Florida, three Miami-Dade Community College (M-DCC) faculty members were presented with awards from the Crítica Dominicana Literaria sobre Escritoras Hispanoamericanas, a Dominican association that recognizes Latin American women for their contributions to Spanish literature. The president of Crítica Dominicana, Yolanka Nacidi, was in Miami to present M-DCC professors Dr. Ofelia Hudson, Teresa Maria Rojas, and Myra M. Medina with the awards.

Hudson, who was previously honored for excellence in teaching with M-DCC's Endowed Teaching Chair, received an award for her collection of short stories entitled, Cantar Utias Hezañias. Rojas, chairperson of Prometeo, a Hispanic theater group, was honored for her work as an actress and theater director. Medina, associate professor at the North Campus Department of International Studies and an avid promoter of Spanish literature, was recognized for academic excellence.

The three M-DCC professors now want to honor the work of other Latin American women by creating the Crítica Floridiana sobre Escritoras Hispanoamericanas, a chapter of the Crítica Dominicana in Florida.

Castillo Promoted in HCC System

Diana González Castillo has been promoted to a dean-level position within the Houston Community College System (Texas).

Castillo will serve as the first Hispanic female college operations officer at Southeast College. Her responsibilities will include the management of a $16.5 million budget, organizing the infrastructure of the college's human resources, safety and loss control, and the management of five major facilities.

She has served Central College of the Houston Community College System as assistant dean of students for the past six years, where she successfully managed enrollment services for over 15,000 students.

Torres Participating in Leaders Program

Helen Torres, Director of Distance Education at San Antonio College (Texas), has been selected to participate in the Leaders Program, a national leadership training program for administrators and faculty in higher education.

The year-long program is designed to enhance participants' skills required for major decision-making roles in their institutions. Subjects covered include: supervisory and human relations, planning and budgeting, organizational transformation, and higher education issues of the coming decade.

Torres has a bachelor's degree from the University of Pennsylvania and a master's from Trinity University. She also attended the Institute for Management of Lifelong Education at the Harvard Graduate School of Education and participated in the San Antonio Greater Chamber's Leadership Program.

Contreras Earns "All American" Honors

El Paso, Texas, native Bonnie Contreras, an outfielder for the El Paso Community College Tejanas Women's Softball team for two years, has been named to the 1998 Louisville Slugger All-American team. She is one of only 15 junior college softball players in the U.S. and one of two in Texas, to be named to the team.

"Bonnie is the type of player that awes people in the stands," said Kathy Rudolph, coach of the Tejanas. "What truly sets an ath-
lese and an All-American apart is heart, and the willingness to do what others find too difficult."

Having played since she was five years old, and after graduating from high school with All-District and All-City honors as one of the best players not a single college called to offer Contreras a scholarship.

She then tried out for the Tejanas, who were in their first season, and made the team.

After two great seasons with them, her talent was not overlooked. She has been offered a scholarship to play Division II Softball at Incarnate Word College of San Antonio. I want to study sports medicine, and this scholarship offers me an excellent opportunity to do so," stated Contreras. "I know I will be a good student, because if I'm not, I won't be able to play ball."

Huerta Named Distinguished Javelina Alumnus

Texas attorney Albert Huerta has been named the 1998 Distinguished Alumnus by the Javelina Alumni Association at Texas A&M University-Kingsville.

Huerta is president and board chairman of Huerta Entertainment L.P., which owns and operates Texas Ski, a 100-acre festival park.

In recent years, he was involved in a class action lawsuit against a chemical plant that resulted in a $60 million settlement. The case involved approximately 8,000 Hispanics in Robstown, Texas, who said they suffered various ill effects from a release of butadiene from the plant.

A $1 million trust fund was put in place to provide scholarships to Robstown students. In the first year, Trial Lawyers Foundation for Youth Education gave five scholarships totaling $20,000. Huerta is chairman of the organization.

In a 1989 Forbes 500 survey of the top 50 successful lawyers in the United States, he was the only Hispanic named.

He has an associate from Laredo Junior College and bachelors and masters degrees from Texas A&M University.

Scholar Gómez-Lara at Seattle University

Seattle University (Wash.), aiming to infuse cross-cultural perspectives into its curriculum, has been hosting Manuel Gómez-Lara, an associate professor of English literature from Seville University (Spain), this semester.

Gómez-Lara travels to experience the different ways cities express their identities. He came to Seattle to see how it creates its own identity. "Cities are the living mirrors to our community. Cities reflect the identity of the people," said Gómez-Lara.

At Seattle University, Gómez-Lara has been teaching students his philosophy of city images in a course "City as Text-City as Media."

The course focuses on cultural and social practices that underlie modern cities. The cultural images of cities is the major theme. The course examines the rhetoric of place as a territorial, social, and cultural construction.

In addition to his course, Gómez-Lara gave public lectures this fall including "Ruralizing Community: Merging Religious and Civic Participation in Seville's Bob Week Festivals" and "Spanish Musical Movies: Framing Contemporary Spanish Popular Culture."

He is the co-author of the EXPO 92 Guide. He is also a regular contributor to newspapers on Spanish cultural events.

Ross Provides Future Glimpse of Mexico

John Ross, a freelance journalist who has spent the last 20 years reporting on Mexican politics, gave a glimpse of that country's tumultuous future in a lecture at Trinity University (Texas) titled "Mexican Politics and Society in the New Millennium."

Ross' insights into the struggles facing Mexico come from his years as a reporter writing for several American newspapers and magazines. He has penned two non-fiction books about Mexico, "Rebellion from the Roots: Indian Uprising in Chiapas" and "Annexation of Mexico." Ross has recently written his first novel, "Ionattah's People," which is based on his experiences with presidential candidate Cauhhtemoc Cárdenas and his unsuccessful run for office.

Dr. Eduardo Stein Speaks at UT Austin

Dr. Eduardo Stein, discussed "Guatemala Since the Peace Treaty: Transforming a Nation" during a speech at the University of Texas-Austin.

Stein has served as Guatemala's highest-ranking foreign affairs official since January 1998. Since that time, he has participated in the peace accords that reunited the nation after a protracted civil war. Through his role as foreign relations minister, Stein acts as Guatemala's representative in international conferences and promotes international cooperation between Latin America and the rest of the world.

Before his appointment, Stein was executive secretary of the Action Committee of Support to the Social and Economic Development of Central America. In that role, he implemented development projects in the areas of nutrition, small enterprise, agro-industry, energy, and the environment. He also has been involved in regional development efforts promoted by the Latin America Economic System, served as international affairs advisor to Panamanian President Rito and taught in universities in Central America and the United States.

Jerry González and the Fort Apache Band at MCC

The nationally recognized Latin jazz group Jerry González and the Fort Apache Band performed at Monroe Community College (NY) in October.

Considered one of the best Latin jazz groups working today, the New York-based band has three Grammy nominations to its
credit, González doubles on trumpet and flugelhorn and also plays congas. He is joined by brother and bassist Andy González, John Stubblefield, tenor saxophone; Joe Ford, alto and tenor saxophone; jazz drummer Steve Berrios; and pianist Larry Willis.

On the afternoon of the performance, a free 2 p.m. workshop with Jerry González was held. All musicans, students of life, and music enthusiasts were welcome to attend.

Dr. Luis Fraga Speaks at Texas A&M University-Corpus Christi

During Hispanic Heritage Month, Dr. Luis Fraga, an associate professor in the Department of Political Science at Stanford University, led a discussion, "Consensus Building in a Multicultural State," at Texas A&M University-Corpus Christi.

Fraga has published widely in scholarly journals. His areas of research include American urban politics, educational policy, politics of race and ethnicity, and voting rights.

He is completing two book manuscripts, The Changing Urban Regime: Toward an Informed Public Interest and The Politics of Schools in San Francisco. In addition, he is co-editor of a volume entitled Ethnic and Racial Minorities in Advanced Industrial Democracies.

He received his A.B. degree cum laude from Harvard University and his doctorate from Rice University. He has taught at the University of Oklahoma and the University of Notre Dame. He has received Stanford University Faculty Awards in recognition of distinguished service to the Chicano/Latino graduate classes of 1993, 1996, and 1997.

Camacho-Gingerich on "50 Outstanding Latinas of 1998" List

Dr. Alma Camacho-Gingerich, professor of modern foreign languages and chair of the Committee on Latin American and Caribbean Studies at St. Johns University (N.Y.), has been named one of the "50 Outstanding Latinas of 1998" by El Diario-La Prensa. M&T, El Banco Popular, and Goya Foods.

Camacho-Gingerich and other selected Latinas from the Tri-State area were recognized at the Harvard Club in Manhattan last March for their outstanding contributions to the community and the nation in their various disciplines and for being role models for all women.

Earlier this year, Camacho-Gingerich was honored by the Puerto Rican Federal Affairs Administration and Mujer Latina/Tu Revista as one of the “Women of the New Millennium.” In addition, she delivered an address at an event in honor of Women’s History Month that was organized by the Office of New York State Assemblyman Adriano Espaillat honoring Women Pioneers of the Dominican Community. She was joined by Dr. Cristina Aquiar, Dominican Ambassador to the United Nations.

Also at St. Johns, an art exhibit focusing on “Latin American Art in the 90s” recently completed its run. The exhibit consisted of twodimensional works spanning a wide range of media and issues created by contemporary artists from Cuba, Bolivia, Mexico, Venezuela, the Dominican Republic, Trinidad, Puerto Rico, Colombia, Brazil, and Argentina.

Maduro Speaks on 21st-Century Challenges to Catholic Higher Education

Noted theologian, author, and social commentator Otto Maduro spoke at the University of San Francisco recently.

Maduro’s lecture, titled “Ethics, Epistemology, and Economics: Perspectives from the Underclass,” was intended to enhance the University’s understanding of the challenges facing Catholic higher education as the 21st Century approaches.

Maduro is director of the Hispanic Institute of Theology at the Theological School at Drew University in New Jersey. He is the author of seven books published in five languages and more than 400 articles on liberation theology. He is currently on the editorial board of the Journal of the American Academy of Religion, Social Compass and Cristianismo y Socialidad.

Garcia Lectures on Spanish American War

Fleet Bank and St. Francis College (N.Y.) were the promoters of a recent lecture at St. Francis College. The lecture was given by Dr. Emilio García as part of the “Nueva York Hispanico: A New Day” celebration. The topic of the lecture was “History and Culture in the Spanish American War: The United States, Spain, Cuba, and Puerto Rico.”

Garcia is a professor of Spanish, Foreign Languages, Fine Arts, and International Cultural Studies at St. Francis College.

Cisneros President of Texas A&M-Kingsville

Retired Army Lieutenant General Marc Cisneros of San Antonio, Texas, was unanimously selected this summer as the Texas A&M University-Kingsville’s new president. Cisneros replaces outgoing president Dr. Manuel L. Ibarra, who in January announced his plans to resign from the presidency and return to a full-time faculty position.

Cisneros’ 35-year military career began as a ROTC Distinguished Military Graduate commissioned in the Army field artillery in 1961. He served two combat tours in Vietnam and one in Panama, where he was recognized for limiting battle damage and casualties and for helping to capture General Manuel Noriega. His military service primarily involved combat arms operational and command positions, and he was part of the leadership team who transformed the Army into its modern state in terms of advanced technology.

He was twice awarded the Distinguished Service Medal—the Army’s highest achievement award during peacetime.

In 1997, Cisneros was named one of the “100 Most Influential Hispanics” by Hispanic Business magazine.

He has a bachelor’s degree from St. Mary’s University in San Antonio, a master’s from Shippensburg State College, and a post-master’s from the United States Army War College.
Arias Sánchez Awarded Honorary Degree

Oscar Arias Sánchez, Nobel laureate received an honorary degree in humane letters at the University of South Florida this past spring. Arias Sánchez, former president of Costa Rica and 1987 Nobel Peace Prize winner for his successful efforts to bring peace to Central America, advised the graduating class to use their education to work toward achieving world peace. He warned that despite the ending of the cold war, staggering levels of poverty and hunger persist. A strong advocate for the reduction of arms sales, he noted that U.S. arms sales to the developing world are counterproductive to the mission of peace in those developing nations.

![Arias Sánchez](image1)

Arias Sánchez is pictured here with (to his left) Mike Conniff, Director of Latin American and Caribbean Studies, and Betty Castor, president of USF.

Spanish Painters Exhibition at QCC

The work of 10 critically acclaimed Spanish painters was on display at the Queensborough Community College (N.Y.) Art Gallery in October and November to celebrate Hispanic Heritage Month and the 25th anniversary of Noticias de Arte (one of New York's earliest Hispanic art journals).

Titled “Punto Emergente: Artistas Gallegos Contemporáneos,” the exhibit featured the critically acclaimed work of Pura Ameijeida Montenegro, Alejandro Carro, Anne Havaert, Maruja Mallo, Ana María de Maños, Ana Mazoz, Antonio Murado, Carlos Pardo Temeiro, Manuel Quintana Martelo (both artists are natives of Galicia, Spain).

The paintings in the collection reflected the diverse spirit of the region, ranging from the textured paintings of Murado to the realism of Martelo. The exhibit also doubled as a primer on 20th-Century art trends, with Mallo (a student of Salvador Dalí) representing the school of surrealism, and de Maños embodying the post-modern to serve as both artist and critic.

Faustino Quintana, director of the gallery, said, “Many of these artists are internationally known, and their work represents a little bit of everything. Yet... this is the first time their work has been put together in one exhibit.”

“Ex-Voto Evolution” at SVA

The School of Visual Arts (N.Y.) recently held an exhibition of works, “Ex-Voto Evolution,” by James Spica.

Ex-Voto paintings originated in the Catholic church of Spain. These small paintings depict someone close to the artist, usually a family member, who has died and gone to heaven. Spain’s colonization of the Americas brought the ex-voto tradition to Mexico, where it evolved into a devotional art form that depicts events in which the layperson artist is miraculously spared from death. The paintings are close to the altar of the church to serve as a reminder to the faithful of the event and an offering of gratitude to God.

“Ex-Voto Evolution” is a collection of drawings in pencil and iris giclee prints based on the ex-voto paintings and altarpieces of the Mexican Catholic Church. These drawings and prints recount the stories of friends and acquaintances who have survived traumatic or life-threatening experiences. I like the works that have inspired them, there is no religious lesson or conclusion to be drawn. Instead, they recount events that have led to personal growth or a re-evaluation of priorities. Though the transformations depicted in Spica’s drawings and prints are
not religious, their effect on the lives of the individuals who have experienced them is undeniably spiritual.

In Spicas work shown here, the caption reads: "Lubomir Opusl, born in Novy Jecin, the Czech Republic on the thirty-first day of October 1957, moved to New York City in 1991 and has not been heard from since."

**Kettering's Hispanic Engineers Fellowship**

A fellowship program for Hispanic engineering graduates seeking Master of Science degrees in engineering has been established by Kettering University's (Mich.) Office of Minority Student Affairs.

The one-year fellowship package, valued at more than $35,000, provides full tuition, a $10,000 monthly stipend, summer engineering co-op employment, and a room in Kettering's residence hall. Students must pursue master's degrees in either manufacturing systems engineering, automotive systems, or mechanical design.

Students accepted for the program will spend 15 hours per week in the Minority Engineering Program office working with minority first-year students in calculus, physics, chemistry, or other basic courses. Teaching or research opportunities might also be available.

**Palo Alto College, Texas A&M University Receive Grant**

Palo Alto College and Texas A&M University will provide top-quality training for veterinary technicians as a result of a $265,000 grant received from the U.S. Department of Agriculture.

Palo Alto College will work with the College of Veterinary Medicine and the College of Agriculture and Life Sciences of Texas A&M University College Station and the Veterinary Medical Association of Bexar County on the project.

U.S. Sen. Phil Gramm informed the institutions that a three-year grant, "Supporting a Veterinary Technology Program Through Distance Education," had been approved.

Dr. Manuel Pina Jr., associate professor and special projects director at Texas A&M, and Robert Espinosa, clinic supervisor at Texas A&M, were among those who wrote the grant.

This kind of collaboration is a way to extend Texas A&M University's land-grant mission to as many partners as possible while enhancing our abilities to respond to the needs of an increasing Hispanic student population," said Pina.

Also, Dr. Enrique Solis, president of Palo Alto College, noted that the grant would benefit private practitioners as well as the veterinary students.

**UTPA Awarded $500,000 Grant**

The University of Texas-Pan American (UTPA) has been awarded a $500,000 grant from the Fannie Mae Foundation to stimulate the development of low-income housing in the Rio Grande Valley.

"There are a lot of problems in the Rio Grande Valley that need attention," said Roland Arriola, executive director for the Office of Center Operations and Community Services at UTPA, "but the number one problem right now is the lack of low-income housing."

Arriola said the goal of the Fannie Mae program is to bring a national focus to current and potential roles of higher education institutions in housing and community development in the U.S. America.

"We were going to head to head with several hundred schools from across the nation to obtain this grant, and we were the only school from Texas to be selected," Arriola said. "We have the opportunity to showcase what this university can do."

UTPA was one of the top five recipients under the Fannie Mae Foundation's $5 million national grant program on university community partnerships.

According to Arriola, the program will provide training and education to the general public on the process of purchasing a low-income home, and will also be renovating at least 16 substandard existing homes.

**In the News at Cal State L.A.**

California State University Los Angeles recently announced the opening of a Center for Environmental Analysis, funded by a $4.9 million grant from the National Science Foundation (NSF). The project, initiated by program director Carlos Robles, Cal State L.A. professor of biology and microbiology, is the first of its kind funded by the NSF on the West Coast.

The Center will conduct vital ecological and environmental research on human impact in natural ecosystems. "Cal State L.A. is the perfect locale for this project because of its proximity to various natural and urban habitats such as the Santa Monica mountains, the ocean, and deserts," said Robles.

Qualified students will have a unique opportunity to conduct specific research with Cal State L.A. and University of California faculty whose projects relate to such areas as marine ecology, air pollution, and chaparral biology.

Cal State L.A. also announced the selection of the following scholars as Cal State L.A. Pre-Doctoral Scholarship for 1998-99: Rodolfo Castro (art), Clarence Cattouse (special education), José Gallegos (psychology), Irene Grau (communication studies), Jesús Martínez (history), Douglas Molina (chemistry), Mónica Nava (psychology), Irma Romero (psychology), Daniel Santos (sociology), Barbara Stahl (chemistry), and Vicki Zeiner (political science).

A preliminary study of former Pre-Doctoral Scholars indicates that nearly half have already entered a doctoral program or will be entering one in the fall, some with fellowships.

**Bilingual Education Effort at SWT**

Southwest Texas State University (SWT) has been chosen as one of five schools in the Southwest to lead a program to develop better qualified bilingual education teachers.

SWT has been named, along with the University of Texas-San Antonio, the University of Texas-Pan American, Arizona State University, and Long Beach State University, as a "hub" university, a distinction made for research, policy, and training institutions that will lead the program and train individuals at other institutions to participate. The goal is for the institutions to develop a model teacher preparation program for bilingual, bicultural, and multicultural environments.

The program is funded by a grant of $168,730 to SWT over three years from the Intercultural Development Research...
Association through the Kellogg Foundation. Nancy Ramos (pictured here), an assistant professor of curriculum and instruction at SWT, will serve as institutional coordinator for the grant project.

"We want to increase the number of qualified bilingual teachers and improve the methods we use to prepare them for the classroom. There is a definite shortage of bilingual teachers in Texas, and this program should help," said Ramos.

**Colombian Gold and Ceramics at Carlos Museum**

An exhibition of more than 160 masterworks, the first traveling exhibition to focus on the important gold and ceramic sculpture of ancient Colombia, South America, is presently on display at the Michael C. Carlos Museum on the campus of Emory University (Ga.). "Shamans, Gods, and Mythic Beasts: Colombian Gold and Ceramics in Antiquity," running through Jan. 10, 1999, displays many works of art that have never been outside of Colombia, the fabled land of the man of gold "El Dorado."

Forty-three of the works are gold ornaments, and the remaining, elaborate clay sculptures. Works were chosen by curator Armand Labbé of The Bowers Museum of Cultural Art in Santa Ana, Calif., to represent all regions of ancient Colombia. Many are being seen for the first time outside their home in the Museum of Gold in Bogotá. Others are on loan from the Fondo de Promocion de la Cultura and the Instituto Colombiano de Antropologia (Culturale) and museum in the United States.

"This exhibition will reveal that the indigenous Amerindian expressions of shamans differ quite a bit from the recent popular conceptions of this oldest human religious complex," said Rebecca Stone-Miller, on-site curator at the Carlos Museum.

**Kenan-Flagler and IITEM Creating Learning Innovation Center**

The University of North Carolina-Chapel Hills (UNC-CH) Kenan-Flagler Business School has joined forces with Mexico's leading technology university to create a Center for Innovation in Learning.

Educators from UNC-CH and the Monterrey Institute of Technology and Higher Education (ITESM) will collaborate to design innovative new courses and cutting-edge teaching tools using the most advanced technologies.

According to Dr. Enrique Zepeda, ITESM's international relations director, Kenan-Flagler offers course content and innovative teaching methods developed through years of rigorous and relevant business education and research.

ITESM was ranked the number one business school in Latin America by America Economia's magazine in its September issue. It is one of two schools to become the first Mexican institutions recently accredited by the International Association for Management Education, the premier accrediting agency, also known as AACSB.

**Columbia University School of Social Work Celebrates Puerto Rican-Hispanic Scholarship Program**

Columbia University's (N.Y.) School of Social Work marked the tenth anniversary of the Agustin Gonzalez Memorial Scholarship, the first scholarship for Puerto Rican and Hispanic graduate social work students in the United States.

The Gonzalez Scholarship was established in 1988 by School of Social Work alumna Rita Ortiz in memory of her late brother, Agustin Gonzalez. He founded the Puerto Rican Family Institute, a leading social service agency, and was keenly aware of the need for well-trained professionals with bilingual and bicultural skills to serve Latino communities.

This year's scholarship recipients are Sonia Szynanski and Scott Tacobonte.

At a special reception, Nilda M Velázquez (pictured here at left), Representative from the 12th Congressional District, Brooklyn, was recognized for her leadership in and service to the Puerto Rican and Hispanic communities in the greater New York City area.

The first Puerto Rican woman elected to the United States House of Representatives and the first Latina appointed to serve on the New York City Council, Velázquez is an advocate for women's issues and Latina rights. She received a master's degree from New York University.

**St. Mary's Students Discuss Cuban Study Tour**

Seven St. Mary's University (Texas) School of Law students, participants of a study tour group comprised of students and faculty members who visited Cuba in June, held a panel discussion in October to share their experiences of the cultural, legal, and political aspects of Cuban society.

During their two-week visit, students met with community leaders who discussed various topics on economics, education, feminist and community activism, the role of religion, and the current state of Cuba. Students also toured an AIDS sanatorium, met members of the National Assembly, and debated freedom of the press with Cuban journalists. They also attended many cultural events, including a Santeria ceremony and a performance by the Cuban National Ballet.

St. Mary's professor of history, Gerald Pino, Ph.D., helped guide the tour. "The desire for change is one of the main reasons Cuba has been eager to accept American students and the U.S. has been reluctant to let them go," said Pino. "The travel licenses granted by the Treasury Department bar students and professors from spending more than $100 a day in Cuba."

Another team of St. Mary's students will trek to Cuba in early January to meet with
political, educational, and religious leaders to
discuss U.S.-Cuba relations.

134 Parents Graduate from APEX Program

ASPIRA One hundred and thirty-four
parents completed the ASPIRA Parents for
Educational Excellence program (APEX) this
summer, graduating in June during a ceremo-
ny held at New Jersey City University.

In recent years, ASPIRA, an organization
dedicated to engaging Latino youth in educa-
tion, created the APEX program in order to
help Latino parents better understand and
take part in their children’s academic career.
The 10-workshop program, which operates
out of Jersey City, N.J., stresses the import-
ance of caring for children and the need for par-
ent-child interaction. It also works to help
parents improve their self-esteem.

One hundred and twenty-eight mothers and
six fathers formed the third graduating class.

Noche Loca and Kids Art Show at Texas A&M University-Corpus
Christi

This fall marked the second presenta-
tion of Noche Loca (Night of Expression), a talent show featuring a variety of
acts including poetry, reading, singing and
dancing, at Texas A&M Universi Corpus Christi.

First, second, and third place trophies
were awarded to the winners, which were
determined by the audiences ballots.

Multicultural programmer Lucy Torres
said that since the first show, the school looks
forward to Noche Loca. “Last year was the
first year we held the talent show, and it was
a big success.”

Celebrity judges included Anissa
Hernández from La Onda magazine, Sandra
Ochoa from the Robstown City Council, and
Col. Luther Jones, former Corpus Christi mayor.

Texas A&M University-Corpus Christi also
held a kids’ art show contest as well as a
reception for the young artists and their par-
ents for Hispanic Heritage Month. The theme
of the art show was “A Portrait of Hispanic
Heritage in Our Community.”

The show and contest, for Corpus Christi
area elementary art students in grades K-5,
was sponsored by the Bilingual Education
Student Organization. Poster contest winners
received first, second, and third prize ribbons
as well as art supplies.

APSU Offering Spanish Major

Austin Peay State University (APSU), which
has more Hispanic students than any other public univer-
sity or college in Tennessee, now
offers a major in
Spanish.

Students can take
32 semester hours in
Spanish language,
conversation, and
composition:
Spanish-American history, literature, and cul-
ture; and peninsular (Spain) culture and his-
tory. Previously, Spanish was paired with
French and German for a foreign language
major. Now, students can double-major in
these areas or just in Spanish.

It’s a change that Dr. Ramon Magrans (pic-
tured here), APSU professor of Spanish, is glad to
see. “When I first came here in 1982, I had four
students in my Spanish classes,” said Magrans.
“It was quite challenging. Now, we have more
than 200 enrolled in Spanish classes.”

He said Spanish-speaking graduates are
being heavily recruited by industry as well as by
the teaching profession. “We have sent students
to Texas, New Jersey, and Florida after they
turned down several job offers. Almost every
high school in the area now has a Spanish
teacher that came through Austin Peay.”

Mexican Dance Troupe Presents a
Visual Fiesta at CMU

Ballet Folklorico “Quetzalli,” Mexico’s
premiere dance troupe, presented a visual fiesta
of old Mexico at Central Michigan University in
October.

“This popular dance troupe is known for
its colorful costumes, lively dancing, and toe-
tapping music from an area in eastern
Mexico known as Veracruz,” said Robert
Fisher, director of University Events. “They
perform authentic dances in traditional cos-
tumes that showcase many of the different
regions in Mexico.”

Showcasing vastly different cultures and
folklores, 12 Ballet Folklorico dancers per-
form regional dances from five areas of
Mexico, including the country’s home state of
Veracruz, birthplace of the well-known "La
Ramada" dance.

Mexico’s rich dance heritage is rooted in
the ethnic groups that have become part of its
culture, including pre-Hispanics who were
indigenous to the area and a Spanish influ-
ence that arrived during the 16th century. In
later years, the region was influenced by a
mixture of African, American, Caribbean,
Cuban, and Peruvians immigrants.

Hispanic Magazine Honors Ortiz

A 1998 Hispanic Achievement Award from
Hispanic Magazine has been bestowed on
Martin Ortiz, who
has been the director
of the Center of
Mexican American
Affairs at Whittier
College in Whittier, Cali., since 1968. In
making the award, Hispanic Magazine
wrote that Ortiz has
“guided thousands of students through schol-
arships, arranging internships, securing jobs, and
sharing words of wisdom that many hold dear
long after graduation.” It also cites the
$1,500,000 Whittier College endowment scholar-
ship fund named after Ortiz, as well as
Ortiz’ service on the advisory board of
WALDEF (Mexican American Legal Defense
and Educational Fund) and on the board of
directors of INROADS Los Angeles, Inc.,
which is a nationwide program providing
scholarship opportunities for minority college
students.
Latin America Bibliography
by Juan Manuel Pérez

Truly an original for scholarship on Latin America, this book incorporates the incredible diversity of studies related to Latin America that have appeared in the last three decades. Beginning in 1970, Juan Manuel Pérez superbly organizes distinct subjects into a coherent work, allowing the reader to find initial sources of information on topics related to Latin American history, social issues, economics, politics, and science.

1998
544 pgs.
ISBN 0-8108-3496-0
$49.95 cloth
Scarecrow Press
(800) 462-6420

Decentering the Regime: Ethnicity, Radicalism, and Democracy in Juchitán, Mexico
by Jeffrey W. Rubin

Since 1989, an indigenous political movement—the Coalition of Workers, Peasants, and Students of the Istmo (COCEI)—has governed the southern Mexican city of Juchitán. This book examines this Zapotec Indian movement and how COCEI forged an unprecedented political path—overcoming oppression in the 1970s to achieve democracy in the 1990s.

December 1997
512 pgs.
ISBN 0-8223-2062-0
$59.95 paper
Duke University Press
(919) 684-3064

Spanish Proverbs, Idioms, and Slang
by Juan Serrano and Susan Serrano

This book explores the background and history of proverbs in Spain by giving examples and by analyzing modern-day slang and expressions. It discusses the importance of proverbs in Spanish literature and the oral traditions. It also explains the “who, what and where” of many well-known Spanish sayings.

November 1998
350 pgs.

Decade of Betrayal: Mexican Repatriation in the 1930s
by Francisco E. Balderrama and Raymond Rodriguez

As the Depression engulfed the United States in the early 1930s, fear and anxiety spread that Mexicans were taking jobs and welfare benefits away from real Americans. Eventually, more than a million were shipped back to Mexico. In this book, the impact of the forced relocation on both sides of the border is carefully appraised.

August 1995
520 pgs.

Treasury of Classic Spanish Love Stories in Spanish and English
Bonnie May, ed.

This collection contains selections from Gervantes, Miguel de Unamuno, Jorge de Montemayor, and Gustavo Adolfo Bécquer, among others.

1997
157 pgs.
ISBN 0-8188-0512-0
$11.95 cloth
Hippocrene Books, Inc.
(718) 474-2366

Treasury of Spanish Love Poems, Quotations and Proverbs
Juan Serrano and Susan Serrano, eds.

This collection includes works by de la Vega, Calderón, and García Marquez.

1987
128 pgs.
ISBN 0-8188-0358-6
$11.95 cloth
Hippocrene Books, Inc.
(718) 474-2366

Sendro Luminoso in Context: An Annotated Bibliography
by John Bennet

El Sendro Luminoso—The Shining Path—is Peru's long-standing Maoist revolutionary group that has significantly shifted the entire landscape of Peruvian political, social, and cultural life. The focus of this bibliography is on major works dealing with the Shining Path and the political context that nurtured the development of such groups.

1998
320 pgs.
$60.00 cloth
Scarecrow Press
(800) 462-6420

Counseling Across Cultures, 4th ed.
Paul B. Pedersen, Juris G. Draguns, Walter J. Lonner, and Joseph E. Trimble, eds.

Updated and expanded, this edition offers a comprehensive examination of the increasing priority given to culture in the counseling process. The contributors examine the cultural dimensions of assessment and appropriate interventions in counseling, highlighting work with African Americans, Asian Americans, Native Americans, Hispanics, and refugees.

1996
592 pgs.
ISBN 0-8039-570-0-K
$28.95 paper
Intercultural Press
(800) 370-2665
Latino Manifesto: A Critique of the Race Debate in the U.S. Latino Community
by Christopher Rodriguez

This book attacks the racial mythologies of white supremacy in the three major countries of origins for Latinos in this country: Mexico, Cuba, and Puerto Rico. It examines the role of the Catholic Church as an institution that established centers of de-culturalization for the Native American and African slaves in order to assimilate them into "Christian Civilization." The book further discusses the Latin American state policies to whiten their population (Blanqueamiento) and how the importance of these ancient racial attitudes have impacted modern Latinos in the U.S. landscape.

November 1998
200 pgs.
$19.95 paper
Cimarron Publishers
(410) 312-0522

VIDEO RECORDING

Holding Ground: The Rebirth of Dudley Street

Holding Ground is the story of a cautious tale of urban policies gone wrong and a message of hope for all American cities. In the 1980s, abandoned by industry and government, the Dudley area of Roxbury, Mass., a once thrive community, had become the most economically disenfranchised neighborhood in the state with over 40 percent of the residents living below the poverty line. This one-hour documentary shows how, through the voices of committed African American, Latino, Cape Verdean, and European American residents, activists, and city officials, the neighborhood fought to close down illegal dumps, gain unprecedented control of land from City Hall, and create a comprehensive plan to rebuild the fabric of their community. (58 min.)

New Day Films
220 Hollywood Ave.
Hoboken, N.J. 07030
(201) 652-6830

CONFERENCE

Modern Language Association Annual Convention
December 27-30
1998 Annual Convention. At a meeting of San Francisco ( Calif.) hotels.
Contact: visit the MLA Web site at <www.mla.org>.

NAWE-Women in Higher Education
January 2-5
The 12th annual international conference of NAWE: Advancing Women in Higher Education. Keynote speaker will be writer Claudia Limbert, now a CEO at a Penn State campus. At the Charleston Place Hotel in Charleston, South Carolina.
Contact: Visit <www.nawe.org>.

National Institute for Leadership Development
January 10-15
For women with a master's degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st Century. The institute consistently trains leaders to have a positive impact on their educational institutions. At Phoenix, Ariz. Also February 26-May 11, 1998 in Seattle, Wash., May 20-June 4 in Boston, Mass.; and September 20-October 1 in Chicago, Ill.
Contact: NILD President Carrolle Wolin or NILD Director Nancy Schwede, (602) 285-7094

National Association for Bilingual Education Annual Conference
January 26-30
"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.

National Institute for Leadership Development
January 28-31
For female CEOs of community colleges. Includes enhancing your leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.
Contact: NILD President Carrolle Wolin or NILD Director Nancy Schwede, (602) 285-7094.

Ethnic Studies National Conference
February 9-13
Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies. In Houston, Texas.
Contact: NAHLS Exec. Dir., Dr. Lemuell Berry, Jr. (606) 783-2650.

ACE-The Academy in Motion
February 13-16
Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel. Washington, D.C.
Contact: Annual Meeting Office, ACE, (202) 980-9410.

United into the Next Millennium
March 4-8
Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.
Contact: NAHP, (202) 662-250.

AAHE-Organizing for Learning: Constant Values, Competitive Contexts
March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.
Contact: AAHE, (202) 238-6410. Web site: <www.aahe.org>
Book Review in Brief
By Mark Saad Saka, Ph.D., Assistant Professor of History, Sul Ross State University, Alpine, Texas

Border Crossings: Mexican and Mexican-American Workers is a much needed work on the evolution of the Mexican and Mexican-American working class, one that transcends traditional spatial constructs such as the nation-state and, instead, integrates the Mexican working-class experience with that of the Mexican population in the United States. The editor, John Mason Hart of the University of Houston, is the foremost authority on Mexican working-class history, having written extensively on the ideological formation of working-class culture, history, and society; and the role that the working class played during the Mexican Revolution of 1910-1921.

The book consists of a series of articles spanning the nineteenth and twentieth centuries and integrates a number of major themes in Mexican and Mexican-American working-class history, including the role of mutualism and mutual aid societies. Mexican workers transcend the nation-state and forge a common destiny. I have used this book in the classroom and have found that the students respond favorably to its easy accessibility.

Border Crossings: Mexican and Mexican-American Workers.
Ed., John Mason Hart
246 pgs.
Wilmington, Delaware.
Scholarly Resources Inc.
(1-800-772-8937), 1998
ISBN 0-8420-2717-3
Paperback $18.95

SOME OF OUR UPCOMING DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

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546
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http://registry.yosemite.cc.ca.us

Tenth Annual JOB FAIRS

FREE ADMISSION • No Registration Fee

LOS ANGELES

Saturday, Jan. 30, 1999

Wyndham Hotel

at Los Angeles Airport

6225 West Century Blvd.

10 a.m. - 3 p.m.

OAKLAND

Saturday, Feb. 6, 1999

Oakland Marriott / Convention Center

1001 Broadway (at 10th)

10 a.m. - 3 p.m.

The 1999 California Community Colleges Job Fairs are for faculty and administrative positions only.

University of Notre Dame

DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director’s responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments and institutes.

The director will receive strong support from the University’s administration, from its active and well-established Hispanic, Latino, and Puerto Rican networks, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University communities in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1999, and conclude when the successful candidate is identified. Please direct all applications and communications in writing to:

Rev. Timothy R. Scully, C.S.C.

Vice President and Senior Associate Provost

234 Hayes-Healy Center

University of Notre Dame

Notre Dame, IN 46556

Amherst College

Andrew W. Mellon Visiting Assistant Professor of English

The Andrew W. Mellon Foundation has awarded a grant to Amherst College to support exceptionally promising young scholar-teachers for two years of half-time teaching and one semester of half-time research.

The Amherst College English Department now invites applications for a Mellon Fellowship to begin in the fall semester 1999. The fellowship provides a stipend equivalent to that of an assistant professor, requires the recipient to teach one course in film study each semester for a period of two years while pursuing research in the scholar's field. The candidate must have completed the Ph.D. degree (specifically, with principal study in some aspect of film history, theory, or criticism). For more information, please contact:

Amherst College English Department, P.O. Box 5000, Amherst, MA 01002-5000.

Amherst College is an undergraduate liberal arts college for men and women with some 1,570 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Amherst College is an Equal Opportunity, Affirmative Action Employer and encourages women, minorities, and disabled persons to apply.

For more information, call Amherst College at 1-800-649-1305, or visit our Web site at www.amherst.edu
UNION COLLEGE
SYSTEMS LIBRARIAN

Union College, a highly selective liberal arts and engineering college of 2,000 students, founded in 1795 and located in Schenectady, New York, is searching for a Systems Librarian. The successful candidate will offer some combination of experience providing hardware and software technical support for library workstations as well as staff applications workstations, an in-depth understanding of Windows95/NT software and protocols, including TCP/IP, and WWW technology, familiarity with a variety of Windows-based productivity programs, the ability to manage, support, and troubleshoot LAN and CD-ROM library hardware and software. Experience with DraMSa also highly desirable. In addition to technical background, the successful candidate must demonstrate: strong oral, written, and analytical skills; the ability to work within a collegial academic environment; and experience with staff training, budget management, and planning. Experience cooperating with the Computer Center in a college or university environment would be very helpful. Represents Library on committees at the College and regional level. The Systems Librarian participates in Library reference service, including some nights and weekends. Minimum Qualifications: MLS or MSLS from an A.L.A. accredited program; 3-5 years' relevant experience supporting an integrated library system in an academic library. Schaffer Library has just completed a major building expansion and renovation. Visit our WWW site for additional information on both the Library and Union College.

http://www.union.edu

Union College offers an exceptional benefits package including medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are strongly encouraged to apply.

Send letter of application, resume, and salary requirements to T. G. McFadden, Director, Schaffer Library, Union College, Schenectady, NY 12308. Review of applications will begin on January 15, 1999.

Vice Provost—Information and Educational Technology

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Vice Provost—Information and Educational Technology. The Vice Provost reports to the Provost and Executive Vice Chancellor and has primary responsibility for providing the leadership necessary to assure effective and strategic deployment of information and educational technology for the Davis Campus. The incumbent will work closely with senior campus administrators, faculty, staff, and students to plan, finance, and deliver technology across the complete campus distributed computing and communication environment.

The University of California, Davis, is a major research university with approximately 1,600 faculty and 24,800 undergraduate, graduate, and professional students enrolled in three colleges (Agricultural and Environmental Sciences, Letters and Science; Engineering), four professional schools (Law, Management, Medicine, Veterinary Medicine), and the Division of Biological Sciences, and a major University Medical Center in Sacramento. The Vice Provost assures that the University's academic and administrative functions are supported by appropriate high-quality and cost-effective information technology. The incumbent will develop, maintain, and support computing and communications services that balance centralized and decentralized approaches to meeting the technology needs of academic and administrative users.

The Vice Provost will manage an organization that includes academic and administrative computing, technology infrastructure to deliver voice, data, and video communications services, campus publishing, printing, and illustration services; and instructional support and related services. The Division of Information Technology has 300 employees and a $32 million budget.

We seek candidates with a deep understanding and respect for the academic culture and the willingness and ability to work within the University of California's joint governance structure. One must clearly demonstrate a commitment to consultation that includes faculty, administrators, students, and staff. The successful candidate will understand the use and application of computing and information technologies in support of instruction, research, communications, and administrative systems within a Research I University and have experience in academic technology planning and cognition of the strategic issues facing these universities over the next five years. In addition, the person shall have a record of substantial administrative, planning, and financial management experience and excellent written and verbal communications skills.

An advanced degree and previous experience in a research university setting are highly desirable. Candidates who have appropriate academic credentials may qualify for a faculty-tenured position. Salary will be commensurate with experience and qualifications. Review of candidates will begin January 20, 1999. The position remains open until filled. All nominations and applications should be addressed to:

Gerald R. Miller
Assistant Executive Vice Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC Davis is an affirmative action/equal opportunity employer.

GAINESVILLE COLLEGE
Gainesville College, a two-year unit of the University System of Georgia, has tenure track faculty vacancies in the following areas for the 1999-2000 academic year. All positions are dependent upon budget approval.

- Biology
- Computer Information Systems (Business Administration)
- English
- History
- Instrumental Music
- Journalism/Speech or Journalism/English
- Mathematics
- Spanish
- Speech Communications

Gainesville College is located 50 miles northeast of Atlanta, Georgia, near beautiful Lake Lanier. It has almost 3,000 students and 90 full time faculty members. In addition to traditional day classes, the College, primarily transfer-oriented, has a robust night program and several off-campus sites.

For specific information about the vacancies, please visit our web site at:
http://www.gc.peachnet.edu

PO BOX 1358
GAINESVILLE, GA 30503
ADA/EO/AA EMPLOYER
DEAN, SCHOOL OF MUSIC

The New World School of the Arts is a unique, comprehensive performing arts school located in downtown Miami. It provides a unique educational environment for students interested in the visual arts, music, dance, and theater. The school offers a rigorous curriculum in music, dance, theater, and visual arts, and is dedicated to preparing students for professional careers in the arts.

ASSOCIATE INSTRUCTOR/TECHNICIAN/LIGHTING DIRECTOR

This position is responsible for providing support to the department of dance, including the selection, maintenance, and management of all technical equipment and materials. The position requires excellent organizational skills, strong interpersonal skills, and a commitment to providing a high-quality educational experience.

ANTICIPATED FACULTY VACANCIES

For August 23, 1999:

- THEATER DIRECTOR

The position of Theater Director is responsible for the development and implementation of the theater program. This includes the selection of plays, the casting of actors, and the management of all aspects of the production process.

- MUSIC THEATER

Responsibilities include the supervision of rehearsals, the development of a repertoire, and the implementation of innovative teaching methods in the music theater curriculum.

- GRAPHIC and DESIGN PROGRAM

Responsibilities include the development and implementation of a comprehensive curriculum in graphic and design, providing students with the skills necessary to succeed in the field of visual arts.

ELECTRONIC INTERMEDIA

A creative Cyberartist is needed to assist with the design of a program for an innovative electronic media program in Electronic Intermedia leading to a B.F.A. degree. Responsibilities include teaching courses in current, computer animation, multimedia design, websites, and emerging areas of electronic intermedia. The faculty member will play a major role in guiding students through their research and strengthen the Electronic Intermedia program.

COMPOSITION and MUSCIANSHIP

This position is responsible for teaching composition and music theory, ear training, conducting electronic media in experience programs that prepare all levels of W.S.A. students for the professional musical world. The candidate will have a strong background in music theory and composition, and will be expected to teach courses in composition and music theory.

WORLD MUSIC

Responsibilities include teaching courses in world music, performing, and conducting research in world music. The candidate will be expected to teach courses in world music performance and research, and conduct research in the field of world music.

VIOLIN and/or VIOLA

Responsibilities include teaching courses in violin and viola, conducting research in the area of baroque music, and performing as a soloist and chamber musician. The candidate will be expected to teach courses in violin and viola, and conduct research in the area of baroque music.

KEYBOARD STUDIES

Responsibilities include teaching courses in keyboard studies, conducting research in the area of baroque music, and performing as a soloist and chamber musician. The candidate will be expected to teach courses in keyboard studies, and conduct research in the area of baroque music.

BALLET

Responsibilities include teaching ballet to advanced students at the W.S.A. level, choreographing for students, creating and teaching a comprehensive curriculum for professional dancers. The candidate will be expected to teach ballet to advanced students at the W.S.A. level, and create and teach a comprehensive curriculum for professional dancers.
Assistant Vice President for Student Affairs and Dean of Students

Bowling Green State University

Division of Student Affairs

The Assistant Vice President for Student Affairs and Dean of Students has specific leadership responsibility for the out-of-class involvement of University students including various student development programs and student services. In this capacity, the Dean works with student leaders, faculty, and staff throughout the University to promote student learning, create meaningful organizational activities, and enhance student involvement on a campus-wide basis.

The general administrative programs responsible to the Dean include: the student union, student activities, multicultural activities, student organization and leadership programs, judicial affairs, the off-campus student center and programs, parents' services, crisis intervention and student emergency services, new student orientation, and student government. The Dean is a member of the Student Affairs Council and other University committees. The Dean of Students reports to the Vice President for Student Affairs.

Essential Experience
Minimum of five (5) years of experience in higher education with experience directing a major student affairs unit. Demonstrated experience in writing and research. Demonstrated commitment to equity and affirmative action issues. Evidence of active involvement in professional and community organizations. Demonstrated experience in student union management or student activities preferred. Successful teaching experience as the undergraduate or graduate level preferred.

Essential Education
Doctorate degree required in higher education, student personnel, counseling or related field.

Essential Abilities
Knowledge of higher education programs and services. Strong conflict mediation skills, ability to mobilize human resources effectively, ability to speak and write with clarity and succinctness, a thorough understanding of the process involved in student development and an ability to communicate this understanding in a positive manner to all segments of the University community.

Salary
Full-time administrative staff position. Administrative grade level 20. Salary commensurate with education and experience. Full benefit package available.

To Apply
Submit letter of application, resume, and four names, addresses and telephone numbers of professional references postmarked by January 29, 1999 to

Patricia I. Patton, Employment Manager
Office of Human Resources (Search M-098)
100 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403

Final candidates will be required to provide transcripts and letters of professional references.

BGSU is an EEO/AA Educator and Employer.
PART-TIME FACULTY POSITIONS-SPRING 1999/FALL 1999
BUSINESS & TECHNOLOGY DIVISION
FASHION INSTITUTE OF TECHNOLOGY®—SUNY
Seventh Avenue at 27 Street, New York City 10001-5992
Application deadline: January 4, 1999
FIT is an internationally known leader in career education, it is a college of art and design and business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., B.F.A., B.S., and M.A. degrees.

PART-TIME FACULTY

QUALIFICATIONS: Minimum of 5 years appropriate professional work or teaching experience and proficiency or being enrolled graduate-level work in the field preferred.

POSITIONS AVAILABLE

ADVERTISING & MARKETING COMMUNICATIONS DEPT: Advertising, Public Relations, Direct Marketing, Promotion, Journalism, Media, Marketing Communications Research.


FASHION MERCHANDISING MANAGEMENT DEPT: Executive merchandising experience on the apparel industry (retail and wholesale backgrounds required)

HOME PRODUCTS DEVELOPMENT & MARKETING DEPT: Marketing with experience in soft line and/or hard lines areas of home furnishings industry

INTERNATIONAL TRADE & MARKETING DEPT: Global Sourcing & Supply Chain Management, Global Marketing & Distribution Chain Management, Import/Export Procedures.

MANUFACTURING MANAGEMENT DEPT: Management Experience in Sewn Products manufacturing, including Production Technology, Industrial Engineering, Computer-based Course & Technical Applications related to Manufacturing, ability to teach Business Applications Software Programs.

MARKETING & FASHION RELATED INDUSTRIES (MARKETING) DEPT: M.B.A. or Master's degree in a business-related area and teaching experience in all areas of the Marketing discipline preferred.

MARKETING & FASHION RELATED INDUSTRIES (BUSINESS LAW) DEPT: Law degree and teaching experience in Business Law and International Law preferred.

MATTRESSMAKING TECHNOLOGY DEPT: Industry background for teaching manual Mattress-making, Production & Costing Textile Development & Marketing: Textile Product Development and/or Quality Control

TO APPLY FOR PART-TIME POSITIONS: Send letter of application, resume, and names and phone numbers of three professional references to the Department in care of Diane Buchman, Acting Dean for Business & Technology, FIT, Seventh Avenue at 27 Street, New York City 10001-5992.

FIT IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

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DENISON UNIVERSITY
Granville, Ohio

PROVOST

Denison University invites nominations and applications for the position of Provost. The Provost is the chief academic officer and reports directly to the President.

Founded in 1831, Denison is a nationally ranked, independent, coeducational liberal arts college with a strong tradition of academic excellence. Its 250-acre campus is located in the picturesque village of Granville, Ohio, 25 miles east of Columbus. A residential undergraduate college, Denison has 2,000 students, 167 faculty members, and endowments and specialized funds of more than $300 million.

The college operates a six-semester calendar with a voluntary May Term. It offers 37 majors and awards the B.A., B.S., and B.F.A. degrees. A first-ranked faculty in 22 academic departments is active in scholarly and creative work and offers a range of quality programs for students who go on to a wide variety of academic, professional, and business careers. For additional information, visit the Denison University Web Page at http://www.denison.edu.

Although nominations and applications will be accepted until the position is filled, those submitted by January 15, 1999 are best assured of receiving full consideration. The position is scheduled to be filled by April 30, 1999, with the appointment to take effect no later than July 1, 1999.

Please send nominations or applications to:

Dr. Tom Schultz, Chair
Provost Search Committee
Denison University
Granville, Ohio 43023

Ms. Shelly Weiss Storbeck of A T Kearney, Inc. is assisting in this search: 703-739-4613; FAX 703-518-1781.

Denison University is an Equal Opportunity/Affirmative Action Employer. Nominations of and applications from women and minorities are encouraged.
THE SCHOOL OF EDUCATION
BROOKLYN CAMPUS
Invites Applications for Four Tenure-Track Positions
Asst./Assoc. Prof.: (1) Math Education, (2) Special Ed., (3) Ed. Tech., and (4) Literacy/TESOL
Earned doctorate in appropriate area required; interest in issues related to urban education desirable. The Brooklyn Campus, occupying a 10-acre site in downtown Brooklyn, is one of the city's most dynamic and diverse urban campuses. It enrolls 6,500 students in over 52 graduate and 62 undergraduate degree programs in a full range of areas, including business, education, pharmacy, nursing, health professions, liberal arts and sciences, public administration, and fine arts, with doctoral programs in Clinical Psychology and Pharmacy. Send letter of interest and vita to: Terri Campo, Personnel Office, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-5423. Applications reviewed as received. Searches will remain open until positions are filled. LIU is an Affirmative Action/Equal Opportunity Institution.

ASSISTANT VICE PRESIDENT FOR FACILITIES
Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Facilities. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,000 and an annual budget of $153 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at http://www.swt.edu.

The Assistant Vice President for Facilities is a senior institutional official reporting to the Vice President for Finance and Support Services. This position provides overall administration of facilities including design, construction, utilities production and distribution, energy conservation, custodial support, recycling, grounds care, and routine maintenance. The Facilities Management department supports approximately 4.2 million gross square feet of academic, administrative, and residential facilities. The University is comprised of 160 buildings on 425 acres of a beautiful, small-city setting. In addition the university has off-campus land holdings totaling 4,251 acres. The department employs approximately 300 staff and has an operating budget over $20 million.

REQUIREMENTS: Licensed professional engineer or architect preferred. Eight years of progressively responsible experience in facilities management, involving project management, maintenance scheduling, and budget development, preferably in higher education. A commitment to working in a collaborative manner and the ability to foster trust and support among such varied constituencies as administration, faculty, staff, students and the community are required qualities. Excellent oral and written communication skills are required. A demonstrated commitment to quality, customer service, staff development, diversity and safety are required. Starting salary for this position is commensurate with qualifications and experience.

FOR CONSIDERATION: Applicants should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:
Southwest Texas State University Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Applications will be reviewed until the position is filled. For an application, call (512) 245-2557. Resume alone will not be considered.

SWT is an AA/EEO Employer.

COLLEGE OF NURSING
Human Performance and Fitness
The University of Massachusetts Boston invites applications for a full-time tenure track Assistant Professor position beginning in the Fall, 1999. Candidates with experience in teaching physical education in the public schools are encouraged to apply. An earned Doctorate in Physical Education or related field, undergraduate and graduate teaching experience and evidence of a clearly established research agenda is required. Candidates are expected to teach undergraduate courses in motor learning, methodology, and supervise students teachers as well as teach graduate courses in philosophical issues, curriculum development, and research methods in physical education. Candidates are also expected to develop a nationally visible research program. Salary and academic rank will be commensurate with experience. Completed applications will be reviewed beginning Spring, 1999, and will continue until the position is filled. Please send a letter of introduction, curriculum vitae, and three letters of reference to: Office of Human Resources, Search 310-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the University visit our website at: www.umb.edu.

Head, Research Grants
& Head, Special Projects
Division of Earth Sciences
National Science Foundation Arlington, VA seeks candidates for 2 leadership positions: Head, Research Grants Section (EP89-2) & Head, Special Projects Section (EP99-3). EAR is responsible for funding support of fundamental research in most areas of the solid-earth sciences. Appointment to this Federal Senior Executive Service position will be on a career, limited term, or IPA basis, with $106,412 - $116,495 salary range. Ph.D. or equivalent experience in one of the Earth Sciences, research administrative experience, and leadership skills required.

Announcements, with position requirements and application procedures, may be obtained on NSF's homepage at www.nsf.gov/home/chart/work.htm or by calling NSF's HR Division on 703-306-9755 (hearing impaired individuals may call TDD 703-306-0189).

Applications are due 2/5/99
Equal Opportunity Employer

UNIVERSITY OF MISSOURI-ROLLA
UNIVERSITY OF MISSOURI-ROLLA has openings for three tenure-track faculty positions: one specializing in MICROELECTROMECHANICAL SYSTEMS (Ref No. R52990) and one in STRUCTURAL HEALTH MONITORING AND MULTISENSOR DATA FUSION (Ref No. R52996) and one in VIRTUAL MANUFACTURING AND RAPID PRODUCT REALIZATION (Ref No. R52996). Based on the qualifications of the individual faculty members, the appointments will be in the Department of Mechanical and Aeronautical Engineering and Engineering Mechanics, Electrical and Computer Engineering, Civil Engineering, or Engineering Management. A Ph.D. or equivalent is required as well as a record of scholarly research and professional development. Applicants must have the ability to initiate research programs and a dedication to high-quality teaching. Applications are encouraged from women and minorities. Submit on or before May 1, 1999, to: The Assistant Provost, University of Missouri-Rolla, 1102 North Bishop, 1870 Master Card, Rolla, MO 65409-1050.

1. "NIR" or an MFA/FF in electronic music and performance with audiovisual experience is encouraged to apply.
Provost and Executive Vice President for Academic Affairs

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. The Provost is responsible for administering the academic programs of the University, including many academic support services. Reporting to the Provost are the Deans of the College of Arts and Science, the Richard T. Farmer School of Business Administration, School of Education and Allied Professions, School of Fine Arts, School of Applied Science, School of Interdisciplinary Studies, the Graduate School, the Executive Directors of the Hamilton and Middletown regional campuses, the Executive Director of the John E. Dolibois European Center in Luxembourg, as well as the Dean and University Librarian. The Provost also has direct responsibility for the Office of Continuing Education, the Office of International Programs, the Office of Liberal Education, the University Honors Program, the Office for the Advancement of Scholarship and Teaching, and other support functions such as the Office of the Registrar, the Instrumentation Laboratory, Career Planning and Placement Office, and the Miami Computing and Information Services.

Miami University is one of the nation’s most selective public universities. It has a tradition of dedication to teaching excellence and undergraduate education with a strong record of scholarly achievement and support of graduate education. Miami seeks a strong academic leader who shares its commitment to outstanding liberal arts, professional education and scholarship and who will work closely with faculty, staff, students, alumni, and external constituencies to enhance Miami’s record of quality higher education.

The successful candidate must possess an earned doctorate or its equivalent and have a strong record of teaching, scholarship and leadership in academic administration at the University level.

The Search Committee will be considering such further characteristics as:

- Appreciation of and a firm commitment to the mission of Miami University
- The ability to build a consensus and work with all groups in the University to enhance academic excellence
- A demonstrated ability to establish positive relationships with faculty, staff, students, and other members of the University community
- A demonstrated knowledge of budgetary procedures, long range planning, and program evaluation.
- An active commitment to cultural, racial and ethnic diversity

To ensure consideration by the Search Committee, applications must be received by February 1, 1999. The search will remain open until the position is filled. The successful candidate will be expected to assume the position as of July 1, 1999 or as soon thereafter as practical. Questions about this position can be directed to Karen K. Shaffer, Secretary of the President. Applicants should send a resume, statement of interest and a list of references to the address below. Supporting information, including letters of reference will be requested by the Search Committee at the appropriate time. This search is subject to the provisions of the Ohio Public Records Act.

Prof. Karen K. Shaffer
Secretary of the President
101 Rodebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610
Fax: (513) 529-1737

For more information, visit our Home Page:
http://www.muohio.edu

University Complutense
Madrid - Spain

Scholarship Program for Teachers & Counselors

One to four weeks of intensive Spanish language study from early July to early August, 1999.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Nebrija of Universidad Complutense.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 587-1260
Fax: (201) 368-0433
The University of Connecticut Libraries
Assistant to the Director for Library Marketing and Communications
(SEARCH #99226)

Reporting to the Director of Libraries, this newly created position, based in the recently renovated Homer Babbidge Library, offers the opportunity to make significant contributions to a dynamic team environment. The specific responsibilities of this position include leadership in the marketing and promotion of library programs and services, production of Library-wide communications, development of specific marketing and promotion efforts in collaboration with the Library Liaison Program, and coordinating activities between the library and the University's Public Relations office, and acting as the primary author, editor, and content validator for library-related publications.

For further information about the UConn Libraries or this position, see our online page at http://www.lib.uconn.edu or call Elizabeth Tonucci at (860) 486-0845.

At the University of Connecticut, our commitment to excellence is complemented by our commitment to building a culturally diverse staff. We actively encourage minorities and people with disabilities to apply.

Dean,
School of Information
The University of Michigan, Ann Arbor

The University of Michigan seeks applications and nominations for the position of Dean of the School of Information. The mission of the School is to address the complex challenges of the information age with innovative research and training in a new class of information professionals. The School’s distinguished faculty are drawn from many disciplines, including library and information science, cognitive psychology, computer science, the humanities, and economics. It has excellent staff and outstanding financial and technical resources. It sits within a great, public, research University that is renowned for its interdisciplinary traditions. Doctoral and masters students in the School of Information are conducting research and preparing for careers in archives and records management, human-computer interaction, library and information services, information economics, management, and policy; and in other information-related endeavors.

Dramatic changes are occurring in information resources and technology. The School is deeply committed to helping all sectors of society realize the potential benefits of these developments. Candidates should have the vision and experience to lead the community of faculty, students and staff in synthesizing the new, interdisciplinary lines of research and education that are so urgently required.

The School expects the Dean to provide intellectual leadership, to be strongly engaged in its research and teaching missions, to steward its finances, to oversee its administration, to take a key role in raising external funds, and to represent it effectively in relations with the University and with external communities — locally and around the world. The Dean will report to the Provost and Executive Vice-President for Academic Affairs.

Candidates with distinguished scholarly accomplishments and records of success in academic administration are strongly encouraged. However, the path-breaking mission of the School implies that candidates from other backgrounds — such as libraries, foundations, or information technology companies — may also be highly attractive.

Nominations and applications will be reviewed continuously beginning November 15, 1998 and will be accepted until the position is filled. All inquiries and applications may be directed to: Michael D. Cohen, Chair, School of Information Dean Search, 3074 Fleming Building, University of Michigan, Ann Arbor, MI 48109-1340. Email may be addressed to: sldsearchchair@umich.edu

More can be learned about the mission and resources of the School at: http://www.sio.umich.edu/DeansEc/DeanSearch

A Non-Discriminatory, Affirmative Action Employer.

MCTC MANCHESTER
COMMUNITY TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Director of Educational Technology and Distance Learning

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mctc.commnet.edu/pec or call (860) 647-6153.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than January 11, 1999
Assistant Professor

Technology and Education

DUTIES: Teaching undergraduate and graduate courses in instructional development and technology, supervising laboratory experiences, and advising students. REQUIREMENTS: Earned doctorate in educational technology or related field. The position is being competitively filled no later than August 31, 1999 for three years in instructional development and laboratory experience. ADDITIONAL QUALIFICATIONS: University teaching experience, experience in potential for securing extramural funding; leadership in the integration of technology in schools, and experience with distance learning. ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research, pursue publication and external funding, and provide service to professional associations, the University, and the local community. A graduate certificate is required. University-school partnership work is encouraged. For this position, submit application information to Dr. Joshua Bagakas at the address shown below (E-mail: j.bagakas@csuohio.edu)

Assistant Professor

Social Foundations of Education

DUTIES: Teach graduate and undergraduate courses in the social foundations of education. REQUIREMENTS: Earned doctorate in the social foundations of education, sociology, history, anthropology of education, or related field. The position is being competitively filled no later than August 31, 1999 for three years in K-12 social studies. ADDITIONAL QUALIFICATIONS: University teaching experience, experience in potential for securing extramural funding; and experience in distance learning. ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research, pursue publication and external funding, and provide service to professional associations, the University, and the local community. University-school partnership work is encouraged. For this position, submit application information to Dr. Sanza Clark at the address shown below (E-mail: s.clark@csuohio.edu)

Assistant Professor

Human Development and Learning

DUTIES: Teach graduate courses psychology of the adolescent learner, psychology of learning and instruction, adult learning, child development and the life cycle; perhaps teaching undergraduate courses in educational psychology and advising students. REQUIREMENTS: Earned doctorate in educational psychology, human development or related field. The position is being competitively filled no later than August 31, 1999 for three years K-12 teaching experience or equivalent; professional experience in multicultural or urban settings, and evidence of scholarly activity/potential. ADDITIONAL QUALIFICATIONS: University teaching experience, and experience in potential for securing extramural funding. ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research, pursue publication and external funding, contribute to the doctoral program in urban education, and provide service to professional associations, the University, and the local community. University-school partnership work is encouraged. For this position, submit application information to Dr. Lynne Hannah at the address shown below (E-mail: c.hannah@csuohio.edu)

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of assistant professor. Nine-month, tenure-track positions include a competitive benefits package and frequent summer appointments, if desired.

APPLICATION PROCEDURES AND PROCESS: To apply, please send a letter of interest, curriculum vitae, three current letters of reference and official copies of all college transcripts to the appropriate search committee chairperson c/o College of Education, Curriculum and Foundations, Cleveland State University, 1850 East 22nd Street, Cleveland, OH 44114-4425. Review of applications will begin on January 6, 1999; position open until filled. Cleveland State University is an AA/EOE committed to non-discrimination. M/F/D/V encouraged.

Director of Communications

This is a newly created, non-tenure-track position, responsible to the Director of Communications. The position is responsible for managing a comprehensive, high-quality, high-visibility communications program for internal and external communications. The Director will coordinate communications and external affairs on a broad range of topics and projects with undergraduate and graduate programs, as well as developing and implementing creative and innovative strategies to problem solving situations. Knowledge of team collaboration and personal and group intervention techniques and concepts required.
The University of Oklahoma

College of Architecture

Four of the Divisions of the College of Architecture are accepting applications for faculty employment to commence in August, 1999. Evaluations of applications will commence on January 11, 1999, and continue until the positions are filled.

Architectural
3 Assistant or Associate Professor Tenure-Track Positions and
2 Visiting Professor Positions

Construction Science
1 Assistant or Associate Professor Tenure-Track Position

Landscape Architecture
1 Director of Landscape Architecture
1 Assistant or Associate Professor Tenure-Track Position

Regional and City Planning
1 Assistant or Associate Professor Tenure-Track Position

For complete descriptions of position requirements see the OU College of Architecture Web Page.

http://wwwou.edu/architecture

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer

ASSISTANT PROFESSOR
Elementary Education
Re-Advertisement (tenure-earning)

The Department of Educational Theory and Practice is searching for a faculty member in an Elementary Education program that grants Bachelor's, Master's Educational Specialists and Doctoral degrees. The position requires teaching undergraduate and graduate courses in elementary education in a field-based program. Service on departmental and university committees, supervision of field experiences, and service to the educational community are expected. The candidate must have a demonstrated record of research and scholarship. Minimum qualifications include earned doctorate in Elementary Education or related field, such as Curriculum and Instructional. Child Development or Educational Psychology; three years public school teaching experience; experience with elementary age children; evidence of scholarly productivity; ability to teach methods courses in one or more of the following: mathematics, science, social studies, technology or foreign language acquisition; willingness to work cooperatively in collegial environments.

Send application package to: Dr. Janice Flake, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457. For further information, contact her at 850-644-5498, fax 850-644-4776, or e-mail jflake@garnet.acns.fsu.edu.

PROFESSOR
Science Education
Re-Advertisement (tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member who will provide leadership to the teaching and research efforts of the science education program. The program is a diverse, university-wide Consortium for Science Education, teaching graduate and undergraduate courses and directing doctoral students. Minimum qualifications include earned doctorate in Science Education or appropriate related field. Preference will be given to candidates with strong methodological skills. Candidates must have developed a research program with an outstanding national and international reputation as well as a history of successful grants and contracts activities.

Science Education at Florida State University is a leader in the field of Science and Technology, and Science Education faculty are very involved in a variety of research and development projects and teacher internships activities. Outside funding has averaged more than $100,000 per year over the last 10 years. The program has received a full faculty masters degree program in Science. Current curriculum development efforts include a large project with the U.S. Department of the Interior for a GIS-based wildlife management system and a web site for the same agency on invasive species. Graduate students have completed numerous internships and projects. Interested individuals should contact the Chair at 850-644-4776 or e-mail jflake@garnet.acns.fsu.edu for further information.

Send application package to: Dr. George Dawson, Chair, Science Education and Research Committee, Department of Curriculum and Instruction, 209 Milton Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490. For further information, contact him at 850-644-4776, fax 850-644-4706, or e-mail gldawson@garnet.acns.fsu.edu.

ASSISTANT PROFESSOR
Sport Administration
Re-Advertisement (tenure-earning)

The Department of Physical Education is searching for a faculty member who has teaching and research expertise in Sport Management and Sport Administration, and has the ability to teach other Sport Administration courses. The selected person will be expected to teach both undergraduate and graduate courses in Sport Administration, develop an active research agenda, mentor masters and doctoral students, teach undergraduate and graduate courses in sport and physical education, and to contribute to a sport administration committee of scholars. Minimum qualifications include earned doctorate in Sport Administration or related field, college and university teaching experience, evidence of scholarly productivity, experience advising graduate student research, and some sport business university experience.

Send application to: Dr. Brenda Pitsch, Chair, Sport Administration Search Committee, Department of Physical Education, Florida State University, Tallahassee, FL 32306-4280. For further information, contact her at 850-644-4776, fax 850-644-4776, or e-mail bapitsch@garnet.acns.fsu.edu.

Applications for all positions will close on February 1, 1999. Completed packages will include a thorough letter of application documenting experience and qualifications, a current vita, and the names, addresses, and telephone numbers of two references who can be contacted. All positions will begin no later than August 1999.

The Florida State University, an equal opportunity/affirmative action employer and committed to diversity within its communities.
California State University Monterey Bay

CSUMB is a comprehensive university which values academic quality and the integration of learning, working, and residential living, in a multicultural and interdisciplinarity community. The campus is located on scenic, and historic Monterey Bay on land that was formerly part of the Fort Ord army base. CSUMB is being recognized for its multicultural curriculum, commitment to technology, portfolio assessment, outcomes-based multidisciplinary programs, innovative methods for the delivery of teaching and learning, and community services as an integral part of the curriculum.

The curriculum is focused on meeting the student's educational and social needs of the 21st century. Students are required to demonstrate competency in their chosen fields as part of an overall process to ensure educational excellence, relevance, continuous instructional renewal, and ongoing assessment of student, faculty, and program quality. CSUMB seeks faculty who are interested in joining a small, flexible, committed, and high quality academic community.

CSUMB is currently recruiting tenure-track faculty in the following areas for Fall 1999.

**CENTER FOR ARTS, HUMAN COMMUNICATION AND CREATIVE TECHNOLOGIES**
Institute for World Languages and Cultures
- Foreign Language Pedagogy, Spanish Language Emphasis #MBFLP-9902 Asst./Assoc. Professor

**CENTER FOR COLLABORATIVE EDUCATION AND PROFESSIONAL STUDIES**
Institute for Field-based Teacher Education
- Literacy Methods
- Pedagogy and Bilingual Methods
- Institute for Management and International Entrepreneurship
- Mgmt - Strategic Planning and Information Technology
  - #MBMIT-9907 Asst./Assoc. Professor

**CENTER FOR SCIENCE, TECHNOLOGY & INFORMATION RESOURCES**
Earth Systems Science and Policy
- Applied Chemistry, Marine/Coastal Systems
  - Library Learning Complex
  - Applied Chemistry
  - Library Learning Complex
  - MBACMCS-9901 Assistant Professor
  - MBACMCS-9901 Assistant Professor
  - MBSC-9904 Senior Asst./Assoc. Librarian

All positions open until filled. Priority Screening Date: Library Learning Complex and Institute for Field-based Teacher Education - 1/15/99

Institute for Management and International Entrepreneurship - 1/8/99

Institute for World Languages and Cultures and Earth Systems Science and Policy: Screening in progress. For complete position description and application information contact CSUMB via web address http://www.monterey.edu, email address (faculty_recruitment@monterey.edu) or by writing to: Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001.

Telephone: 831/582-3569.

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**Long Island University**

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

**THE SCHOOL OF EDUCATION**

C.W. POST CAMPUS

Invites Applications for the Following Positions Available Fall, 1999

**Teacher Education:**
- Rank open, expertise in university/school partnerships, professional development schools (districts), school reform, background in assessment and curriculum. Doctorate required, record of successful teaching, clinical program development, and grant writing preferred.

**Secondary/Middle School Education:**
- Asst./Assoc. Professor, expertise in early adolescent and adolescent development, social studies, school reform with background in contemporary middle/secondary school issues, and cultural diversity. Doctorate required, teaching and grant experience preferred.

**Teaching Learning:**
- Asst./Assoc. Professor, expertise in contemporary educational theory and models of teaching and learning with background in curriculum development and performance assessment. Doctorate required, experience in teaching educational programs preferred.

**School Counseling:**
- Asst./Assoc. Professor, expertise in school counseling. Doctorate and recent experience in school counseling preferred.

**Technology and Learning:**
- Rank open, expertise in technology based educational systems in relation to human development and learning. Go to http://team.liu.edu/faculty.

**C.W. POST CAMPUS**

C.W. POST CAMPUS is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 6,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences. Send letter of interest and current vita to Dr. Jeffery Kane, Dean, School of Education, Long Island University, C.W. Post Campus, Brookville, NY 11548. Applications will be reviewed as received, searches will remain open until positions are filled. LIU is an Affirmative Action/Equal Opportunity Institution.

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**Student Development Position**

**Director of Minority Programs**

**College of Engineering**

**Cornell University**

The College of Engineering seeks a qualified and dynamic student services professional to fill the position of Director of Minority Programs. The incumbent in this position reports to the Assistant Dean for Student Services. The incumbent will be a member of the Engineering student services team and work in collaboration with other college and university offices to recruit, orient and retain minority students. Additionally, the incumbent will serve as a resource and advocate for highly talented and prospective students.

**Student Development Position**

**Director of Minority Programs**

**College of Engineering**

**Cornell University**

The College of Engineering seeks a qualified and dynamic student services professional to fill the position of Director of Minority Programs. The incumbent in this position reports to the Assistant Dean for Student Services. The incumbent will be a member of the Engineering student services team and work in collaboration with other college and university offices to recruit, orient and retain minority students. Additionally, the incumbent will serve as a resource and advocate for highly talented and prospective students.

The incumbent will be expected to perform the following duties:

1. **Recruitment and Retention:**
   - Develop and implement recruitment strategies to attract and retain minority students.
   - Collaborate with admissions, financial aid, and other offices to ensure a supportive environment for minority students.

2. **Counseling and Advising:**
   - Provide academic and personal counseling to minority students.
   - Advise students on academic, financial, and professional matters.

3. **Community Development:**
   - Create a sense of community among minority students.
   - Organize and participate in events that promote diversity and inclusion.

4. **Collaboration and Support:**
   - Work closely with faculty, staff, and administrators to support minority students.
   - Collaborate with student organizations to enhance diversity efforts.

5. **Research and Analysis:**
   - Conduct research on minority student needs and experiences.
   - Analyze data to identify trends and areas for improvement.

6. **Other Duties as Assigned:**
   - Perform other duties as assigned by the Dean of Students or designee.

**Qualifications:**

- A master's degree in a related field such as student affairs, counseling, or education.
- 3-5 years of experience in student affairs, counseling, or education.
- Demonstrated knowledge of diversity and inclusion principles.
- Excellent written and oral communication skills.

**AA/EEO/ADA Employer**

Joan Higgins
Engineering Student Services
222 Carpenter Hall
College of Engineering
Cornell University
Ithaca, New York 14853

Cornell University is an equal opportunity employer.
Mercy College, a non-sectarian, independent, coeducational college in Westchester, NY is re-opening the search for a new President. Dr. Jay Sexton is retiring after nine years of successfully leading Mercy's continuing expansion and diversification. During his presidency enrollment almost doubled and today there are 7,500 undergraduates and 1,900 graduates. The College is dynamic, entrepreneurial, and deeply committed to its mission of providing broad access to quality educational programs for students in the New York metropolitan area.

Founded in 1950, Mercy has been non-sectarian since 1959. Serving primarily commuter students, its main campus is on Dobbs Ferry on the banks of the Hudson River. In addition, it has branch campuses in the Bronx, White Plains, and Yorktown Heights, as well as 10 extension centers in Manhattan, Brooklyn, Queens and Westchester. The annual budget is $62 million.

The new president will be asked to lead and manage the continued growth and development of Mercy College, continuing commitment to mission, quality, and financial health. He or she should have leadership and management experience sufficient to head a complex and growing institution, academic credentials that can earn the respect of the faculty, and experience working with complex organizational structures such as those of New York City and Albany. For more complete information about the position and the institution, please visit our website at www.mercycnet.edu/pres_search

Inquiries, nominations and applications are invited and will be held in confidence. Materials including a letter describing interest and experience, a CV, and names, addresses and phone numbers of five references should be sent to Dr. Jean Dowdall, Vice President, A.T. Kearney Executive Search, 225 Reinekers Lane, Alexandria, VA 22314; phone (703) 739-7461, fax (703) 518-1782; e-mail jean_dowdall@atkearney.com. For full consideration, materials should be received by January 5.

Equal Opportunity Employer

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IOWA STATE UNIVERSITY
Where you can become your best.

Provost

Iowa State University invites nominations and applications for the position of provost. As the academic leader of the university, the provost has key responsibilities for helping Iowa State achieve its strategic goal of becoming the best land-grant university in the nation. The provost reports to the president.

One of only 34 public AAU universities, Iowa State University is a comprehensive educational and research institution located in Ames, a community of 50,000 people recently recognized as the second most livable small city in the nation. Iowa State has 25,500 students, 1,800 faculty, 4,300 staff, and a budget in excess of $700 million. The university offers undergraduate, graduate, and professional degrees through its colleges of Agriculture, Business, Design, Education, Engineering, Family and Consumer Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate College. Iowa State is a Carnegie Foundation Research I University and operates numerous research centers. It also operates the Ames Laboratory under contract with the U.S. Department of Energy. The university has just completed its two most successful fundraising years and is in the midst of a $425 million capital campaign. Visit Iowa State's Web site at www.iastate.edu for more about the university, and www.iastate.edu/ISUsearch/provost for more about this position.

The provost works closely with the president in providing overall leadership for the university. The provost oversees the university's academic programs, in teaching, research, and extension and the University Lab, the computer center, the Institute for Physical Research and Technology, the Ames Laboratory, and the Agriculture and Home Economics Experiment Station. Recruitment, hiring, and review of deans and directors are also among the provost's responsibilities.

The successful candidate must have a distinguished record of scholarly accomplishments, administrative experience, and a commitment to enhancing the quality of the university's departments, must have an understanding of the broad spectrum of academic research, must have a strong commitment to high quality programs of teaching, research, and outreach, and must have a vision of the land-grant philosophy and the principles of diversity. Administrative experience in a complex academic organization and experience in strategic planning, program development, and fundraising also are preferred.

To receive full consideration, nominations and applications should be received by January 20, 1999. Applicants should include a letter addressing the applicant's interest, relevant experience, and qualifications, and a current curriculum vitae. Send nominations or applications to Dr. George Koons, chair, Provost Search Committee, Office of the President, Iowa State University, 317 Beardshear Hall, Ames, IA 50011-2255.

Iowa State University is an equal opportunity affirmative action employer and encourages the nomination and application of women and minority candidates.
The City College of New York/CUNY is currently seeking applicants for the faculty positions listed below. All positions are contingent upon funding. Salary is commensurate with qualifications and experience; there is an attractive fringe benefits package. Teaching experience required. Faculty must serve on faculty committees, advise students and maintain scholarship and/or professional excellence to meet future tenure requirements. Review of applications will begin on the closing dates indicated after each description. For more information on all positions, instructions on how to apply for a position, and more information about City College, see the CCNY World Wide Web site at: http://www.ccny.cuny.edu/.

**SCHOOL OF ENGINEERING**

Assistant/Associate Professor in the Chemical Engineering Department/Center for Biomedical Engineering. A Ph.D. in Chemical Engineering, Biomedical Engineering, or a closely related field with an emphasis on cell and tissue engineering and related areas. Send resume by 1/15/99 to Andreas Acivos, Chair of Search Committee, Levich Institute, Steinman Hall #11M.

**ENGLISH DEPARTMENT**

(2 positions)

Associate or full Professor in creative writing (poetry or fiction) with national reputation and outstanding record of publication. Provide leadership for an established M.A. program in creative writing. Terminal degree or equivalent required. Visiting Professor 1 year appointment non-tenure track. Distinguished visiting writer (fiction or poetry). Send resume by 12/31/98 to Professor Leon Guilhemet, Chair, Dept of English.

**DEPARTMENT OF MATHEMATICS**

Assistant/Associate Professor with a demonstrated interest in the field of computational algebra. The ideal candidate should possess expertise in combinatorial group theory, general knowledge of commutative algebra, ability to program in C++, and a willingness to participate in various activities of the NY Group Theory Cooperative. Ph.D. in Mathematics required. Send cover letter indicating interest and qualifications, AMS standard cover sheet and curriculum vitae by 2/1/99 to: Faculty Search Committee, Dept of Mathematics, NAC 8/133.

**DEPARTMENT OF COMMUNICATIONS, FILM AND VIDEO**

Assistant Professor, Media Arts Production. The candidate must have strong production credentials with a specialization in post-production for picture and sound in the digital realm, a strong foundation in the history and theory of film and video editing, expertise in film editing and linear video editing is desirable. A Master's degree and a minimum of 10 years experience as an editor is required. Send curriculum vitae and cover letter summarizing unique qualifications by 3/12/99 to: Chair, Search Committee, Dept of Communication Film & Video, Rm 463, Shepard Hall.

**MUSIC DEPARTMENT**

Assistant/Associate Professor to teach Jazz History to undergraduate and graduate students. Supervise MA Program in Music. Some doctoral courses and dissertation supervision may be possible. Doctorate or equivalent and other evidence of scholarly achievement. Send cover letter, curriculum vitae and the names, addresses and telephone numbers of three references by 2/1/99 to Professor Alison Deane, Chair, Search Committee, Music Dept., Shepard Hall Room 72.

All positions require a Ph.D. unless otherwise noted and teaching experience.

Salary: Assistant Professor $30,829-$53,779. Associate Professor $40,173-$64,956. Professor $49,866-$77,229. Salary dependent on education and experience. Excellent benefits package.

The City College of New York has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women and under-represented groups. Upon request, reasonable accommodations provided for individuals with disabilities.
5 New Positions Available in Microelectronic Related Research Areas

The College of Engineering at the University of South Florida invites applications for five tenure-track and tenured faculty positions at all levels (assistant, associate, and full professors). Depending on their discipline, faculty may be appointed in any of the six departments in the College of Engineering (Chemical, Civil/Environmental, Computer Science/Engineering, Electrical, Industrial, or Mechanical Engineering) and will be expected to conduct substantial research programs related to the mission of the Center for Microelectronics Research.

The Center for Microelectronics, CMER, of the College of Engineering at the University of South Florida has announced a significant expansion of its research program. This expansion is driven by a major partnership with Lattice/Curent microelectronic plant in Orlando, Florida. The expansion is made possible through a steady, annual funding that will invest during the next five years, more than $15 million in facilities, faculty, projects, and support personnel. Research focus is in the general areas of sensor/actuator processing, semiconductor materials, metrology related to semiconductors, design (digital and mixed signals) of VLSI circuits, tests, and MEMS.

Current facilities include a 1,400 sq. ft. Class 100 Cleanroom, a Materials Defect Engineering Lab, a Rapid Prototyping Lab, a Microelectronics Design Lab, and Microelectronics Test Lab. In the next two years major expansion of these facilities is planned in addition to a significant new focus on semiconductor metrology. Linkages to the medical school and the Moffitt Cancer Center will be encouraged.

Candidates must hold a Ph.D. and will be expected to initiate an aggressive research program. Areas of interest include, but are not limited to: semiconductor processing, materials, metrology, VLSI systems and digital circuit design, wireless/mixed signal design, design automation, modeling, testing, reliability, software design/Al, and microelectronics, and MEMS. Faculty are expected to value excellence in teaching and contribute to the B.S., M.S. and Ph.D. programs within a department.

The University of South Florida, with over 37,000 students, is one of Florida’s three public comprehensive research institutions. The main campus is in Tampa with regional campuses in St. Petersburg, Sarasota, and Lakeland. The College of Engineering has 100 full-time faculty members and over 3,000 undergraduate and graduate students. External sponsored research awards are approximately $10,000,000 annually.

The University of South Florida is an equal opportunity/affirmative action employer. According to Florida law applications and meetings regarding applications are open to the public upon request.

Please send resume, the names and at least three references, a statement of research and educational goals to Chair of Search Committee, Center for Microelectronics Research, College of Engineering, University of South Florida, Tampa, FL 33620-5350. Evaluation of resumes will begin February 15, 1999 and will continue until the positions are filled.

ASSISTANT PROFESSOR

UNIVERSITY OF RHODE ISLAND

HISTORY OF SCIENCE

Ph.D. in the History of Science (or equivalent) with a specialty in Early Modern European History (ca. 1500-1800) required, or must present convincing evidence that Ph.D. requirements will be completed by 6-1-99. Specialization in the History of Medicine or Public Health required, with ability to work with other scholars in the University’s Health Focus Area. Must provide evidence of effective college-level teaching experience and of scholarly promise. This is a tenure-track position beginning in September 1999. The deadline for applications is March 1, 1999. Please submit a letter of application, curriculum vitae, three letters of recommendation, and a sample of recent scholarly writing to: Michael Houtkaart, Search Committee Chair, (Log #021353), UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

DIRECTOR OF LITERACY PROJECT

AND FACULTY POSITION IN READING

ROOSEVELT UNIVERSITY

CHICAGO

The College of Education invites applications and nominations for a faculty position. We seek someone with a doctorate with significant work in reading to launch a new Chicago Area Literacy Project based on the National Writing Project model. The Director of this Project must have experience that bridges university and public school cultures and ideally should have worked extensively with practicing teachers to develop strong school leaders including advising applicants for the National Board for Professional Teaching Standards. We are looking for a person who has a distinguished record of teaching, writing, and research in the field of reading and who can address the literacy challenges that school districts face. Experience in drawing on the resources of a broad range of educational, community, business, and cultural institutions to forge collaborations that can support strong school leaders is also highly desirable. In addition to directing the Literacy Project, this person will teach in Roosevelt’s Certificate of Advanced Study Program in Teacher Leadership in Literacy for Diverse Populations and in the state certification program in reading.

The successful candidate will begin work on June 1, 1999.

SALARY: Commensurate with qualifications and background.

Send an application letter with a vita and a list of four references with addresses and telephone numbers postmarked no later than February 1, 1999 to:

Dr. Betty Jane Wagner
Search Committee Chair
College of Education
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605-1394

Women and minorities are encouraged to apply and voluntarily identify themselves. Roosevelt University is an Affirmative Action/EQUAL OPPORTUNITIES EMPLOYER.
Assistant Professor of Spanish

Anticipated Tenure Track Position
Beginning Fall 1999

Responsibilities:
Teaching undergraduate Spanish language and elective courses. Reappointment based on evaluation of achievements in teaching effectiveness, scholarship and service.

Minimum Qualifications:
ABD Spanish (all requirements by August 15th)

Preferred Qualifications:
Ph.D. or Doctorate; native or near native speaker level competency in Spanish, multi-media experience. Candidate should be interested in pursuing entrepreneurial activities (i.e., research, grants, community interaction)

Salary Range: $35,000-$40,000
Application must be postmarked no later than February 1, 1999.

A letter of application, curriculum vitae and three names of references including telephone numbers (no letters of reference please) should be sent to:
Dr. Malbla Fava, Chair of Search Committee
Modern Languages Department, Memorial Hall, State University of New York, Broadhollow Road, Farmingdale, NY 11735.
Executive Director of the
USF Center for Microelectronics

The Center for Microelectronics, CMR, of the College of Engineering at the University of South Florida has announced a significant expansion of its research program. This expansion is driven by a major partnership with Lucent/Curren, a microelectronics plant in Orlando, Florida. The expansion is made possible through a jointly funded plan that will invest more than $15 million during the next five years in faculty, facilities and support personnel. Research focus will be in the general area of microelectronics as described below:

Director: The College of Engineering at the University of South Florida, Tampa, invites nominations and applications for the position of Director of the Center for Microelectronics Research CMR. Chair is an endowed chair position and is expected to be an asset to the rapid expansion of high technology industries in Florida and the Southeast.

The Center's primary focus will be on materials processing, characterization, VLSI systems and digital circuit design, design automation, modeling, testing, reliability and MEMS. Facilities include a 1,400 sq. ft. Class 100 Cleanroom, a Materials Detect Engineering Lab, a Rapid Prototyping Lab, a Microelectronics Design Lab, and a Microelectronics Test Lab. A major expansion of these facilities is planned as an addition to the significant new focus on semiconductor metrology.

Requirements: The Director will have a strong, broadly funded research and development program in advanced microelectronics; a strong record of interdisciplinary research; drawing on existing research; and new, non-staff faculty members (five new tenure-track faculty positions will be filled next year); supervision of the management of the cleanroom and associated laboratories; interfacing with academic programs in the education and training of graduate students; encouragement of post-doctoral researchers; and industry-government linkages. The Center Director will report to the Dean of the College of Engineering.

The successful candidate should bring to this position demonstrated research and scholarship abilities, successful experience in obtaining major external research funding, management and administrative skills in forming and building research teams, and the ability to work with industry and federal research agencies. Candidate should have a Ph.D. in a microelectronics-related discipline.

The University of South Florida, with over 37,000 students, is one of Florida's three public comprehensive research universities. External research funding for the university is in excess of $315 million per year. The main campus is in Tampa with regional campuses in St. Petersburg, Sarasota, and Lakeland. The College of Engineering has 100 full-time faculty members and over 3,000 undergraduate and graduate students. External sponsored research awards are approximately $10,000,000 annually.

The University of South Florida offers an equal opportunity and affirmative action employer. According to Florida law, applications and interviews regarding applications are open to the public on request.

Please send resume, list of three references and a statement of goals related to the leadership of CMR to: Chair of Search Committee, Center for Microelectronics Research, College of Engineering, University of South Florida, Tampa, FL 33620-3350. Evaluation of resumes will continue until the position is filled.

THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
138th Street and Convent Avenue
New York, NY 10031

NON-FACULTY PROFESSIONAL OPPORTUNITIES
For more information on all positions, instructions on how to apply for a position, and more information about City College, see the CCNY Wide Web site at: http://www.ccny.cuny.edu/

CHEMISTRY DEPARTMENT
Senior College Laboratory Technician. To assist in setting up and maintaining general chemistry laboratories; set-up and maintain analytical chemistry laboratories; provide general technical service with the department's Degree in Chemistry + 2 years work experience preferred. Salary $29,539 - $42,035. Send resume including the names, addresses, and telephone numbers of 3 references by 11/30 to: Professor Stanley R. Radel, Chair, Dept. of Chemistry, J/1024.

COLLEGE LABORATORY TECHNICIAN (3 positions)
Salary: $23,893 – $37,467

English Department. Design either sets and costumes for 5 to 6 theatre productions annually; maintain equipment and mentor students in technical theatre. M.F.A. or MA preferred. Submit letter, curriculum vitae with contact information for at least three references by 3/1/99 to: Professor David Wanger, Theater Program - Shepard Hall, Room 279.

Electrical Engineering Department. Provide technical assistance to laboratory development and instruction. Maintain effective laboratory equipment and provide technical support for faculty research. MS degree is desirable. Send resume by 12/10 to: Professor Fred Mostany, Chair: CLT Search Committee, Room X762.

Music Department. Install, configure, and maintain software and hardware for the Music Department's Sonic Arts Center. Maintain Center's computer network and all electronic equipment for Music Dept. Supervise all recording and rendering and software upgrades; supervise student use of Center; work with faculty. Some adjunct teaching may be possible for qualified candidates. College degree desirable with two years experience. Send letter of application, curriculum vitae, and names and addresses of three references by 12/1/98 to: Professor Barbara Harning, Chair: Music Dept. Shepard Hall, Room 77.

CLINICAL PSYCHOLOGY/DOCTORAL TRAINING PROGRAM
Research Associate. Full-time RA (35 hrs per week, including 2 nights). As Coordinator of the Psychological Center, the clinical demands of the position require an extensive knowledge of the inner workings of a multi-cultural adult child and family patient population as well as the needs of doctoral trainees in Clinical Psychology. Requires an investment in research using clinical populations and Ph.D. in Clinical Psychology from a program accredited by APA. A Ph.D. in Clinical Psychology is required. A New York State license in Psychology and 2-4 years post-Ph.D. experience with seriously disturbed clinical populations; and evidence of prior research using clinical populations are necessary. Salary: $40,000, plus benefits. Send vita and three letters of recommendation by 12/15/98 to: Professor Steve Tuber, Director: Doctoral Program in Clinical Psychology, NAC 8/119.

DEPARTMENT OF PHYSICAL PLANT SERVICES (2 positions)
Project Manager (Level III). Under direction, is responsible for the planning, coordinating and directing effective and timely implementation of the design and construction of large and complex capital projects. A baccalaureate from an accredited college in engineering, architecture, landscape architecture, business administration, or public administration, and two years of full-time satisfactory experience in the planning, administration, or engineering of complex design and construction projects is required. Salary: $52,226. Send resume by 1/15/99 to: Search for Project Manager, level II. Human Resources Department, Shepard Hall, Room 50.

Administrative Superintendent of Campus Buildings and Grounds, Level III. This is a management class position, with several assignment levels. For a detailed description visit our Web site: Salary: $54,494-$70,000. Send resume by 1/15/99 to: Search for Administrative Superintendent III, PPS, Shepard Hall, Room 50.

The City College of New York has a strong institutional commitment to the principle of diversity in that spirit, we are particularly interested in receiving applications from a broad spectrum of people including women and under-represented groups. Upon request, reasonable accommodations provided for individuals with disabilities.
MIT Media Laboratory

Two Tenure Track Faculty Positions

The Media Laboratory is seeking two faculty with records of world-class creative talent, communication skill and productivity. Candidates should have demonstrated expertise in the study of interaction, expression, communication or learning and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include teaching (graduate and undergraduate), research and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references and a concise summary of their teaching and research interests by Monday, March 1, 1999 to: Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307. Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web pages: http://www.media.mit.edu

MIT is a non-smoking environment.

Massachusetts Institute of Technology

Associate EEO/AA Officer (Personnel Analyst 1, S.G. 70)

East Carolina University (ECU), a Doctoral II institution and the third largest university within the University of North Carolina system, is seeking a talented professional to serve as the University's Associate Affirmative Action, Equal Employment Opportunity Officer. The position requires a background in human resources, personnel management, and equal employment opportunity. Applicants must have a Bachelor's degree in a related field. The successful candidate will be responsible for developing and implementing policies and procedures that ensure a positive and inclusive work environment. The position is located on the campus of East Carolina University, a public institution located in Greenville, North Carolina.

Qualified applicants should apply to the Personnel Analyst 1 position at East Carolina University, P.O. Box 10058, Greenville, NC 27858-10058. Applications should be submitted by January 15, 1999. Interviews will be conducted on a rolling basis. For more information or to apply, please visit the ECU website: http://www.ecu.edu/eeo/
GRADUATE COLLEGE OF EDUCATION
Faculty Positions

- The University of Massachusetts Boston invites applications and nominations for 5 tenure-track faculty positions in the Graduate College of Education, which offers Master's and Doctoral tracks, plus an undergraduate teacher education program.

Director of the Teacher Education Program (tenured): A senior faculty position to lead the 400 student master's level Teacher Education Program (all levels), plus the undergraduate teacher education "minor." Responsibilities include teaching: development of curriculum and field sites; recruitment of exemplary teachers to offer academic courses and field supervision; recruitment of diverse, talented students; and overseeing program administration including admissions, advising and scheduling.

Qualifications: Ed.D. or Ph.D. in related area; K-12 work experiences; a positive track record of post-secondary teaching and scholarship; knowledge about issues in urban education, program planning and evaluation, and teacher education. Search Chair: Professor Suzy Groden. Search 275-140.

Assistant Professor - Teacher Education - Elementary (tenure-track): Responsibilities include teaching curriculum and instruction courses in Math, Science, or Social Studies; supervision of student teachers; outreach work with urban schools.

Qualifications: Ed.D. or Ph.D. in related area; elementary level teaching experience, preferably in a multicultural setting; some published scholarship and a research agenda; familiarity with issues of theory, policy, and practical concern for urban educators. Search Chair: Professor Suzy Groden. Search 280-140.

Assistant Professor - Teacher Education - Inclusive Teaching (tenure-track): Responsibilities include designing and teaching courses and supervising practicum experiences that will increase the ability of regular classroom teachers to meet the needs of special and heterogeneous student populations.

Qualifications: Ed.D. or Ph.D. in related area; teaching experience in schools with linguistically and culturally diverse student populations; some published scholarship and a research agenda; demonstrated expertise in special education and the ability to design and implement professional development programs. Search Chair: Professor MaryAnn Ham. Search 290-140.

Assistant Professor - School Guidance Counseling (tenure-track): Responsibilities include teaching an advising Ed.D. students in the Doctoral Program in Higher Education Administration and serving as liaison to the college's New England Resource Center for Higher Education. Candidates will also teach in the area of college counseling.


Applications are sought to send a letter describing relevant academic and professional experience to the position description for the Academic Advisor position. A curriculum vitae and three references should be submitted.

The University at Albany is an Equal Opportunity Affirmative Action Employer.

Florida Atlantic University is seeking applications for the position of assistant athletic director who will serve as the academic advisor for the department of intercollegiate athletics. The position is a 12-month, full-time administrative/academic position.

Specific responsibilities include monitoring academic performance while ensuring compliance with NCAA rules, serving as liaison with coaches, faculty, and student-athletes regarding academic issues, participation in student supervision, program assessment and career development, and assignment of internal requests. The position requires demonstrated knowledge of computers, computer applications, and effective verbal and written communication skills.

Ed Hayward
Director of Compliance
Florida Atlantic University
Dept. Of Intercollegiate Athletics
777 Glades Road, Boca Raton, FL 33431-0991

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Now accepting:
EDUCATION

DIRECTOR OF CENTER CITY CAMPUS

Temple University seeks an experienced academic entrepreneur to be Director of its Center City Campus. Located in the heart of the business and entertainment district, the campus offers credit and non-credit courses, both day and evening. The campus is THE education destination in Center City for both companies and residents. The Director is responsible for all aspects of the campus including mission, curriculum, student services, outreach, marketing, revenue generation, and facilities oversight. The Director works collaboratively with all administrators at the campus as well as with Deans, Chairs and faculty in reaching campus goals.

The successful candidate will have a Master’s degree (Ph.D. or equivalent preferred), a minimum of seven years experience in higher education to include three years management experience in a university setting. Exceptional planning, leadership, presentation, writing, financial management and entrepreneurial skills are a must, as well as a sophisticated urban outlook.

We offer a competitive salary and comprehensive benefits package, including 100% pre-paid tuition remission for you and your family.

For immediate consideration, please send:

HARRY A. YOUNG, TEMPLE UNIVERSITY,
203 USB, 1661 N. BROAD ST., PHILA., PA
19122. FAX: (215) 204-5921;
e-mail: jobs@vm.temple.edu.

An equal opportunity/affirmative action employer. M/F/D/V.

Prince George’s Community College

PRINCIPAL OFFICER

The Board of Trustees of Prince George’s Community College invites applications and nominations for the position of President of the College. Dr. Robert J. Bickford, who has led the college for twenty-seven years, will retire from his position in June 1999.

Application Process: The Profile Brochure which contains details on the Prince George’s Community College Search can be requested by contacting: Ms. Joan Gilman, Presidential Search Liaison, Prince George’s Community College, P.O. Box 4057, Largo, Maryland 20775-0057.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 “N” Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org

All inquiries, nominations, and applications will be held in strictest confidence. Prince George’s Community College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would increase the richness of the college’s diversity are welcome.

-Director of Educational Technology-

Under the direction of Dean of Learning Resources, the Director of Educational Technology will provide overall leadership, direction, and planning for three departments: Academic Computing, Audio Visual Technology, and Alternative Instruction. Included is supervisory responsibility for staff in areas noted.

QUALIFICATIONS INCLUDE: Bachelor’s Degree in Educational Technology of related area (Master’s desired); demonstrated leadership in implementing instructional technologies; thorough knowledge of computer equipment and software; supervisory experience; good communication skills, oral and written.

FOR FULL CONSIDERATION: Submit application form, resume, letter of interest, three (3) letters of reference, and official transcripts of all degrees by January 29, 1999. Full Human Resources at (847) 543-7065 or TDD# (847) 223-5615 for application/job posting.

DEAN—College of Agricultural and Environmental Sciences

The University of California, Davis invites applications and nominations for the position of Dean—College of Agricultural and Environmental Sciences and Associate Director, Agricultural Experiment Station/Cooperative Extension, Division of Agriculture and Natural Resources. The College and Division conduct fundamental and mission-oriented teaching, research, extension, and public service relating to all aspects of agriculture, food, fiber, the environment, and human and natural resources.

The Dean provides leadership in developing and maintaining high quality programs of instruction, research, extension, and public service. The College, Experiment Station, and Cooperative Extension to the campus and University administration and to external groups, ensures coherence of the College’s research and extension missions through administration of the Experiment Station and Cooperative Extension budgets, develops and implements policy for the College, and develops and manages college-level resources and programs. We seek candidates with a deep commitment to academic excellence who can lead the College in its continuing development. Qualifications include a distinguished record of research, teaching, and professional service; demonstrated ability for creative leadership and management; and the energy and vigor necessary to translate ideas into action. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be July 1, 1999, or as negotiated.

Review of candidates will begin January 19, 1999. The position will remain open until filled. Nominations and applications should be addressed to:

Chancellor Larry L. Vanderhoof
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC Davis is an affirmative action/equal opportunity employer.
Tulane University

DEAN
School of Engineering

Tulane University seeks applications and nominations for the position of Dean of the School of Engineering.

The Dean is responsible for providing academic leadership and for formulating and leading strategic planning to guide Tulane toward fulfilling its vision of excellence in research and discovery, teaching, learning, and service. Additionally, the Dean has executive responsibility for the School's fiscal and personnel matters in a decentralized management system. The Dean represents the faculty and students to the university administration while simultaneously helping implement policies and plans developed with the senior administration. The Dean also has primary responsibility for the School's development efforts and for working with all of the School's stakeholders including student, faculty and staff, alumni, the advisory board, and external agencies to enhance the quality of Tulane's education and research endeavors.

The School of Engineering has five academic departments: Biomedical Engineering, Civil and Environmental Engineering, Electrical Engineering and Computer Science, Mechanical Engineering. Programs in the departments are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) and by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (CSAB).

Tulane University is a private, nonsectarian university offering a wide range of undergraduate, professional, graduate, and continuing education courses for men and women. Students are selected without regard to race, sex, or religion. Tulane enrollment approximately 6,600 undergraduates and 4,000 graduate and professional students each year. About 10 percent of the student body is from 50 countries. Engineering. Tulane University is located in Uptown, New Orleans, a beautiful residential section in one of America's most distinctive cities. The area offers cultural and recreational opportunities, and the music a cuisine from the region are known throughout the world.

Applications shall be submitted by December 1, 1997, and must be received prior to the position being filled. Nominations or applications containing a resume and names of three references should be sent to:

Dr. Victor L. Luchtenberg
Dean of Agriculture
1140 Ag Administration Building
Purdue University
West Lafayette, IN 47907-1140
Phone: (765) 494-8391
Fax: (765) 494-7420
vl@agad.purdue.edu

Vermont Law School invites applications for full-time positions as Assistant Professor of Legal Writing for the 1999-2000 academic year. Assistant Professors of Legal Writing teach two sections of the second-year Appellate Advocacy course in the Fall semester and two sections of a Dispute Resolution course in the Spring semester. The appointment is for one year and may be renewed for up to three additional years. Assistant Professors work with students individually on writing assignments and evaluate written assignments. Assistant Professors develop curriculum during the Summer. Applicants must have a Law Degree, excellent written and oral skills, a strong academic record, and a commitment to working with students. Teaching, clerks or practice experience is preferred. Salary is competitive. Please submit a resume, writing sample, references, and a law school transcript to: Professor Philip N. Meyer. Vermont Law School, PO Box 96, South Royalton, VT 05068. We will begin to process applications on February 1, 1999.

Vermont Law School is an Affirmative Action Equal Opportunity Employer.
Wayne State University
Vice President for Student Development and Campus Life

Under the leadership of its new president, Dr. Irvin D. Reid, Wayne State University seeks nominations and applications for vice president for student development and campus life.

Wayne State University is a Carnegie Research University I, with an urban teaching and service mission. Wayne State is the nation’s twenty-first largest university in enrollment, its 31,000 students study in 15 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne State students are enrolled in graduate and professional programs, which makes WSU's graduate school the seventh largest in the country. Located in Detroit's Cultural Center, the university mainly serves students from the metropolitan area, but also enrolls students from most states and over 40 foreign nations.

A new position created in 1998, the vice president for student development and campus life is the university's senior officer responsible for a comprehensive program of services that complements and supports the academic mission of the university and enhances student development and the quality of campus life. Reporting to the president, he/she is responsible for the formulation, management, oversight, and delivery of services and programs designed to enhance the educational and social experience of university students.

The vice president for student development and campus life will work with the university community to evaluate and enhance services to students, foster faculty and student collaboration, and enhance the sense of campus community. Drawing on the strengths of a distinguished faculty, a rich array of undergraduate and graduate programs, and a deep commitment to the values of diversity, the vice president will have an opportunity to play a decisive role in the development of a learner-centered, urban university. The university is in the initial stages of the creation of an academic success center to coordinate and focus its advising, counseling, and retention programs.

The incumbent of this position directs the operations of the departments of the Registrar, University Advising, Academic Success Center, Retention, International Services, Student Center and Program Activities, Athletics, Intramural, and Recreation, Housing, University Counseling and Placement Services, Academic College Enrichment Services, and the University Judicial Officer.

Qualifications include a commitment to the mission and purpose of an urban university, familiarity with the goals and purposes of higher education, relevant and practical experience in the area of student development and campus life, extensive experience in the delivery and oversight of student services programs, strong planning and problem-solving abilities, considerable knowledge of student life and legal issues in higher education, sound organizational skills and ability to coordinate programs and activities, excellent communication and interpersonal skills, ability to plan, organize, and effectively present ideas and concepts to groups, an ability to work collaboratively with others, earned doctorate or its professional equivalent, with a minimum of five to seven years of progressively responsible management experience in higher education administration.

Wayne State University is an affirmative action equal opportunity employer that seeks to consider minority persons and women for its senior administrative positions. Review of candidates will begin by March 31, 1999 and continue until a suitable candidate has been identified.

Please direct correspondence to

Ms. Gwendolyn D. Shannon
Assistant to the President
VP Student Development and Campus Life Search
Wayne State University
4165 Faculty/Administration Building
Detroit, MI 48202
E-mail: g.shannon@wayne.edu

Wayne State University is an equal opportunity affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free.

http://www.wayne.edu

Assistant Dean of Student Life

Brown University is a highly competitive Ivy League institution with a diverse undergraduate population of 5,500 students. Thirty percent are students of color and ten percent are international students. The Office of Student Life provides a wide variety of educational programs which promote student development, maintains an extensive crisis management system, and administers the University’s non-academic disciplinary system.

The Office of Student Life seeks to fill a full-time, eleven-month position. The Assistant Dean’s responsibilities include managing a large component of the residential peer counseling system and serving as liaison to the Third World community. Applicants should have a master’s degree in higher education or counseling and social work preferred and two-three years of experience in student affairs.

Interested applicants should submit a cover letter and curriculum vitae to Human Resources, Brown University, Box 1679, Providence, RI 02912. Review of applications will begin January 15, 1999 and continue until the position is filled. Brown University is an Equal Opportunity Affirmative Action Employer.
William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse workforce and student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 330-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
THOMAS HAVEN, DEAN

Department of African, African American, and Caribbean Studies-
Ronaldarris, Chair
Assistant/Associate Professor, with specialization in Expressive Culture to
develop curricular links in academic/theoretical and performance aspects of African, African American, and Caribbean musical traditions, including sacred music and
jazz; and to assist in providing leadership for and promoting the Gospel Chair and
teach service courses as needed. Demonstrated teaching, research, and
performance experience required. (ABD considered as above)

Department of English-Catarina Edinger, Chair
Assistant Professor, with specialization in Composition and Rhetoric, to
teach writing and literature at undergraduate and graduate levels. Teaching
experience in the field required. Publications, and experience in instructional technologies and/or writing across the curriculum preferred. (ABD considered as above)

Department of Psychology-Thomas Minnihan, Chair
Assistant Professor, Clinical Psychology, with specialization in brief and time
effective psycho-therapies and psychological, neuropsychological, and
cerebral psychological assessment and treatment. Train in graduate programs in
teaching, research, and supervision: APA accredited department, NJ license or
license eligibility, teaching and supervisory experience, and evidence of an active
research agenda required.

Department of Communication Disorders-Carol Gelfer, Chair
Assistant Professor, (temporary replacement position), with specialization in early
intervention, developmental disabilities, or speech and language disorders
associated with aging, to teach undergraduate and graduate courses, and to
supervise students in the University Speech and Hearing Clinic. CCC-SLP
required. (ABD considered as above)

Department of Community Health-Stuart Lisi, Chair
Assistant Professor, with specialization in Nutrition, to teach courses in nutrition
and related health courses Clinical and/or community experience and
commitment to research and teaching required, degree in nutrition required RD or
CHES preferred. (ABD considered as above)

Assistant Professor, with specialization in Health Education, to teach undergraduate courses which may include gerontology, substance abuse, research,
health education theory, and teaching experience in related courses. Community
experience and commitment to research and teaching required, CHES preferred
Doctorate in Health Education or Community Health preferred (ABD considered as above)

Department of Computer Science-Re-Wen Hu, Chair
Assistant/Associate Professor (two positions) with specialization in software
engineering, programming languages, theory, or computer networks. Evidence of successful involvement in teaching and research required. (ABD considered as above)

Department of Environmental Science and Geography-Phillip Thiuri, Chair
Assistant Professor, with specialization in Urban Geography and GIS and in
environmental science of the following areas. Russia (CIS), South East Asia and
(ABD considered as above)

Department of Exercise and Movement Sciences-Thomas Jable, Chair
Assistant Professor, Physical Education, with specialization in Pedagogy,
Elementary School, to teach courses in curriculum and methods of physical
education, physical performance skills, and to supervise practice and student
training. Teaching certificate and pass the K-8 teaching experience, and competence
to teach K-8, teaching, and grant writing skills. (ABD considered as above)

Department of Mathematics-Mahendra Jani, Chair
Assistant Professor, Applied Mathematics, with specialization in Applied Analysis
Commitment to teaching, well defined research agenda, and grant-seeking skills
required. (ABD considered as above)

Assistant Professor with specialization in Statistics. Commitment to teaching, well
defined research agenda, and grant-seeking skills required. (ABD considered as above)

Department of Nursing-Isadore Traic, Chair
Assistant Professor, with specialization in Maternal-Child Health to teach
undergraduate and graduate courses in both specialties. In classroom and clinical
laboratory settings. Commitment to teaching, well defined research agenda, and
grant writing skills required. (ABD considered as above)

William Paterson University
WAYNE, NEW JERSEY 07470
An Equal Opportunity Institution Committed to Diversity
AFFIRMATIVE ACTION OFFICER

The individual in this position has responsibility for promoting sensitivity and understanding throughout our college. Serves as advocate for diversity programs, Equal Opportunity and Affirmative Action Plans. Involved in recruitment and retention of employees and students, including development of various sources. Will plan special events and work with our performance evaluation system.

Requires a Bachelor's degree with 2 years directly related experience. Must have strong interpersonal skills, as well as knowledge of federal and state laws including Affirmative Action, EEO and section 504 of ADA. Must be organized. Salary for this year-round position is $34,683 with increase to $38,537.

For application materials contact: Northeast Wisconsin Technical College Human Resources P.O. Box 19042 Green Bay, WI 54307-9042 (920) 498-5710 EOE m/f/d/c/

WEST SIDE TECHNICAL INSTITUTE DEAN

This position will assist the President of Richard J. Daley College, one of the City Colleges of Chicago, in developing the philosophy, goals, objectives and financial base associated with the continued success of the West Side Technical Institute (WSTI), ensure adequate staffing and that programs meet the institution's goals in preparing students for successful transition into the workforce; and provide daily leadership, planning and program development for all WSTI programs and services. To succeed, we require a Master's degree in Education (or an equivalent) and 5+ years of administration experience in an educational environment. Occupational education program development, budget planning and management expertise is essential. English/Spanish biliteracy and teaching background in an urban community college environment are preferred. Doctorate degree is a plus. For consideration, send your resume to Office of the President, Richard J. Daley College, 7500 S. Pulaski Rd., Chicago, IL 60652. Chicago residency is required within 6 months. EEO/AAM/F/D/V.

The University of Tulsa seeks applications for the position of Chapman Distinguished Professor of Law on a permanent basis for the Fall, 1999.

The College of Law, now in its 75th year, has experienced substantial growth over the last decade in our law teaching, administrative, physical, and library resources. We have also attracted a faculty committed to excellence in teaching, scholarship and public service. Of particular importance to the College's curriculum are our six specialty centers leading to certificates, which include Alternative Dispute Resolution; Comparative and International Law; Native American Law; Health Law; Resources, Energy, and Environmental Law; and Public Policy and Regulation.

The Chapman Distinguished Professor of Law was established in 1984 as a natural development of our academic mission towards excellence in legal education. In 1992, the chair became a permanent position. From that date to 1997, the Chapman Distinguished Professor of Law was chaired by the late Professor Bernard Schwartz, a legal scholar, prolific historian, and Professor of Law at the University of Tulsa College of Law. Professor Schwartz was internationally recognized as a historian on the U.S. Supreme Court and an expert on constitutional law and administrative law.

In honor of Bernard Schwartz, whose scholarly work and conferences emboldened many our programs, we are seeking to fill the appointment with a person with a comparable reputation for distinguished scholarship or public service. The Chapman Search Committee would be pleased to consider candidates who have established themselves nationally or internationally in a field that complements or supplements one of our specialty centers, but is open to other areas of expertise. The committee also welcomes applications from candidates with a national reputation who are not engaged directly with the legal professional or academy.

Nominations, applications or inquiries should be directed to Dean Martin H. Belsky, Chapman Distinguished Professor of Law Search Committee, University of Tulsa College of Law, 3120 East Fourth Place, Tulsa, OK 74104, or Martin-Belsky@utulsa.edu. Fax (918) 631-3126. Applications will be accepted until January 31, 1999. For more information about the College, visit our web page at www.utulsa.edu/law.

The University of Tulsa is an equal opportunity, affirmative action employer and encourages applications from women and minorities.
KEAN UNIVERSITY  
ANTICIPATED FACULTY POSITIONS 1999-2000 
Contingent on Budgetary Approval and Appropriate Funding

KEAN UNIVERSITY, a comprehensive metropolitan university, is committed to excellence and access and to developing maintain and strengthening interactive ties with the community. Kean University places high priority on its efforts to build a multicultural professional community to serve a newly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

Department of Criminal Justice

Doctoral candidates in Criminal Justice interested in public safety administration and/or social justice are encouraged to apply. This is a new, rapidly growing program. Assistant Professor of Criminal Justice positions are available. Program Coordinator: Dr. Michael Israel.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Public Administration/Criminal Justice. Term position, justice courses on a specific topic or course to be approved by the program coordinator. Program Coordinator: Dr. Michael Israel.

SCHOOL OF EDUCATION

Department of Instruction, Curriculum and Administration/Mathematics and Technology Education. Teacher preparation in Mathematics at the elementary and secondary levels. Positions may be available on a part-time or full-time basis. Program Coordinator: Dr. Myra Weiger.

Department of Physical Education, Recreation and Health. Full-time position available for a Recreation Director to develop and implement a youth program. Position requires a masters degree in recreation administration. Program Coordinator: Dr. John Green.

Department of Social Education and Individualized Services. Full-time position available for a special education teacher to work with students with learning disabilities. Program Coordinator: Dr. Elaine Fisher.

School of Fine Arts. Full-time position available for a Fine Arts faculty member. Program Coordinator: Dr. Elaine Fisher.

SCHOOL OF LIBERAL ARTS

Communication and Theatre/Organizational Communication (Assistant or Associate Professor). Teach courses in organizational communication and fine arts program. Program Coordinator: Dr. John Green.

Department of Communication and Theatre/Group and Interpersonal Communication. Full-time position available for a communication specialist. Program Coordinator: Dr. John Green.

Department of English/Writing. Full-time position available for a Writing Specialist. Program Coordinator: Dr. John Green.

Department of Fine Arts/Jewelry and Metals. Full-time position available for a Jewelry and Metals faculty member. Program Coordinator: Dr. John Green.

Department of Music/Music Education. Full-time position available for a Music Education faculty member. Program Coordinator: Dr. John Green.

Department of Psychology/Marriage and Family Therapy and Community Psychology. Full-time position available for a faculty member in the area of Marriage and Family Therapy. Program Coordinator: Dr. Martin Harns.

Department of Social Work/Gerontology Practice. Full-time position available for a Social Work faculty member. Program Coordinator: Dr. John Green.

SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS

Department of Biological Sciences. Full-time position available for a full-time, non-tenure track faculty member in the area of Biology. Program Coordinator: Dr. Stephen Miller.

Department of Mathematics and Computer Science. Full-time position available for a full-time, non-tenure track faculty member in the area of Mathematics. Program Coordinator: Dr. Stephen Miller.

Department of Nursing. Full-time position available for a full-time, non-tenure track faculty member in the area of Nursing. Program Coordinator: Dr. Susan Salmond.

Department of Occupational Therapy/Fieldwork Coordinator. Full-time position available for a full-time, non-tenure track faculty member in the area of Occupational Therapy. Program Coordinator: Dr. Paula Krater.

APPLICATION, SALARY, BENEFITS INFORMATION ON ALL POSITIONS

Kean University is an Equal Opportunity, Affirmative Action institution.

Morris Avenue, Union, New Jersey 07083

Kean University is an EEO/AA Institution.
Sidwell Friends School
PRINCIPAL
UPPER SCHOOL

Co-educational Quaker day school seeks seasoned educator to serve as Upper School Principal. The Principal is chief academic and administrative officer of the high school division (400 students, grades 9-12), bearing responsibility for all aspects of curricular and co-curricular programs. He/she oversees a staff that includes the Dean of Students, Academic Dean, Director of College Counseling, Counselor and Department Heads. The Principal works closely with a variety of student and parent groups and typically teaches one class. A member of the senior administration reporting directly to the Head of School, the Principal serves on the Administrative Council and sits with the Board of Trustees.

A masters degree or doctorate is preferred, in addition to 7-10 years of both administrative and teaching experience in secondary or higher education. Familiarity with the tenets and practices of the Religious Society of Friends is highly desirable. Sidwell Friends School encourages applications from persons of color, those with disabilities and women. Compensation and benefits are competitive. Send resume and cover letter to:

Director of Personnel Services
Sidwell Friends School
3825 Wisconsin Avenue, NW
Washington, DC 20016

VICE PRESIDENT FOR ACADEMIC AND STUDENT SERVICES

Montgomery College, a two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 1,300 regular employees, is seeking a Vice President for Academic and Student Services. Reporting directly to the President, this position will serve as the chief academic officer of the institution and will provide leadership and direction of all campus and continuing education programs at the College. Working with the three campus provosts and the provost for continuing education, the vice president will function in a team-oriented, collaborative environment to foster high academic standards, student academic achievement, quality and currency of faculty expertise, and flexibility, quality, and creativity in the delivery of academic and student support programs at the College.

Qualified candidates will possess the following: An earned doctorate, at least 5 years of progressive, responsible experience in academic and student service line administration, significant college teaching experience, commitment to the philosophy of a comprehensive community college preparing to meet the needs of the 21st Century, demonstrated skill in planning, budgeting, and evaluation of academic and student development programs, strong commitment to innovative learning and teaching and to pursuing the potential of technology to support teaching, learning, and the delivery of instruction, experience in implementing faculty development programs, expertise in the design of college programs for ranges of student needs from developmental to honors, commitment to the design and delivery of courses and programs to meet the needs of the local business community, demonstrated ability to bring about constructive change using participatory processes and to work effectively with culturally and ethnically diverse students, faculty and staff, and strong human relations skills. Work experience in a multi-campus community college environment is strongly preferred.

The salary range is $76,125 - $87,000, plus benefits. Applications for this vacancy should be submitted by calling our 24-hour job line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.

The review of applications will begin January 29, 1999.

Montgomery College is an EQUAA/Title IX employer

DIRECTOR
LONG ISLAND CENTER

The Director is the chief executive and academic officer of the Center reporting to the Academic Vice President and participates in the planning and administration of the College as a member of the President's Council. Directors provide academic leadership for the Center, supervise Center personnel, provide liaison to the College's central offices in Saratoga Springs, and administer the academic program and student services of the Center. Directors have responsibility for enrollment management, Center planning, budget and facilities, resource acquisition and outreach activities, and academic program quality.

Empire State College is a national leader in non-traditional higher education. With eight major centers located across New York State, ESC provides adults the opportunity for individualized instruction and degree programs. The administrative offices for the Long Island Center are located in Old Westbury. The center currently serves 700 to 800 students with 40 full and part-time faculty from three locations: Old Westbury, Hauppauge, and Riverhead.

Earned doctorate, substantial college level teaching, administrative experience, demonstrated interest in education of adult learners with diverse backgrounds, familiarity with learning technologies and their application, and a capacity to work collaboratively. Competitive salary and benefits. Apply by submitting letter and resume to: Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY ESC, One Union Avenue, Saratoga Springs, NY 12866. Review of applications will begin January 30, 1999. For more information call: (518) 587-2000, ext 263.

AA/EOE

EMPORSON COLLEGE

CHAIR, DEPARTMENT OF VISUAL AND MEDIA ARTS

The School of the Arts at Emerson College invites applications and nominations for the position of Chair of the Department of Visual and Media Arts. With over 3,100 students, Emerson College is a national accredited undergraduate and graduate institution specializing in the study of communication and performing arts. The Visual and Media Arts Department is one of three departments in the School of the Arts, with 26 full-time faculty. It offers specialization in Film, Video/Television, Audio/Radio, New Media, and Media Studies to approximately 1,087 undergraduates and 112 graduate students. Successful candidates must have evidence of the ability to provide strong leadership in scholarship and creative activities, high standards in the teaching of media art, and vision in an environment of technological change. Candidates should have excellent administrative and interpersonal skills, demonstrate superb oral and written communication skills for effective departmental (including student, staff and faculty) advocacy, and must be committed to the goals of affirmative action, cultural diversity and multi-cultural education in an atmosphere of collegiality. Applicants must hold a terminal degree and equivalent professional experience in their field. The rank is Associate or Full Professor. The salary and benefits are highly competitive. Applications will be reviewed beginning December 14 and will continue until the position is filled.

Qualified candidates should send a letter of inquiry, curriculum vitae, references, and other supporting information to: Grafton Nunes, Dean, School of the Arts, Emerson College, 100 Beacon Street, Boston, MA 02116. Emerson College is an Equal Opportunity Affirmative Action Employer focused on work force diversity. Minorities and women are encouraged to apply. Visit our web site: www.emerson.edu.

EMERSON COLLEGE

Empire State College
State University of New York

AA/EOE
Rhode Island School of Design
Assistant Professor
Photography Department

Photography faculty position, full-time, long-term track. We are looking for a committed individual with at least 3 years of teaching experience. Must have ability to teach core courses (Photo 1 and Photo 2), crit classes, and a variety of specialties. Such specialties might include but are not limited to: Color, Studio, View Camera, Electronic Imaging, and Multi-Media. Undergraduate and graduate level strong exhibition-publishing record desirable.

To apply, send the following (no more and no less please): a cover letter detailing your teaching experience and your areas of teaching expertise and interest, 20 slides/CD-ROM acceptable at your work, a resume, a one-page artist's statement, and a list of three professional references with phone numbers. No written references at this time. Final deadline for all materials is February 15. Interviews will be considered for interviews at CAA. No phone calls please. We will contact you when materials are received. Start date range: $36,000-$42,000.

Send forward the above information along with a self-addressed stamped envelope to:
Ms. Elise Cimorelli
Secretary, Photography Search
Rhode Island School of Design
2 College Street
Providence, RI 02903-2874

Rhode Island School of Design is an AA/EEO employer and strongly committed to increasing the diversity of its faculty, staff, and student body. Women and minority candidates are encouraged to apply.

Education

Montgomery College

Vice President for Administrative Services

Montgomery College, a two-year community college with three campuses located in suburban Washington, D.C., with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 3,100 regular employees, is seeking a dynamic leader to serve as the newly created position of Vice President for Administrative Services. This position was created as part of a restructuring of senior level positions initiated by the new College President.

Reporting directly to the President, the Vice President will provide leadership and direction for the offices of auxiliary services, budgeting, facilities planning, construction, and maintenance, finance, human resources, information technology, planning and institutional research, and procurement. The College has a total budget of over $100 million. The vice president will function in a team-oriented, collaborative environment to assure the highest quality student, employee, and community support services.

Qualified candidates will possess the following: a Master's degree in Business Administration or equivalent in educational and experiential preparation, with appropriate additional training/education in related fields, a minimum for 5 years high-level experience in one or more of the areas to be supervised, preferably in a multi-campus community college setting; significant understanding of finance and budgeting, commitment to the philosophy of a comprehensive community college preparing to meet the needs of the 21st Century; demonstrated ability to bring about constructive change and the potential for positive, productive change. Essential knowledge and skills include: strategic planning, management, financial planning, budgeting, human resources, administrative support, and public relations. The College offers excellent benefits. Applications for this position may be obtained by calling our 24-hour job-line at (301) 279-3742 or by contacting the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, MD 20850. Review of applications begins 1/28/96.

Montgomery College is an EEO/AA/Title IX Employer
California State University
Monterey Bay

CSUMB is a comprehensive university which values academic quality and the integration of learning, working, and residential living in a multicultural and interdisciplinary community. The campus is located on scene and is the former site of the Fort Ord army base. CSUMB is being recognized for its multicultural curriculum, commitment to metropolitan community, innovative methods for the delivery of teaching and learning, and community service as an integral part of the curriculum.

The curriculum is focused on meeting the students' educational and social needs of the 21st century. Students are required to demonstrate competencies in their chosen fields as part of an overall process to ensure educational excellence, relevance, continuous institutional renewal, and ongoing assessment of student, faculty, and program quality. CSUMB seeks faculty who are interested in joining a small, flexible community, and high quality academic community.

CSUMB is currently recruiting tenure-track faculty in the following areas for Fall 1999:

CENTER FOR COLLABORATIVE EDUCATION AND PROFESSIONAL STUDIES
Liberal Studies Institute

- Social Foundations of Multicultural-Multilingual Education
- Adult Education and Counseling
- Human Development Special Emphasis in Child Development

Priority Screening Date for both positions: February 15, 1999. Positions open until filled. For complete position description and application information contact: NMB via web address (http://www.monterey.edu) or by writing to Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001. Telephone: 831/582-3569.

AA/EOE/AADA EMPLOYER
DEAN OF PROFESSIONAL STUDIES

Plattsburgh State University of New York invites applications and nominations for the position of Dean of Professional Studies. The Dean of Professional Studies is the chief administrator for the approximately 2,000 students enrolled in this unit. Responsibilities include: providing leadership and oversight for all academic programs; providing leadership for achieving and sustaining diversity in all aspects of University life, particularly in developing a diverse student body, faculty, and staff; and working closely with other academic and administrative areas; and developing and implementing applications of new technologies; assisting in implementing and updating the University’s Strategic Plan; assuming significant responsibility for working with appropriate community and regional organizations; and in participating in formulating and implementing college-wide policies. Successful candidates must have a doctorate and/or terminal degree in a field related to the academic discipline. Applications from women and minority candidates are especially welcomed.

Plattsburgh State University is an affirmative action/equal opportunity employer.

Applications and nominations should be addressed to: Search Committee, c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: 518-564-4600.

Applications and nominations will be reviewed by the Search Committee. Starting date: Fall 1999

Visit our website: http://www.plattsburgh.edu

ASSISTANT DIRECTOR/ADMISSIONS

The position assists in the development of oral and written programs promoting Central Michigan University to high school and community college personnel. Responsibilities include academic and admissions advising to prospective students, maintaining the University’s public relations and recruitment efforts in the local area, and coordinating admissions activities. Graduate work in education, counselor education, or communications is desirable. Applicants must have excellent written and oral communication skills. Salary is negotiable. Application deadline is July 1, 1999.

COUNTY HOSPITAL OF MUSKEGON

Nursing Director

The County Hospital of Muskegon is a 186-bed hospital located on the western shore of the Muskegon Canal near the outlet of Lake Michigan. The hospital has a strong reputation for providing quality care for patients and is committed to continuous improvement in patient care and outcomes. The Nursing Director is responsible for the planning, implementation, and evaluation of all aspects of nursing care provided to patients. The Nursing Director is also responsible for the management of the nursing staff, including the supervision of all licensed practical nurses and nursing assistants. The successful candidate will have a current Nursing License, as well as a minimum of five years of clinical experience and two years of supervisory experience. Bachelor’s degree in Nursing is required. Salary is negotiable. Application deadline is July 1, 1999.

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 27 through July 23, 1999
at Bryn Mawr College
Bryn Mawr, Pennsylvania

For Information Contact:
Betsy Metzger, Ph.D.
Administrative Director
(303) 871-6866

THE NATIONAL ASSOCIATION OF HISPANIC PUBLICATIONS

March 4-8, 1999
Waterfront Hilton
Huntington Beach, California

652 National Press Building
Washington, DC 20004
Phone: 202-662-7250
UIC
ASSOCIATE PROVOST AND EXECUTIVE DIRECTOR
URBAN HEALTH PROGRAMS
University of Illinois at Chicago

The University of Illinois at Chicago (UIC) is the largest institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that the many voices that comprise this larger community are heard and heeded within the University's own population.

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas. The ultimate goal is to train a cadre of minority health professionals and doctoral and masters degree students dedicated to improving the quality of health care where improved health services are most needed. For more information about UHP, please visit our website at http://www.uic.edu/depts/uhp.

The Associate Provost and Executive Director for the Urban Health Programs is responsible for providing vision and leadership for the program, as well as administrative and technical support to seven College programs and three ancillary units. As part of the leadership functions, the Executive Director must create and sustain an organizational environment which encourages staff, adoption of cutting-edge recruitment and retention strategies, and linkages with university and community stakeholders. Administrative functions include planning, budgeting, and development. The Executive Director reports to the Provost and Vice Chancellor for Academic Affairs and works closely with the UHP Management Team, the UHP Executive Committee and the UHP Community Advisory Committee.

A Master's or terminal professional degree is required. Candidates with a doctoral degree or qualifications commensurate to holding a faculty position will be considered for faculty status. The ideal candidate will have excellent communication and interpersonal skills and demonstrated experience in administration, including preparation of annual budgets and long-range financial planning (preferably in health educational programs), developing and sustaining a culture of teamwork aimed at innovation and productivity, working with diverse communities and educational groups, developing and evaluating recruitment, retention, and support services initiatives, program assessment, designing admission policies which include alternative criteria, working with longitudinal student databases for multiple disciplines, program planning and management and assessment, and supporting the development and analysis of scholars research. Affiliations with appropriate professional organizations are also desirable.

Send letter of application, resume, and one-page statement of applicant's vision for the Urban Health Program's Executive Director position to:

Darnell Hawkins
Chair, UHP Search Committee
University of Illinois at Chicago
Office of Academic Affairs (UIC 105)
601 S. Morgan Street, Room 2258 University Hall
Chicago, IL 60607-7127

Applications will be considered immediately and continue until the position is filled.

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. Women, minorities, and people with disabilities are strongly encouraged to apply.

MILLERSVILLE UNIVERSITY
DEAN
GRADUATE STUDIES & EXTENDED PROGRAMS

Millersville University of Pennsylvania invites applications and nominations for the position of Dean of Graduate Studies and Extended Programs. Millersville enrolls approximately 7,500 students and is located in Southeastern Pennsylvania within convenient traveling distance to major East Coast hubs: 90 minutes to Baltimore, two hours to Philadelphia, three hours to New York City and the Atlantic Ocean beaches. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, the University is also listed among Kaplan's top 100 value public institutions. Millersville is highly regarded for offering quality instructional programs at a reasonable cost to its students, consistent with its strong commitment to diversity and teaching excellence. The graduate program offers a spectrum of regionally recognized programs for its 950 graduate students in 22 master's postbaccalaureate certification, 14 supervisory certification and 1 post baccalaureate certification programs. Because of its location and the quality of its faculty, the University has significant potential to develop new and innovative graduate programs. The University also serves as a major provider of a considerable number of continuing education programs for school district businesses and governmental agencies within the region.

The graduate dean, who reports to the Provost and Vice President for Academic Affairs, will provide vision, leadership and advocacy for Millersville's graduate and continuing education programs, faculty and students.

QUALIFICATIONS: Candidates must possess an earned doctorate, a record of quality scholarship, teaching experience at the graduate level within a degree program, and service in higher education, a demonstrated commitment to faculty development, the liberal arts and academic freedom, professional standards, excellence in graduate and extended programs and ensuring quality programs and services to students, and a successful interview.

Candidates need to present a record of leadership that suggests likely success in administration of graduate and extended programs. These leadership qualities include the ability to support existing programs and assist in responding to regional needs for both traditional and innovative programs that meet high standards of academic excellence and to work effectively with the academic deans of the three schools and the Graduate Course and Program Review Committee to advocate best practices in a variety of disciplines. The successful candidate will be expected to provide leadership in program development and academic governance and fiscal management and analyze and communicate the programmatic and resource implications of curricular and faculty governance relationships with external community organizations.

Candidates must be able to assume a university-wide perspective and work and communicate effectively with faculty, students, administrators and a public with diverse backgrounds, perspectives and multiple needs. The dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity and must be committed to increasing diversity within graduate studies and extended programs. A capacity and willingness to foster creative consensus as well as foster a healthy climate for debate, solve problems and assume responsibility is essential. The ability to function effectively in a team-oriented collegial environment is crucial.

NOMINATIONS AND APPLICATIONS: Applications should include a letter detailing qualifications for the position, a resume, and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by 2/5/99. Electronic submissions will not be accepted. Nominations and applications should be sent to:

Chairperson
Graduate Dean Search Committee/H01298
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

An EEO/AA Institution

http://www.millersv.edu
FINE ARTS

Pending approval and funding, the Department of Fine and Performing Arts at the University of San Francisco invites applications for a two-year term position in Fine Arts to teach in its Joint Bachelors of Fine Arts and Joint Bachelors of Architecture Degree programs with California College of Arts and Crafts (CCAC) at the Assistant Professor level. Anticipated to begin in Fall 1999. The Joint Degree Program brings together two of the Bay Area's premier educational institutions in an innovative, collaborative approach to arts education.

Responsibilities may include inter alia, teaching the Introduction to the BFA Program class "The Artist, Ideas and Ideologies," which introduces new BFA students to a wide variety of questions about the artist's role in history and contemporary society; developing, coordinating, and teaching a new Arts Outreach course that will be placed and supervising upper division BFA and B.Arch students in community service learning contexts; developing curriculum for and teaching an upper division core course that will explore ethical issues in architecture and the visual arts; collaborating with USF and CCAC faculty on committees that define and promote the program's goals; and advising students.

Qualifications include university teaching experience, a strong commitment to teaching and scholarship, a terminal degree awarded by Fall 1999, experience working in community settings, experience in curriculum development and service learning projects, knowledge of and significant contacts in the San Francisco Bay Area arts community, experience in visual arts and architecture, experience working in a culturally diverse environment, and an understanding of and commitment to support the mission of the University.

Applicants must submit a letter of application, curriculum vitae, graduate transcripts, copies of recent publications, a statement of teaching philosophy, copies of complete teaching evaluations and recent syllabi, evidence of community-based experience in arts and education, and three letters of recommendation to:

Fr. Tom Lucas, S.J.
Department of Fine and Performing Arts
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by January 15, 1999 in order to ensure full consideration.

The University of San Francisco is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Loyola College in Maryland seeks nominations and applications for the position of Vice President for Academic Affairs to assume office on July 1, 1999.

Founded in 1852, Loyola College is a Jesuit liberal arts comprehensive university located in a beautiful residential section of Baltimore. With an annual operating budget of $416 million and total sponsored programs of $677 million, Loyola enrolls over 5,000 students in its graduate and undergraduate programs. Loyola College enjoys a ranking of third among the 142 regional universities in the North in the 1998 U.S. News and World Report rankings of America's Best Colleges.

As the chief academic officer, the Vice President for Academic Affairs reports directly to the President and is charged with the development, implementation and assessment of all academic programs and activities, both undergraduate and graduate, within the College of Arts and Sciences and the Keating School of Business and Management. The VPAA provides leadership to the academic division and is actively engaged in long-range planning, budgetary and fiscal decision making, faculty development, institutional research and assessment. The VPAA directs supervises the academic dean and through them all academic departments and programs. Also reporting to the VPAA are enrollment management and financial aid, the Center for Values and Service, and the offices of Multicultural Affairs, Institutional Research, and Records. The VPAA directs the College's academic assessment and functions at the strategic level.

The VPAA chairs the Loyola Conference and the Council of Department Chairs, and represents the academic division in the governance of the Loyola/Notre Dame Libraries. The VPAA serves as acting president in the absence of the President, cooperates with elected and appointed officials in advancing the College's goals, and represents the academic division of the College to the local community, students, prospective students and alumni.

The successful candidate will possess an earned doctorate and will have a record of teaching and scholarship that warrants appointment to an academic department at a senior rank. The candidate should have a record of successful administrative leadership at the level of department chair or higher, and should be thoroughly familiar with and committed to the ideas and traditions of Jesuit and Catholic higher education. A strong academic vision, capacity for innovation and proven commitment to all aspects of diversity and inclusiveness are essential.

Interested candidates should forward a letter of application and curriculum vitae Review of applications will begin on January 6, 1999 and will continue until the search is completed. Nominations and applications should be addressed in confidence to:

Ms. Donna Schmitz, Secretary to the Search Committee
President's Office, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699

Visit our website at http://www.loyola.edu

Loyola College in Maryland is an equal opportunity, affirmative action employer that welcomes applicants from all traditions who can contribute to our unique educational mission.
### POSITIONS

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### RECRUITMENT

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### FELLOWSHIPS/SCHOLARSHIPS/AWARDS

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### CONFERENCES

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Texas A&M University-Corpus Christi
Dean-University Outreach

Texas A&M University-Corpus Christi is searching for a Dean of University Outreach. This dean provides leadership, vision, supervision, and administrative oversight for programs related to the service mission of the University and is responsible for coordination of conferences and institutes, continuing professional education, sponsored programs and workforce development.

The Dean supervises University Outreach staff and programs, promotes positive working relationships with external constituencies, identifies community and regional needs and opportunities, serves as liaison between the community and the academic Deans, participates with University administrators in team planning and problem solving, coordinates the development of Outreach goals and plans, and administers the Outreach budget. The Dean of University Outreach reports directly to the Provost.

The qualifications for the Dean of the University Outreach are as follows: the ability to communicate with potential students, public school district personnel, and members of the business community; the ability to analyze and interpret financial reports and legal documents; and the ability to effectively present information in written and verbal formats to senior university management and community groups. A graduate degree is required, an earned doctorate is preferred. The candidate should be able to demonstrate evidence of substantive leadership in a major community initiative and successful administrative experience in an academic environment. An understanding of the educational challenges of the South Texas region is preferred.

Texas A&M University-Corpus Christi has 6,400 students and 270 faculty and is one of the fastest growing universities in the State of Texas. It includes the College of Arts and Humanities, the College of Business, the College of Education, and the College of Science and Technology. During the past two years, the University was named as the top public regional university in Texas in U.S. News and World Report’s America’s Best Colleges. The University is in a picturesque setting on an island surrounded by Corpus Christi Bay and Oso Bay. Texas A&M University-Corpus Christi is dedicated to providing higher educational opportunities to the South Texas region, particularly to those qualified individuals who are historically under-represented in the higher education community.

Applicants should submit a letter of application, curriculum vitae, and names, address and phone numbers of three professional references to: Dr. Sandra Harper, Provost and Vice President for Academic Affairs, Texas A&M University-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas. Review of applications will begin on December 21, 1998 and continue until the position is filled.

Texas A&M University-Corpus Christi is an Equal Opportunity Employer committed to diversity.
FEATURES
Changing the Face of Business
Matchmaking corporation brings business to underrepresented minorities and other corporations

An Afternoon with Edward James Olmos
Olmos stands and delivers an empowering message to at-risk students

Kellogg Foundation Funds Cultural Change
Kellogg Foundation earmarks substantial dollars for projects aimed at improving opportunities for Latinos and other minorities

Creating Parity Through Mentoring
Professionals of color with three to eight years' experience are mentored as a group by White male Corporate Executive. Results are promising

Fannie Mae Sponsors MBAs at the University of Florida
Seeking diversity in the billion-dollar mortgage market

HONOR ROLL
Princeton University
Brilliant past, present and future

WAL-MART
Honing the Competitive Edge
With its vendors guaranteeing 20K is each at the fastest and brightest

Amoco and Exxon Foundations Target Minority Engineers
$2.5 million from Amoco and $1.5 million from Exxon in advance preparation and recruitment

DEPARTMENTS
OUTLOOK ON WASHINGTON: A CAPITOL VIEW
Forecast on POL POLICIES especially vital to Hispanics

People, Places, Publications, Conferences

Book Review:
Muddy Cup: A Dominican Family Comes of Age in a New America

¡Punto Final!
Answering The Call to Lead: A President of the University of South Florida
Grants and Student Loans for FY’99

By Gustavo A. Mellander

The U.S. DOE has issued its "grants forecast," identifying likely programs and award competitions for FY’99. Published in the Federal Register (Volume 63, Number 212, pages 59,335-59,455), the forecast includes for each program the contacts, due dates, and estimated number and size of awards. They are managed by the department’s six principal offices. An updated forecast is to be available online in February at <http://ocr.ed.gov/grntinfo/forecast/forecast.htm>.

Programs below are of particular interest to Hispanics in higher education.

OFFICE OF BILINGUAL EDUCATION & MINORITY LANGUAGES AFFAIRS

Bilingual education is under attack in several states, but many research and training programs are still being funded by the government.

8.2.199-Q BE State Grants
8.2.195A BE Teachers & Personnel Grants
8.2.195C BE Training for All Teachers
8.2.195C BE Graduate Fellowship
8.2.195E BE Career Ladder
8.2.2008 BE Program Devl & Impl
8.2.200P BE Program Enhancement
8.2.290 BE Comprehensive School Grants
8.2.291BE System-wide Improvement Grants
8.2.292A BE Field Initiated Research
8.2.293A BE Foreign Language Assistance/LEA

OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT

Given present and projected K-13 enrollment increases, policymakers are scrambling to prepare for the next reality. Hispanic students are expected to increase dramatically. How will their needs be met? Several programs address that question and encourage “out of the box” solutions.

8.2.203A Star Schools—General Grants
8.2.21A Partnerships in Character Ed
8.2.28A 21st Century Community Learning Ctrs
8.2.305A Technology Innovation Challenge Grants

OFFICE OF ELEMENTARY & SECONDARY EDUCATION

Our Hispanic population still is young. Most are under 25. They will be in our colleges, if equity and fairness prevail.

8.4.004D Civil Rights Training & Advis. Services/Equity Assistance Centers
8.4.005A Women’s Ed. Equity Act— Implement
8.4.003B Women’s Ed. Equity Act Program—R & D
8.4.191A Migrant Ed—High School Equiv.
8.4.191A Migrant Ed—College

Assistant Migrant OFFICE OF POSTSECONDARY EDUCATION

Will the necessary and adequate programs await Hispanic students? To address that and related questions, a variety of programs will be funded—some new, some old. All have new guidelines.

HIGHER EDUCATION PROGRAMS (HEP)

8.4.016A Undergraduate Intl. Studies & Foreign Language (Single Inst. & Consortia)
8.4.017A Intl. Research & Studies
8.4.019A Fulbright-Hays—Faculty Research Abroad
8.4.021A Fulbright-Hays—Group Projects Abroad
8.4.022A Fulbright-Hays—Doctoral Dissertation Research Abroad
8.4.031A Strengthening Institutions (Devel. & Planning)
8.4.031H Institutional Aid—Eligibility
8.4.031S Strengthening Institutions—HISIs
8.4.047A Upward Bound
8.4.047M Upward Bound—Math/Science
8.4.120A Minority Science Improv. (Institutional, Design, Special & Cooperative)
8.4.155A Business & Intl. Ed.
8.4.21A Ronald E. McNair
8.4.22A CTR for Intl. Business Ed
8.4.29A Inst. for Intl. Public Policy

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

Many Hispanic-Serving Institutions (HSIs) have benefited from these grants, which can be specifically tailored to Hispanic students and communities.

8.4.110A Comprehensive Prog.
8.4.110J Joint US/EU Consortia for Cooperation in Higher Education and Vocational Education
8.4.110P Disseminating Proven Reforms
8.4.110R Controlling Cost of Postsecondary Ed.

OFFICE OF VOCATIONAL & ADULT EDUCATION

Teacher Prep. Ed.
Demonstration Grants
Adult Ed. Grants for ESL.


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**STUDENT LOAN ALERT!**

The 1998 Higher Education Amendments (HEA) allow many graduates and current students to cut interest costs on student loans, dropping the interest rate from 8.25 to 7.46 percent and extending this rate for 5 years on new loans. To refinance at the favorable rates, you must act before January 31.

The mechanism is loan consolidation, which may extend your repayment period, allow you to repay your loan as a share of your income, and—in many cases—give you a break on interest costs.

Consolidations are available from the DOE’s Direct Loan program and from private FFEL lenders. The rate is lower than that of most existing Direct and FFEL loans. Most students save about $50 per $1,000 of debt over the life of their loans. The interest rate is recomputed annually, but would be based upon a lower interest rate formula for the life of your loan.

To inquire, call the DOE’s Direct Loan Origination Center at 1-800-557-3922, download an application from <http://www.ed.gov/DirectLoan>., or call your FFEL lender.

There is no consolidation fee and no minimum or maximum loan balance. You may choose from several repayment plans and may prepay at any time. Not all are eligible.

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**SOME OF OUR UPCOMING ISSUES FOR 1999**

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Dr. Mahler is a professor at George Mason University.

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**THE HISPANIC OUTLOOK IN HIGHER EDUCATION • 210 R T 4 EAST PARAMUS, NJ 07652**

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or E-Mail your ads to us at: outlook@sprintmail.com
Changing the Face of Business

BY JANET HARRELL

Aesop, of Fables fame, once advised, “Be content with your lot; one cannot be first in everything.” In 550 B.C., that was probably good counsel. But in today’s increasingly diverse workplace, where finding, recruiting, and retaining the best minority candidates can mean competitive advantage, being first is everything. Globalization has changed the face of U.S. business, and Corporate America is fully aware of this change. Powered by a compelling business need for a highly trained, racially mixed, equitable workforce, companies have begun to aggressively recruit qualified Hispanic Americans for high-level jobs—not just because it’s the right thing to do but because it makes good business sense.

Mastering the MBA

Despite Corporate America’s best intentions and pressing business needs, however, there are still relatively few Hispanic candidates qualified for high-level positions. Why? Because one of the things that qualifies people for such positions—the MBA—is often not as easy for minority candidates to pursue.

While some might argue that the MBA’s ubiquity has rendered it inconsequential, for Hispanic Americans it remains the key that opens the door to management in a corporate world not immune to racial bias. Fortunately, for both Hispanic professionals and the companies seeking to hire them there is the Consortium for Graduate Study in Management.

For more than three decades the Consortium has been leading the effort to create a more equitable, more diverse workforce in America. Sponsored by eleven of the nation’s top graduate business schools and nearly 200 of the nation’s major corporations, the Consortium encourages the most talented students to pursue career in business and offers graduate business school fellowships.

Geographically and philosophically diverse, the Consortium’s large and small, public and private institutions boast some of the nation’s top business education programs. And an MBA from the right school can be a powerful...
The Corporate Connection

Employers recognize the Consortium as an excellent source of talented MBAs. Consortium Fellows' resumes are available to corporate sponsors. Recruiters from sponsoring companies also visit the member school campuses to interview students for summer internship positions and career employment.

All Fellowship recipients are required to attend a three-day orientation program in June prior to beginning graduate study. Here, fellows interact with corporate representatives from Consortium-sponsoring companies. University representatives attend to welcome the new Fellows. The program is designed to prepare the students for issues encountered in their MBA program and careers. It also serves as a unique networking opportunity.

Understandably, the Consortium's recruitment support has Corporate America quite interested. But it is its unique ability to give companies the opportunity to recruit these candidates early—many a year ahead of competitors—that has Corporate America singing its praises.

"They're incredible," says Isaias Zamarripa, recruiting manager at Amoco Corporation, a global producer of oil, natural gas, refined products, and chemicals, with annual revenues of more than $30 billion. "The Consortium's annual orientation program and career forum is one of the best places we've found to identify and recruit minority leaders. The key is early identification: the companies that identify candidates first are typically the companies that get those candidates.

The Consortium puts us in the enviable position of being able to make offers to candidates who haven't even started business school yet. They've already shown the right work ethic and some success in the workplace, and we have an opportunity to recruit them prior to their completing the final step, the MBA."

Glenna Anderson, minority recruiting manager at Procter & Gamble, the Cincinnati, Ohio-based company that markets more than 300 brands to nearly five billion consumers in more than 140 countries, agrees. "The Consortium is the only organization I know of that helps you identify attractive candidates before they start business school. It's a weed-out process. You get to see the candidates at a more crucial stage—right after their first year of graduate school.
The Value of Intellectual Property

According to Anderson, the Consortium for Graduate Study in Management not only helps its sponsors identify Hispanic candidates early—it also helps them find people they might otherwise miss. One good example is Jorge Silva.

"Jorge earned an undergraduate degree from Yale and a law degree from the University of Puerto Rico," she explains. "Since Procter & Gamble usually hires from campuses, our recruitment net probably wouldn't have caught somebody who was a practicing lawyer in Puerto Rico."

Fortunately for Procter & Gamble, Jorge Silva was interested in going to business school. He contacted the Consortium for Graduate Study in Management—and the rest is recent history.

"Jorge came to work with us as an intern, earned an MBA at University of Texas at Austin's Graduate School of Business—a Consortium-member university—and came back to work for us as an assistant brand manager," says Anderson. "That J.D. degree might have kept us from ever knowing about him if not for the Consortium."

Strength in Numbers

Bringing together corporations and the best and brightest minority talent is the Consortium's most visible effort. Its most elemental, however, is helping to build a network of minority professionals that spans companies and geographical boundaries.

The Consortium's corporate sponsors recognize the value of this network. Not only does it make their minority employees happier—and thus more likely to stay with a company that makes it possible—it also helps open the door to still more minority candidates.

"One of the best Hispanic candidates we've secured through the Consortium is José Bolívar," says Amoco's Zamarripa. "Sharp, bright—José was identified early, offered an internship, and is now working in our financial division. But, more importantly, he's working with me and the Consortium and traveling to Latin America to recruit more excellent Hispanic candidates.

Recruitment Done Right

While Consortium Fellows are not required to work for sponsoring companies at any time, many choose to do so. Indeed, 95 percent of Consortium graduates start their careers with sponsors, and former or current sponsors currently employ 85 percent of Consortium for Graduate Study in Management alumni.

Since its inception, the Consortium has increased the number of Fellowships ninefold—diverse workforce is the greatest challenge facing Corporate America today," stated Dr. Phyllis Bufer, CEO of the Consortium for Graduate Study in Management. "Companies like Amoco and Procter & Gamble are great examples of what it means to be proactive."

"They're actually doing something," she says, "to create a workplace environment that is inclusive at all levels."

From early identification, through internships, to recruitment and retention—the Consortium continues to bring together the country's top Hispanic professionals and the corporations intent on hiring them. And that, says Zamarripa, is exactly what should be happening.

"We know that whoever makes first contact has the best chance of getting the candidate. So we're investing our efforts and dollars in the Consortium so we can be among those who make that first contact. That's the way recruitment is supposed to work."

For more information, contact Dr. Phyllis Bufer at (814) 935-8712 or visit the Consortium Web site at <www.cgsm.wustl.edu>
An Afternoon with Edward James Olmos

Empowering the Young

By Patricia Hanson

"Those of us who can speak more than one language are the future. You have a distinct advantage over your English-only brothers and sisters." 

Edward James Olmos

Fifteen hundred brown-skinned, dark-eyed, dark-haired middle and high school children waited patiently in an auditorium in Salinas, California, for an hour because he missed his plane in L.A. They had seen him in Selena, Mi Familia, American Me, and in Stand and Deliver, which is required in their elementary school math classes. Some of their teachers might even have seen him on stage in Luis Valdez’ Zoot Suit, or remembered him as the dour Lt. Castillo on Miami Vice in the ’80s, or for his bit parts in Blade Runner or on Hill Street Blues.

But probably few in the energetic audience knew he’d earned two master’s degrees, one in sociology and one in theatre, from UCLA, and had been awarded five honorary doctorates from universities around the country. Even fewer would have read of two or more to his list for his work during the L.A. riots, initiating community-wide cleanup, and of his other humanitarian efforts—talking his message about Mexican-American heritage and educational empowerment to schools and at-risk kids two or three times a week some 52 weeks a year.

Edward James Olmos has been honored by the NAACP for his leadership in multicultural units; he has been given the Harvard University Multi-Cultural Award and the Hispanic Heritage Award; a national honor granted by representatives of both the private and public sectors, has received the John Vison Ford Award from the Los Angeles Commission on Human Relations for his outstanding and consistent efforts to raise awareness to the need for harmonious and sensitive intergroup relations, and the promotion of civil rights for all.

When he arrives onstage, he asks for the auditorium lights to be up full blast so that he can see into the eyes of the children. He asks them to look right at his eyes so they can each connect and get the energy for one moment in time. He admits to growing up in East L.A. to not being born with any natural talent for the theatre and to being dyslexic in school. He shares that he reads every day and makes that a priority.

He lets us know that early in his life when he heard people who spoke English with an accent (whether it be German Chinese, or French), he thought they were smarter than he was because they could speak in two languages. Those who spoke both languages perfectly especially impressed him. He shares at the growing national movement to dismantle bilingual education that started in California, the most multicultural state in the nation.

"Who put those two words together?" he shouts at the audience. "Those of us who can speak more than one language are the future. You have a distinct advantage over your English-only brothers and sisters. I give you the rites of passage to grow up and be all you can be."

Olmos passionately, unashamedly makes many of us “Spanish-unimpeded” Anglo adults in the audience feel very uncomfortable. It is our turn to feel racism in reverse. It is our turn to mourn the parents of Chinese, Hispanic, African American heroes that we had never been taught about in education. Our turn to shake our heads and look down, sad to admit to the empty, bland “dict” that he called the 200 years of European American studies we’ve been fed in our schools.

To make his point, he acts out a scene about a time when he was cutting the twenty-million-dollar deal to produce his controversial movie about Mexican gang America Me. The owner of Universal Studios at that time was Japanese. Olmos moves around as an imaginary corporate conference table on the stage and mimicks the studio owner who shook his hand and said, “Very good, Mr. Olmos” in him in English, but then turned his back and spoke to him staff in Japanese. He mimicks the German financier who also said, “Very good, Mr. Olmos.” in English, and then whispered to him staff in German, and he mimicks the French investor who did the same. Then, to make the point about his own literacy self-confidence, Olmos shows how he shook their hands and said, “Very good” in English, and then turned to his own staff and said, “Comprendre, est chingada.” The audience, shocked but bowled over with laughter, gives it. Olmos shares that if they’d only understood the expression he used for this great, he’d never have gotten the deal.

Mr. Olmos, a master of timing keeps all 1,500 pairs of eyes at him. He whispers and shouts “look at me and give me your eyes” control the hordeous young crowd.
After the laughter quiets down, he keeps the rapt attention of all the teenagers in the room. "Go out there," he says, "it's important to release, but come back right away. Our time is precious together."

The room quiets instantly as Edward James Olmos goes on to talk about his ancestry. "Roots," he says, "are the single most important aspect of living. First we have to know where we came from. Then we can deal with where we are going with our future.

"I am a Mexican American, a Chicano, born in America of parents of Mexican ancestry."

"How many of you are Mexican American?" Fully two-thirds raise their hands. "And do you know what a Mexican is?" he challenged this young, very rapt audience.

"A person who is half-white and half-red. My ancestors come from the Maya, the Yaqui, the Rupajal, the Toltecs, even the Apache, the Cheyenne. They go on and on and on over 40,000 years."

"I love my whiteness AND I love my redness."

"How many of you saw Selena?" At least three quarters of the hands go up. "It's like I said as her father: It's really hard being raised here to love both our Mexicananness and our Whiteness, but we must.

"Without two people coming together—a red-skinned and a white-skinned—I would not be the brown tones that I am, that we are.

OLMOS, MORENO, SANTANA, AND BINGAMAN

Edward James Olmos, Rita Moreno, and Carlos Santana are not only three Latino superstars—they also are intensely committed collaborators in a dropout prevention program designed to encourage Latino youth to persist in school through grade 12 and beyond. Santana wrote the music for Caida cabeza Es un Mundo, an award-winning film focusing on four Hispanic youths who overcame many obstacles to complete their education.

Last spring, Olmos spoke with middle and high school students from Los Penasquitos, Questa, and San Luis in New Mexico as part of his personal effort to reduce violence among youth. And last June, Moreno joined U.S. Senator Jeff Bingaman, members of the Hispanic Caucus, and other Latino leaders in Washington, D.C., to renew a call to action to curb the nation's alarming dropout rate.

The dropout problem is a crisis for Hispanic high school students, who fail to graduate at a rate more than four times higher than the national average for White students.

When we look at the problems facing our education system today, there is no more serious threat to the future of our young people than the school dropout problem. We can train more teachers and put more computers in schools, but if the student isn't in the classroom, it really doesn't matter. Yet somehow, this problem keeps slipping off the national radar screen.

Bingaman, author of the National Dropout Prevention Act, recently wrote to the President asking that he host such a conference.

"Almost 10 years ago, President Bush and the nation's governors established a national goal of graduating 90 percent of high school seniors by the year 2000. Despite that bipartisan commitment to addressing the problem, dropout rates have hardly improved at all in the last decade, and there is too little attention focused on the problem," Bingaman said.

Nationwide, more than 500,000 students drop out of school each year without graduating, and there are nearly four million young adults without high school degrees or GEDs. And while the overall dropout rate for White students is 7.5 percent, the rate for Hispanics is nearly 30 percent. The dropout rates for Hispanics remain higher regardless of when they immigrated to the U.S., what language they speak at home, or how much money their parents earn.

Bingaman and Hispanic leaders also called on President Clinton to convene a White House summit on the school dropout crisis to raise awareness about the problem. He and 5 members of the Senate and House had written to the President asking that he host such a conference.

"Clearly the heavy lifting will be done at the local level. But we can help by providing resources to help schools implement reforms and by spreading innovative ideas that have worked in other communities. Above all, we must recognize that the dropout problem is not about students failing school; it's about schools failing students," Bingaman said.

At that same press conference Rita Moreno described the dropout prevention project to which she, Olmos, and Santana give their time.

Developed by the California-based Hispanic Education and Media Group, the project is a comprehensive curriculum that challenges Hispanic students to compete academically and trains teachers not to lower expectations for Hispanic students. The project was at that time being utilized by several school districts in eight states.

"My concern," said Bingaman, "is that without a national goal, plan and resources dedicated to the dropout prevention problem the innovations that are occurring at the grassroots level will not reach as many students as is needed and many might even die of the virus. It's time to get serious about dropout prevention."

For now, Rita Moreno, Carlos Santana, and Edward James Olmos are taking their message directly to the students.
The Graduate School at the City University of New York (CUNY) does not offer a degree in the study of philanthropy. Nevertheless, it does house a Center for the Study of Philanthropy, a haven for research to guide students interested in tracing the history—and tracking the future—of nonprofit generosity.

"We now have between 30 and 50 graduate students involved in research," says Dr. Eugene Miller, the center's assistant director. "There are a number of research projects being run. For example, a major bibliography, one that includes citations and abstracts, that looks at the operation of philanthropy in civil society and in minority communities, and at how philanthropy works to build communities."

The work that goes on inside the Center can easily reflect the work that goes on behind the scenes to promote such research. Philanthropy via grants, and scholarships bestowed by foundations. More than $100,000 private, community, and corporate foundations make grants for charitable purposes nationally.

One of the world's largest, the W.K. Kellogg Foundation, which is private, has targeted such work and earmarked considerable funding to projects that improve opportunities for Latino, African American, and other minority students.

"The Kellogg Foundation is very interested in changing the institutional culture of the university," Miller says. "What they want to do
and what this project is designed to do is to make education more immediately relevant to the needs of the community, and they see the needs of the community as being expressed by nonprofit organizations."

Much of the research can commence because of a sizable five-year grant afforded by the foundation. In 1995, Kellogg awarded the midtown Manhattan-based Center $1.5 million to develop a broad range of materials for undergraduate and graduate studies.

"It's really through that grant that we were able to build our multicultural philanthropy," Miller says.

Kellogg has strained to promote diversity—and the understanding of it—through a wide range of projects. It was established in 1930 by cereal industry pioneer W.K. Kellogg, who donated more than $60 million in company stock and investments and sought to focus the money on the lives of people.

Since then, the Kellogg Foundation based in Battle Creek, Michigan has evolved to encompass programs that promote the health and education needs of youth. Over the last seven decades, the foundation has administered more than $2.295 billion in grants, scholarships, and other efforts.

During fiscal 1995 alone, the foundation made payments of $65 million to youth and education and higher education programs and $17 million to philanthropy and volunteerism programs. Much of the latter work began in the late 1980s—an emphasis that solidified in 1990 with the creation of the Philanthropy and Volunteerism Program Area.

The issue of capitalizing on diversity carries a high profile across the foundation, said Robert F. Long, of the Kellogg Foundation. "I think that foundations can play an important role as a catalyst in helping faculty gain support, recognition, and opportunity to do the needed research and teaching."

When it comes to promoting opportunities for minority students, Long believes that "foundations can help institutions recognize the benefits and opportunities for work in this area. The hope is that this will lead to changing priorities and raise the profile of this work."

Kellogg has spent the last decade wearing minority-student development into a number of strategic plans. The foundation has sought to increase the ability of colleges and universities to prepare professionals, particularly Latino and African American ones, to work in the nonprofit sector.

That would fill a large gap. The Council on Foundations recently reported that only about six percent of full-time paid chief executives are people of color. More than two-fifths of them head corporate grant-making programs. A smaller proportion head community and independent foundations.

Only one family foundation and no public foundations reported having a minority chief executive officer. As for Latino representation in the ranks of full-time paid CEOs during 1997, their numbers totaled fewer than a half-percent.

The Kellogg Foundation has noted this disturbing trend and recently provided a $500,000 grant to the Nonprofit Academic Centers Council, which represents the leading programs of study in this field. The grants supply scholarships—none, for $12,000, was awarded to CAYA's Graduate School—to assist minority students.

"The focus goes beyond minority student support to incorporate the broadest definitions of diversity," Long says.

Kellogg's philanthropic track record is one of the most charitable in the world. The 1998 edition of Giving USA, by the American Association of Fund-Raising Council's Trust for Philanthropy, ranks Kellogg third in its grants.

During 1997, Kellogg administered $271 million in grants, a seven percent increase from the previous year. Some of its work includes:

- Playing a key role in fostering the service-learning movement in the United States, which encourages students to perform service of "real value" in their communities during their formal school curriculum. It bestowed two grants to the National Youth Leadership Council to create "generator schools" in which service-learning principles are taught.
- Supporting The Family Matters program of the Points of Light Foundation, which has spearheaded a national family volunteerism effort, and the HERO program in Flint, Michigan, which provides community-based ways to combat homelessness.

- Creating the Michigan Community Foundations' Youth Project through a $2 million grant. The Kellogg Foundation has since added nearly $50 million to the project, which supplies challenge grants to create community foundations and recruit young people into the field of fund-raising and grant-making.

As what Long calls a "good corporate citizen," Kellogg has also helped to establish the Foundation Center, the Council on Foundations, and the National Center for Nonprofit Boards.

The foundation has long been committed to help nurture the underlying principles of philanthropy and volunteerism, which are so essential to this sector and the subsequent quality of life in communities," Long says.

We have sought to do three things with our related programming efforts: increase participation by individuals, increase the resources available to support work, and improve the institutions through which the work occurs."

The higher education institutions are viewed as key," he says, because "they seek to improve
“The issue of capitalizing on diversity carries a high profile across the Foundation,” said Robert F. Long, of the Kellogg Foundation. “I think that foundations can play an important role in helping faculty gain support, recognition, and opportunity to do the needed research and teaching.”

understanding of the field practice through research and teaching, while providing services to those engaged in the efforts on behalf of the community.”

The effect is tangible at CUNY and at a dozen other institutions that conduct research on philanthropy. Since 1989, the Kellogg Foundation has invested $15 million in projects to establish such centers on philanthropy and volunteerism.

For instance, the money has helped to create the St. Louis Nonprofit Consortium, which links the programs of four universities and eight management support organizations, and to found the Johns Hopkins University Institute for Policy Studies graduate program, which provides students with a curriculum focused on the leadership and management challenges of nonprofits.

“Students can understand more clearly the role of giving and money and how that affects the development of various communities,” says Dr. Miller, who’s been involved with the Center for the last two and a half years.

“Because minorities in some communities tend to be in need and economically disadvantaged, in order to strengthen these minority communities, it was important that the nonprofit sector be strengthened, and it was important that the minority nonprofits be strengthened,” Miller says.

“That really lead to this initiative to try to entice or draw in good students—good students who happen to come from minority communities—who want to work in a nonprofit field, to draw them into institutions that offer a degree in

nonprofit management or who study the third sector.”

Long called CUNY’s Graduate Center a “good illustration” of how such philanthropic efforts, coupled with a desire to improve opportunities for minorities, can work. By bringing more students into the fold, there is a greater likelihood of increasing the now-scarce numbers of minority scholars and faculty who study and teach in the programs of study.

“CUNY would receive a grant of this type because of its research commitment,” he says. “And the subsequent access it would provide to emerging minority scholars to support efforts to fill the gaps in the body of knowledge.”

John Gutierrez, a 28-year-old student from Newark, New Jersey, is a prime example of how Kellogg's generosity has helped to raise awareness, improve opportunities, and bring results beyond the college walls.

A student at CUNY’s Graduate School, he is now working with the Center to create a bibliography and curriculum guide on Latinos and philanthropy in the United States.

“As I see it, we’ve had this 30-year growth period in nonprofit organizations in the United States,” he says. “We have a lot of research on the development of philanthropic organizations in England, in Colonial America, but we don’t know who’s doing what and why in terms of Latino philanthropy. This is definitely the first time we will have a list of materials.”

Kellogg is pretty exceptional,” he adds. “I don’t think other institutions have done as much.”
Princeton University
Brilliant Past, Present, and Future

by Roger Deitz

No ivy-covered buildings are more inspiring than those situated off Nassau street, where some of our best and brightest students, teachers, and researchers gather. The lovely wooded campus conveys an Ivy League personality that is distinctly Princeton: venerable, understated, pastoral, and singularly brilliant. Walk the paths where Professor Albert Einstein often rode his bicycle to the Institute for Advanced Study, and you just might encounter Toni Morrison hurrying to class. No words are necessary. Only Princeton feels like Princeton.

Nineteen current MacArthur Fellows and eight current Nobel Laureates come from Princeton. Historically linked with twenty-nine Nobelists, among them past University President and Peace Prize recipient Woodrow Wilson. It is easy to marvel at the past accomplishments of the faculty and alumni. Yet Princeton continues to develop, to grow with the times, to address matters of community and diversity that have become the great issues in higher education in the latter part of the 20th century.

In 1969, trustees voted to admit women undergraduates (in 1964, a Ph.D. was awarded to a woman for the first time), and in 1971, a Third World Center was established. 21.5% women make up -7 percent of the undergraduate class with 1.212 or 2% percent of the total undergraduate class composed of American minorities and 5 percent foreign citizens. That’s why The Hispanic Outlook welcomes Princeton to the Honor Roll.

This year Princeton trustees made two changes to its financial aid policies to increase affordability for lower- and middle-income students. They have also reaffirmed a policy that is designed to ensure that Princeton students and their families retain the full benefit of new federal tuition tax credits that begin to take effect this year.
Honor Roll Facts in Brief

INSTITUTION:
Princeton University

LOCATION:
Undergraduate Admissions
Box 430
Princeton University
Princeton, New Jersey 08544
(609) 258-3060

ESTABLISHED:
1746

ENROLLMENT:
6,351

DEGREE OFFERINGS:
bachelor's
master's
doctorate

ANNUAL TUITION: (in-state, full-time, undergraduate)
$33,040 tuition and fees, including room and board

NUMBER OF FACULTY:
1,082 total

A FEW SPECIAL OR NOTABLE DEGREE PROGRAMS:
Art and Archaeology
Astrophysical Sciences
Civil Engineering and Operations Research
Ecology and Evolutionary Biology
Romance Languages and Literature
Woodrow Wilson School of Public and International Affairs

HISPANIC-SERVING ORGANIZATIONS
International Center
Third World Center
Women's Center

HISPANIC ENROLLMENT (UNDERGRADUATE)
293

INTERNET ADDRESS:
www.princeton.edu

Together these measures represent "the most important changes to Princeton's financial aid policies in several decades," the trustees said. "They will result in a substantial increase in scholarship awards for most students on financial aid, and we hope they will send a very clear message that one of Princeton's highest priorities is to be affordable to all students and their families."

First of all, Princeton will not require any student loan when a family's income falls below $40,000 (roughly the national median). For these students, Princeton will entirely replace the current loan requirement with additional scholarships. Next, Princeton will reduce the amount it expects a family to pay for students on financial aid by removing or reducing the contribution expected from home equity in its financial aid calculations. Further, Princeton has reaffirmed its decision of last fall not to make any upward adjustment in its assessment of a family's financial capabilities as a result of the new federal tuition tax credits—allowing eligible Princeton students and their families to obtain the full relief these credits were intended to provide.

Harold T. Shapiro, installed as the eighteenth president in 1988, comments, "Our intent was to be sure that Princeton remains accessible to talented students from all socioeconomic circumstances and that, especially for students from lower-income families, the cost to them and their families of attending Princeton should be no greater—and in some cases might be less—than attending their state university."

Shapiro continues, "We hope that when our new policies take full effect this coming year, they will add a number of truly outstanding
students to our applicant pool who until recently would have assumed that Princeton was beyond their financial capabilities."

Chartered in 1746 as the College of New Jersey—the name by which it was known for 150 years—Princeton University was British North America’s fourth college. Located in Elizabeth for one year and then in Newark for nine, the College of New Jersey moved to Princeton in 1756. It was housed in Nassau Hall, which was newly built on land donated by Nathaniel FitzRandolph. Nassau Hall contained the entire college for nearly half a century. In 1896, when expanded program offerings brought the college university status, the College of New Jersey was officially renamed Princeton University in honor of the host community of Princeton. Four years later, in 1900, the Graduate School was established. Beginning on the eve of alumni day in 1996 and ending with commencement in 1997, the university celebrated its 250th anniversary.

Today, Princeton’s main campus in Princeton Borough and Princeton Township consists of more than six million square feet in 160 buildings on 330 acres. The university is Mercer County’s largest private employer and one of the largest in the region. With 11,124 full-time, part-time, casual, and student employees, the university plays a major role in the educational, cultural, and economic life of the area. The university’s overall regional impact amounted to more than $1 billion dollars for 1997-98, based on the university’s total expenditures of approximately $620 million and the expenditures of an estimated 400,000 people attending events on campus, and the expenditures of thousands of students and employees.

Fulcrum coeducational since 1969, Princeton during the 1997-98 academic year enrolled 6,351 students—1,600 undergraduates (60% of whom are New Jersey residents, representing every county in the state) and 1,751 graduate students. The ratio of full-time students to faculty members is less than eight to one. In 1997-98 the faculty, including visitors and part-time faculty, totaled 1,082, including 439 professors, 64 associate professors, 170 assistant professors, 9 instructors, 310 lecturers, and 100 visitors. Seventy-four percent of the professional faculty is tenured. Excluding visitors, 280 members of the faculty are women, and 127 are identified as members of minority groups. There were 71 tenured women on the faculty last year. Living up to its motto, “In the Nation’s Service and in the Service of All Nations,” every year, 2,500 members of the student body, faculty, and staff volunteer in community service projects throughout the region.

Princeton has educated two U.S. Presidents, Woodrow Wilson and James Madison, and The House of Representatives has housed a Princeton alumnus every year since it first met in 1789. These are also 44 alumni governors, including 11 New Jersey governors.

There are 72,656 living Princeton alumni, including 17,094 women and 55,562 Graduate School alumni. Princeton’s endowment is the fourth largest in the country, with a value of $5.4 billion as of March 31, 1998. (Harvard, the University of Texas, and Yale have larger endowments). As part of Princeton’s 250th anniversary activities, the university launched the Anniversary Campaign for Princeton: a five-year effort, culminating in the year 2000 to raise $750 million in annual giving and capital funds. At the end of the third year of the campaign, a total of $643 million in gifts and pledges had been received.

Princeton offers two bachelor’s degrees: the bachelor of arts and the bachelor of science in engineering. Within the degree programs, students can choose from among 64 departments and interdisciplinary programs. They may also apply for an independent concentration outside existing programs. Last year, the graduate school enrolled 1,299 degree candidates in 57 departments and programs. Princeton has no business, law, or medical school. Undergraduate admission to Princeton is extremely selective, as demonstrated by the number of students applying for places in the entering class and the qualifications of those admitted. In recent years, approximately 90 percent of each entering class has graduated from Princeton within four years, and 95 percent of all undergraduates have received a degree from Princeton within six years.

Princeton’s library system consists of the Harvey S. Firestone Memorial Library (with 70 miles of shelving, for the largest portion of Princeton’s collection) and 18 special libraries, including 15 department collections. The libraries contain more than 5 million books, 3 million microforms, 36,000 linear feet of manuscripts, and smaller but distinguished holdings of prints, theatrical set and costume design archives, coins, maps, death masks, and other items. The library system subscribes to more than 30,000 periodicals and acquires more than 68,000 monographs each year in 52 languages. The Princeton University Art Museum is used extensively as a teaching resource. Its collections and exhibitions include Pre-Columbian, classical, and Far Eastern objects; paintings and sculpture of the Renaissance, modern Europe, and America; important collections of prints, drawings, and photographs; and a collection of 20th-century sculpture displayed throughout the campus.
Creating Parity Through Mentoring

Detroit Program Moving to Atlanta and Dallas

BY INÉS PINTO ALICEA

“A large number of major U.S. corporations are closely watching the launch of a new cross-company mentoring program that could serve as a model for managing diversity and making workplaces more inclusive.

Corporate leaders know that managing diversity is a critical strategy for business success in the 21st Century, said Letty Hardy, president and chief operating officer of Inclusion Systems Inc. which created the program called Quest 21.

The Southfield, Michigan-based company developed the program because executives from more than 100 companies, many of them Fortune 500 companies, asked its sister company, Mentium Corp. in Minneapolis, to create a mentoring program for professionals of color similar to the one it created for women. Thus, Inclusion Systems opened shop and created Quest 21.

But Inclusion Systems set out to create a program unlike any other mentoring program.

According to a 1995 survey by the American Management Association, half of all U.S. employers offer some type of diversity program, but the programs do little to change corporate culture.

Hardy said that most diversity programs do not last long enough to address the fundamental attitudes on diversity and most do not measure success afterward. Hardy said that she prefers the word “inclusion” to “diversity” and prefers to focus on how to include everyone so that your office operates smoothly, and that Inclusion Systems set important goals for the program it created so that it could honor that focus.

“We wanted to create parity in the workplace and diversify talent pipelines all the way to the top,” said Hardy. “We plan to lead the way in developing ground-breaking technologies for inclusion strategies. We believe these programs will propel companies to employer-of-choice status and dramatically transform our workplaces.”

Quest 21’s mentoring program takes a more long-term approach to diversity management, Hardy said. It groups rising professionals of color with three to eight years experience and from a variety of companies with senior executives from other companies for training, dialogue, lectures, and assignments over a 12-month period to enhance mutual understanding.

Inclusion Systems measures and researches the effectiveness of its program throughout the process and for eight months after the program finishes. And unlike other mentoring programs that pair one mentor with one protégé, Quest 21 assigns three mentors to a group of about 20 protégés, and the group works together resolving problems, discussing issues, and sharing information on how to advance in Corporate America. That type of mentoring is new to Corporate America. Hardy said, adding that group mentoring provides bigger benefits for all of the participants because they reap advice and insights from a number of sources—not just one, as in more traditional mentoring relationships.

Mentoring is important to an individual’s success because it develops leadership and networking skills, said Betty Maple, tax partner and national director of diversity for Deloitte & Touche, one of the program’s sponsors. She said her company believes that participating in such a program “offer individuals the opportunities to enhance those skills.”

Hardy said she is optimistic that the extensive training of mentor and in-depth dialogue sessions an lectures that participants undergo in Quest 21 will have a positive impact on Corporate America: more companies participate nationwide. The program gives the participants the skills for grappling within a diverse workplace.

About 55 companies participated in the launch program November of Quest 21, said Har President Clinton seems to agree that Quest 21 is the wave of the future in diversity management. The program was cited as “promising practice” by President’s Initiative on Race.

“As mentees learn from a model, the mentors will learn from the mentoring relationship is opportunity to maximize the return on their investment, while creating an inclusive culture,” said Hardy, a former professor of management. “This learning is critical if behavior is going to change.”

Hardy said that it is costly companies to ignore diversity management. Professionals of color who see limited advances
opportunities tend to leave in high numbers seeking better opportunities at other companies. According to the 1995 Federal Glass Ceiling Report, recent studies estimate that turnover costs range between 150 and 195 percent of a manager or professional's annual salary. But turnover costs are just part of the economic picture.

Minorities will comprise nearly half of the U.S. population by 2027, and the combined annual consumer spending of these groups is more than $500 billion a year. Hardy said that companies cannot afford to ignore these consumers by being seen as bad employers for minorities. In addition, companies also are losing millions in discrimination costs. According to the U.S. Department of Labor, 3,000 discrimination suits were brought before federal district courts between 1990 and 1994. And between 1989 and 1992, the number of wrongful employment practices filed with the Equal Employment Opportunity Commission rose steadily from 944,161 to 906,000.

'The clarion calls for change in the workplace are not to meet quotas but to manage diversity and create a corporate environment that is inclusive at every level,' said Hardy. 'Corporate America must move beyond affirmative action and Equal Employment Opportunity Commission mandates because we were talking of nonnumeric parity and not quotas.'

Quest 21's first class consists of 53 participants from different Detroit companies. Ten of the participants are mentors, mostly White males, since studies show that 97 percent of senior managers are White males. The proteges are all professionals of color.

Participants are chosen by their companies, and Inclusion Systems Inc. interviews the prospective participants. The chosen undergo diagnostic tests, including ones that address a person's attitudes on race and ethnicity. Before leading groups, inclusion mentors will undergo training in inclusive strategies, group facilitation, coaching, intercultural communications, management, networking, and confidence-building. Companies pay $7,500 per protege and $6,500 for the mentor.

This program lasts one year, but I expect that some of the relationships that are formed will continue, which I think speaks to the success of the program,' said Maple.

Hardy said that the organization's program has generated so much interest that numerous companies in several cities have expressed interest in starting classes in their towns. Inclusion Systems Inc. plans to launch classes in Atlanta and Dallas next year with sessions of about 100 people starting every six months. The company plans to offer sessions in Chicago, San Francisco, Boston, and Minneapolis in the immediate future. The organization also is developing an internal product that companies can launch within their individual organizations.

Hardy said that the program should be seen as 'a tool that companies will use to recruit and retain professionals of color.'

If you look at the way demographics are changing, you're going to have more people of color in the workforce,' said Romeo McNair, director of diversity and work-life planning for Ford Motor Co., the national sponsor of Quest 21. 'It's a personal concern.'

'Senior executives are the bottom-line checkwriters,' Hardy said. 'They are the ones who will mandate where the companies will go in the 21st century.'

Erik Reese Burks, a regional manager for Detroit Medical Center, was chosen to participate in Quest 21's first class as a protege.

'I felt honored that I was chosen,' said Reese Burks. 'This is an opportunity for these executives to see what's out there, to understand the caliber of skills they have right there. Sometimes when a professional of color, you feel discounted.'

Reese Burks said that he hopes the group will feel comfortable enough to discuss the issues that
Fannie Mae, the nation's largest source of home mortgage funds, recently announced a five-year scholarship program for MBA students at the University of Florida.

Adolfo Marzol, Fannie Mae's executive vice president and chief credit officer, presented the scholarships to four MBA students at a recognition ceremony held in November.

A graduate of the University of Florida, the presentation held special meaning for Marzol.

"As a public institution, we rely heavily on the generosity of friends like Fannie Mae to keep our doors open to everyone."

DEAN JOHN KRAFT,
WARRINGTON COLLEGE OF BUSINESS, UNIVERSITY OF FLORIDA

"We're very grateful for these scholarships," said Warrington College of Business Dean John Kraft. "As a public institution, we rely heavily on the generosity of friends like Fannie Mae to keep our doors open to everyone. Our student body is much richer when bright, qualified young men and women of diverse backgrounds bring their talents to it."

The MBA program at the University of Florida began in 1940. Since then, the program has become nationally recognized for its quality. There are presently more than 400 students enrolled in the MBA programs, which are designed to foster and encourage diversity in the MBA program. In 1999, and subsequent years through 2002, five students will be awarded scholarships.

"I am very proud to present these scholarships to these deserving students. We need to encourage and support a diverse group of men and women for the mortgage banking industry who will continue to lead our industry."

To assist in the company's efforts, Fannie Mae's Office of Diversity has initiated outreach to partnerships with universities such as the University of Florida and with professional associations.

Universities are selected based upon ranking and reputation in the fields of finance, accounting, real estate, information systems, and/or public policy.

One of Fannie Mae's corporate commitments is diversity, which is based on respect for one another and on recognition that each brings his or her own unique attributes to the corporation, said Marzol.

"At Fannie Mae," said Marzol, "we are committed to providing equal opportunity for all employees to reach their full potential; it is a fundamental value, and it makes good business sense. Fannie Mae will be most successful in meeting the company's public mission and corporate goals when it fully capitalizes on the skills, talents, and potential of all its employees."

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with curricular structures to fit varying levels of professional and educational experience. In the past two years, the MBA program faculty in marketing, management, accounting, finance, and economics have been highly ranked in national surveys, including U.S. News & World Report.

Laura Parks, acting director of MBA admissions, explained diversity recruiting efforts made by the college. "We hold events, such as open houses, which are targeted to reach underrepresented groups," she said. "We also participate in the Graduate Management Admissions Search Service and are made aware of women and other minorities who have taken the GMAT, which helps us get a good pool of applicants. Female and other minority students accounted for more than 45 percent of this year's incoming class," she added.

In November, ACORN, the Association of Community Organizations for Reform Now, a national organization, released a study demonstrating increasing racial disparities in the home purchase mortgage market. The report covered all lenders in 35 cities over three years. ACORN found that Latinos and African Americans were rejected more frequently than were White applicants for both conventional and government-backed mortgages and that this disparity is rising.

The growth in conventional mortgages for African Americans between 1995 and 1997 was modest, below five percent, but the increase in lending to White borrowers was nearly five times larger. Over the same period, conventional home purchase lending to Latinos did not grow at all, but declined by one percent.

With unemployment at a three-year low and interest rates at their lowest in decades—conditions that have historically erased racial disparity—these trends are unacceptable," commented ACORN national president Maude Hard. "Instead of being able to take advantage of these good times to walk into new homes, African Americans and Latinos are having the doors slammed in their faces by lenders."

The study also found that while conventional mortgages were becoming less available to Latinos and African Americans, there was a significant increase in government-backed mortgages to these borrowers.

The study found that rejection ratios for Latinos and African Americans grew in both the conventional and government mortgage markets. In 1997, African Americans were rejected 20 percent more frequently than were White applicants for conventional mortgages, and 26 percent more frequently than were Whites for government mortgages, a 1.5 percent and 18 percent increase respectively since 1995.

Latinos were rejected 181 percent more frequently than were Whites for conventional mortgages and 172 percent more frequently than were Whites for government mortgages in 1997, a "4 percent and 77 percent increase respectively.

Our bithed communities have struggled for years while these mortgage-financing disparities persist. It's been long enough," added Hard. "These trends must be reversed if inner cities are to break the cycle of poverty and develop thriving communities."

Demand for conventional mortgage products continues to grow for Latino and African American applicants, despite high rejection rates and ratios. Latino applications grew 10.8 percent over the period surveyed, to 101,563.

Over the same period, government-backed mortgages to Whites grew 17.3 percent, to 16,622, to African Americans, they increased 18.2 percent, to 56,275, and to Latinos, government-backed mortgages grew 5.6 percent, to 4,102.

In 1997, government-backed mortgages represented 41 percent of all home purchase mortgage loans to Latinos and 49 percent of all such loans to African Americans. According to an Associated Press report, Fannie Mae's own survey of Hispanic and African American households, conducted last April, reflected a significant drop in the number of minorities who said that they had experienced discrimination as mortgage applicants, down to 40 percent from 59 percent reported in 1993.

And Fannie Mae reported last July that only six percent of homeowners surveyed perceived housing discrimination as a major obstacle to home ownership—down from 18 percent just a year earlier.

"We quoted a spokesperson for the American Bankers Association as saying that banks are casting a wider net for applicants: thus more people of lesser means or "less attractive credit profiles" are applying, and the rejection rate is rising.

Fannie Mae is a federally chartered, shareholder-owned company and the nation's largest source of funds for home mortgages. It has committed to provide $1 trillion in targeted lending for 10 million homes by the end of the decade. The targeted lending will serve low- and moderate-income families, minorities, new immigrants, residents of central cities and other underserved areas, and people who have special housing needs.

Over the past 30 years, Fannie Mae has provided $2.5 trillion in mortgage financing for 32 million families. More information about Fannie Mae can be found on the Internet at <http://www.fanniemae.com>.
Wal-Mart Honing the Competitive Edge

With Vendors, Funds $20K Scholarships

During the 1998-99 school year, Wal-Mart is working with 75 vendors to award 257 scholarships nationwide.

The future of America will depend, in large part, on what happens in our classrooms today. That's why Wal-Mart and its vendors help send the best and brightest high school students in the U.S. to college through the Wal-Mart Competitive Edge Scholarship Fund.

Four-year, $20,000 Competitive Edge scholarships are available for high school seniors who choose majors in areas related to manufacturing, industry, and technology. So far, the program has created more than 1,100 scholarships and invested $25 million in the country's future.

Recent studies show that the number of students graduating from college with a high-tech degree is falling. Competitive Edge scholarship students are expected to help the U.S. continue to be a world industrial and technology leader.

Competitive Edge Background

Competitive Edge winners. all high school seniors, are granted $20,000 college scholarships over four years to study in areas related to manufacturing, industry, and technology. Wal-Mart's founder, Sam Walton, initiated the program in 1992 to continue U.S. prominence in these sectors.

The very first year, Wal-Mart awarded 82 scholarships at 72 universities. During the 1998-99 school year, Wal-Mart is working with 75 vendors to award 257 scholarships nationwide. More than 140 different schools, representing all 50 states and Puerto Rico, help Wal-Mart pick the scholarship winners.

Much of the Competitive Edge scholarship funding comes from Wal-Mart's customers. A portion of the proceeds from the sale of selected Sam's American Choice food items helps send America's best students to college. Seventy-five vendors that sell to Wal-Mart also donate to the scholarship program. Vendors might also provide internships for Competitive Edge students.

This school year, the number of available scholarships was 257, triple the original number. One hundred forty-four colleges and universities, in all 50 states and Puerto Rico, picked the 257 scholarship winners for the 1998-99 school year.

Competitive Edge Criteria

Wal-Mart has set high standards. Students who want to earn a Wal-Mart Competitive Edge Scholarship must have achieved:

- 2.0 or higher on the ACT, or
- 1000 or higher on the SAT
- A 3.0 or higher cumulative H.S. GPA
- 90 percent or higher class rank

And they must have demonstrated both community service and leadership within community or school, and they must declare a major in one of the Competitive Edge fields of study, which are: Computer Science, Computer Information Systems and Quantitative Analysis, Industrial and Technical Education, Biological and Agricultural Engineering, Chemical Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Food/Processed Science, Small Business and Entrepreneurship, International Economics and Business, Transportation and Distribution, and Industrial Marketing.

Students are eligible to renew the scholarship every year, and to do so, they must:

- Maintain at least a 3.0 cumulative GPA
- Enroll in 12 or more hours each semester
- Remain in a Competitive Edge field of study

As the second wave of Competitive Edge scholarship winners graduates from college, some of the students are already making an impact on the workforce. That's why Wal-Mart is working with 75 vendors to award 257 scholarships nationwide.

Current student Joe Mornar getting his Engineering degree at the Montana College of Mining Science and Technology thanks Wal-Mart's scholarship fund, says Competitive Edge was crucial for him to continue his dream of becoming a petroleum engineer.

Hispanic students, too, among the "best and brightest selected. Competitive Edge winners include: Estrella Mayo of Madi, Tenn., studying electrical engineering at the University of Pittsburgh; David Godinez of Albuquerque, N.M., studying computer science at the University of New Mexico; Eduardo Estrella of the University of Texas-Austin, studying computer science. Six students from Northwestern University and 24 from Texas A&M University have benefited from the program. Six students from the University of Texas-Pan American and the University of Delaware, Texas, are studying chemical engineering, and Rafael Munoz of Edinburg, Texas, is studying electrical engineering.
# COMPETITIVE EDGE UNIVERSITIES

When the Wal-Mart Competitive Edge Scholarship Fund started in 1992, 2 universities worked with Wal-Mart to award 82 scholarships. Today, the number of schools participating in the program has doubled.

The list of colleges and universities participating in the Wal-Mart Competitive Edge Scholarship Fund for the 1998-99 school year:

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<tr>
<th>ALABAMA</th>
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<td>University of Rhode Island</td>
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<td>Rhode Island College-Providence</td>
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A five-year, $25 million dollar program targeting minority students has been launched by the Amoco Foundation. Called the Minority Engineering Recruitment and Retention Initiative, the program seeks to encourage minority students to pursue technical careers and improve their participation and success.

“We are excited about the potential of this program to stimulate new ideas among the academic community,” said Paula Banks, president of the Amoco Foundation. “It is our sincere hope that our initiative may be benchmarked by others to increase the number of minorities in engineering.”

Grants will range from one to five years in length, with donations falling between $15,000 and $50,000 per year. The grant program is intended to provide funding to organizations, schools, colleges, and universities that have developed innovative programs encompassing several of the following elements relevant to engineering:
- Campus and department initiatives to increase retention rates: curriculum development; student activities linked to engineering study and careers; tutoring, mentoring, and counseling programs; faculty and/or student awards; student internships; and career planning or collaborations that improve minority participation, retention, and success in engineering programs and careers.

The Amoco Foundation expects many of the programs that receive funding will be new programs. However, enhancement awards also will be given where additional funding can make a significant impact on a program already in place.

Programs will be evaluated on impact on students, evidence of institutional commitment to diversity, strength of current minority engineering programs or initiatives, collaboration or partner organizations, measurable outcomes, and program sustainability after Amoco support ends.

An advisory committee lent critical assistance in designing the initiative and developing the funding criteria, according to the Foundation, and will play a role too in reviewing grant applications and recommending funding.

Committee members are Howard Adams, National Institute on Mentoring; Georgia Tech: Earnestine Baker, University of Maryland-Baltimore County; Sue Bidstrup-Allen, Georgia Institute of Technology; Karen Krailan, Society of Women Engineers; Otis Jackson, INROADS; Noe Lazo, Stanford University; Sandra Begay-Campbell, American Indian Science & Engineering Society; and Joy Vann-Hamilton, University of Notre Dame.

Awards will be announced March 1. The Amoco Foundation Web site is at <http://www.amoco.com>. Written inquiries should be sent to Amoco Foundation, Mail Code 2308, 200 East Randolph Drive, Chicago, IL 60601-7125.

**Exxon Education Foundation**

The Exxon Education Foundation last year pledged $15 million to support engineering education for women and minorities, through grants to SECEME, formerly known as the Southeastern Consortium of Minorities in Engineering and to SWE, the Society of Women Engineers.

“SECEME and the Society of Women Engineers have proven themselves highly effective in motivating students to study these disciplines at the college level,” said Tony Atkiss, chairman of the Exxon Education Foundation. “Their focus on minorities and women—two dramatically underrepresented groups in the engineering profession—makes these grants particularly important to Exxon.”

The grants to SECEME and SWE are part of Exxon’s longstanding and broad support of education, women, and minorities. Exxon Corporation and the Exxon Education Foundation were founding members of the United Negro College Fund and the National Action Council for Minorities in Engineering. Since 1996, the corporation itself has given $165,000 to the Society of Hispanic Professional Engineers, and it is a major supporter of the National Hispanic Scholarship Fund and the American Indian College Fund.

The foundation’s principal areas of interest are mathematics education; the restructuring of elementary and secondary education; the reform of undergraduate science, technology, engineering, and mathematics education; K-12 science...
education, and increasing educational opportunities for minorities. Since 1955, the Exxon Education Foundation has given more than $75 million in support of American education.

**SECMEE**

The $200,000 grant to SECMEE—$100,000 per year for three years—will strengthen and expand SECMEE nationally recognized promotional programs to additional states, fund teacher and administrator training programs, establish grant development forums for SECMEE and its university, school district, and business partners, provide guidance to teachers and administrators regarding academic requirements and career opportunities in engineering, and enhance SECMEE’s data management and program evaluation.

The comprehensive nature of Exxon’s substantial commitment will allow SECMEE to strengthen its core competencies and to enhance its operational capabilities,” said R. On Parker, executive director of SECMEE.

The end result of this multi-year pledge will be real increases in the number of African American, Hispanic, and Native American students entering and completing post-secondary studies in math and science-based disciplines.

SECMEE was founded in 1975 by the deans of seven southeastern universities and has evolved into a network of 800 school systems, 685 K-12 schools, 36 universities, and 75 industry-government partners.

**Society of Women Engineers**

Exxon’s three-year grant to the Society of Women Engineers, totaling $600,000, will provide start-up funds for innovative educational outreach programs and career development projects at local SWFE chapters across the country. Through the SWFE Section and pilot program Development Fund, these ventures will help increase the number of women earning engineering degrees and advance career development for women within the professions.

The grant also will provide major funding for SWFE’s Career Guidance Awards, allowing local chapters to replicate their award-winning programs and distribute related publications and audio-visual materials that effectively encourage girls and women to pursue engineering careers.

Women currently comprise approximately 20 percent of the engineers entering the workforce each year, and around 11 percent of all practicing engineers,” said Elaine Osterman, executive director of the Society of Women Engineers. “Exxon’s pledge will have a significant long-term impact in addressing this disparity.

Established in 1950, SWFE is a non-profit educational service organization composed of 10,000 professional engineers and student members in 80 local and 295 university sections, or chapters. In 1987-88, SWFE awarded 14 scholarships to women engineering students totaling $150,000, up 20 percent from the previous year. The corporate-sponsored scholarships ranged from $20,000 to $30,000 each to Lockheed Martin corporations and $25,000 each. Other corporate sponsors included Chevron, Chrysler, GE, General Motors, GTE Foundation, Hewlett Packard, IBM, Microsoft, NAI, Foundation, Northrop Grumman, Rockwell, David and Nettie Research Center, Stone & Webster, Exxon 1 nut Tech, Technics, and Westinghouse Foundation.

Data released by NACME, the National Action Council for Minority in Engineering, states that more than half of all students plan to drop advanced math and sciences courses, regardless of their career interests and without knowing the consequences. Only 15 percent of all students in the U.S., and only 6 percent of minorities, continue to high school with the four years of advanced math and science courses required to begin any science-based course of study in college.

“The American education system still perpetuates the notion that only a few students have what it takes to learn advanced math and science, while other nations insist that their students take these courses and acquire the skills they need to succeed in a technologically driven global economy,” says Dr. George Campbell, Jr., NACME president and CEO. “Common sense tells us that all students need these skills to compete.”

NACME’s public service ad campaign—Math Is Power—is geared toward altering this landscape. Launched in 1995 in partnership with the Advertising Council, and with financial support from IBM, the National Science Foundation (NSF), and the Annenberg/CPB Math and Science Project, Math Is Power has leveraged more than $50 million in donated placements, with more than $36 million in TV, $13 million in radio, and $15 million in outdoor, print, and the Internet. More than 800,000 information kits have been distributed to students, parents, teachers, and administrators and linkages built with 150 community-based, regional, and national organizations.

NACME is a not-for-profit organization that for 25 years has led the national effort to increase access to careers in engineering and science-based disciplines for Latinos, African Americans, and American Indians. NACME also is the nation’s largest privately funded source of engineering scholarships for minorities. Ten percent of all minority graduates since 1980-67,000 have completed engineering school with NACME scholarships.
PEOPLE

Arriola to Become Vice President of External Affairs at UTPA

Roland S. Arriola, executive director of the Office of Center Operations and Community Services (CoSERVE) at The University of Texas-Pan American (UTPA), has been named the university’s first vice president for external affairs, effective June 1, 1999.

In announcing the appointment, UTPA President Dr. Miguel A. Nevárez said Arriola will spend the preceding months planning for the university’s new division of external affairs.

Nevárez said the new division of external affairs will broaden and strengthen UTPAs outreach into the diverse business, cultural, educational, and social communities of South Texas and beyond, and will help them better address the three areas of their institutional mission—education, research, and public service.

Arriola was the first Hispanic mayor of the City of Waco; he was once named one of the Ten Outstanding Young Men in America by the U.S. Jaycees; and he was a national finalist in the White House Fellowship Program.

He holds a bachelor’s degree and a master’s from Baylor University and a master’s from Harvard University.

White House Honors Ruiz

Ramón Eduardo Ruiz, Professor Emeritus of Latin American History at the University of California-San Diego (UCSD), was one of nine distinguished Americans to be awarded the 1998 National Humanities Medal by President and Mrs. Clinton at the White House in November.

A foremost historian of Hispanic America, Ruiz is the author of a dozen books and numerous articles. He has written on multiple aspects of Mexico’s history and has taught at the Universidad Nacional Autónoma de México and other Mexican institutions.

Ruiz’s studies of the two most important upheavals in Hispanic America, the Cuban and Mexican revolutions, are now standard reference works. A former president of the Chicano/Latino Faculty Association of the University of California system, he has been honored for his contributions to education by the Chicano Federation of San Diego and by his students at UCSD.

Huerta Speaks at the University of San Francisco

Dolores C. Huerta, co-founder of the United Farm Workers, recently gave a lecture, “Harvest of Shame: A Woman’s Perspective on Social Justice and Activism,” at the University of San Francisco.

Huerta, secretary-treasurer of the United Farm Workers of America, AFL-CIO (UFW), is one of the best-known women in the American civil rights movement. She has played many key roles in the UFW, including negotiating the first collective bargaining agreement for farmworkers, heading the UFW’s national grape boycott, and directing the UFW’s political and lobbying efforts. She is currently participating in UFW’s strawberry industry-wide organizing campaign in Watsonville, Calif.

In 1993, Huerta was inducted into the National Woman’s Hall of Fame. In addition to her UFW post, she is the vice president of the Coalition for Labor Union Women and the vice president for the California AFL-CIO.

QCC’s González Tackles Shakespeare

Queensborough Community College (NY) students, including student actors Gary González and Ashanti Appasimata (pictured) were recently seen cavorting around the campus as fairies, runaway lovers, warrior women, royal dukes, and rude mechanicals in a new version of Shakespeare’s A Midsummer Night’s Dream.

The production was part of the College’s Artists-in-Residence Program, an initiative that brings critically acclaimed directors, designers, and actors to the school’s campus to work directly with the students. This year, the students benefited from the expertise of internationally known director Georgia McNeil.

In A Midsummer Night’s Dream, McNeil took a modern, eclectic approach to the beloved classic. She has a special knack for helping students see classical works through new eyes, and, while discovering and enjoying the rich language of the beautiful text, they see it fresh and find the connections with their own lives, just ask González and Appasimata.

De Cordero Counsels Noncredit Students

Angela Caballero de Cordero has joined the staff of Allan Hancock College’s (Calif.) Community Education department and is part of a state-funded effort to provide educational counseling to students enrolled in community college noncredit courses and programs. As a noncredit matriculation specialist, de Cordero ensures that the students enroll in and complete the right college courses to achieve their educational objectives.

“Our goal in Community Education is to help the student who is searching for a job, a
new career, or a personal pursuit through the noncredit program,” said de Cordero. She also assists students in making the transition into credit classes so they can take advantage of degree and transfer programs.

A licensed clinical social worker, de Cordero has a master’s degree from California State University-Fresno.

**Padilla Wins Oliver Cromwell Cox Award**

Felix Padilla, a sociology professor at the C.W. Post Campus of Long Island University in Brookville, N.Y., was awarded the Oliver Cromwell Cox Award for his 1997 book, The Struggle of Latino/Latina University Students in Search of a Liberating Education, which depicts the unique challenges faced by Latina/o students in the world of higher education.

Originally from Vega Baja, Puerto Rico, Padilla is founder of the Latino Studies Journal, which publishes articles and manuscripts on all aspects of the experiences of Latina/o people.

Internationally recognized for his scholarship in the areas of Latina/o studies and critical education, Padilla is the author of five major books on the Latina/o experience in the United States. He has written a dozen journal articles on topics such as Puerto Rican, Mexican American, and Cuban relations, the sociology of Latino culture and identity, the sociology of salsa music, and Latino/Hispanic youth gangs.

**Rivera Multicultural Director at Madonna University**

Last fall, Osvaldo (Ozzy) Rivera became the new multicultural director at Madonna University (Mich.). Rivera has over twenty years of experience working with diverse communities, organizations, and human service and advocacy groups.

In reaching out to the Hispanic youth of this country, Rivera established the Youth Activities Center in southwest Detroit and worked with gang members in Los Angeles. He served as a substance abuse counselor and prevention director at La Casa Familia Services, a predecessor of Latino Family Services.

He is a producer and host for the radio program Caribe Serenade, a historical overview of Afro-Hispanic music in the Caribbean region, and is co-leader of Fuego, a Latin-Caribbean dance band.

Having a master’s degree from the University of Michigan, he often serves as a consultant on local, state, and federal levels in the areas of substance abuse prevention and outpatient services for Latinos.

**Calvillo Named Outstanding Professor**

Evelyn Ruiz Calvillo, a professor of Nursing, was honored by California State University-Los Angeles as one of its 1997-1998 Outstanding Professors.

Calvillo is the co-project director of “Learning Community for Underrepresented Nursing Majors,” program at Cal State-L.A. She also is the co-investigator and project coordinator of a three-year research study on Hispanic patients recently diagnosed with Type II Diabetes.

She joined the Cal State-L.A. Department of Nursing in 1990, where she has taught at different courses, including clinical and theory lower- and upper-division courses in the areas of medical-surgical nursing, pathophysiology, nursing research, and professional issues. She also teaches nursing theory in the graduate program.

She has a bachelor’s degree from the University of Texas-Galveston and a doctorate from the University of California-Los Angeles.

**Documentary on Lavadenz’s Quest for Cultural Identity**

Only three years old when her family fled Cuba and the Castro regime in 1961, Magaly Lavadenz grew up in the US caught between two cultures, two languages.

Lavadenz returned to the country of her birth for the first time last February and explored her family history. With her were documentary filmmaker Glenn Gebhard and cameraman Mario Congreve. The result is Crossing Borders: A Cuban Returns, a 49-minute documentary that aired on the PBS affiliate in New York last fall.

In the film, Lavadenz retraces her family’s steps. The journey helps her make peace with her own struggles with cultural identity. She realizes that the bicultural experience is not to be overcome but to be embraced as some-thing that both strengthens and enriches this country.

“The documentary is about biculturalism and what it means to be a hyphenated American, in this case Cuban-American,” Gebhard says.

Lavadenz specializes in second language acquisition at Loyola Marymount University (Calif.), where she is an assistant professor in the School of Education.

**Bilingual Storyteller Sacre at NJCU**

Antonio Sacre recently visited New Jersey City University (NJCU), telling Cuban and Mexican stories. The program was part of “Creative Knowing: A Function of Storytelling,” a fall series at NJCU.

A man who celebrates his Cuban family, culture, and heritage, Sacre tells stories in English and Spanish that are drawn from a repertoire that ranges from hilarious yarns about his own childhood to traditional Latin American folktales. Through his storytelling, Sacre entertains and educates while motivating his audiences to gather their own stories and preserve their family and cultural heritages.

Born in 1968 to a Cuban father and an Irish-American mother, Sacre was raised bilingually and nicknamed “Papito” after being teased and called “Borito” by his
kindergarten classmates. Sacre changed his name to Tony and refused to speak Spanish. It was his grandmother who forced him to reclaim his heritage by re-teaching him Spanish through stories, fables, and family tales recounted in her native tongue.

He has earned a bachelor's degree from Boston University and a master's from Northwestern University.

**Ortiz Awarded Fellowship**

The Milano Graduate School of Management and Urban Policy (N.Y.) named Rafael Ortiz the first recipient of the Isador Lubin Fellowship, presented to a student pursuing a Ph.D. in the school's program in public and urban policy. Ortiz holds a master's in human services from Lincoln University, where he was given a faculty award for his excellence. In addition to pursuing his interest in urban education within the Ph.D. program, he is director of technical assistance and development for IMPACT II-The Teachers Network, a national nonprofit organization engaged in the professional development of teachers.

**Soto Delivers Young Lecture at RIC**

"The Society of Cells—Cancer and the Control of Cell Proliferation" was the topic of the fifth annual Robert M. Young Memorial Lecture at Rhode Island College, delivered by Ana M. Soto, an associate professor of cellular biology at Tufts University School of Medicine.

Soto holds an M.D. degree from the University of Buenos Aires in Argentina. Since her arrival in the United States in 1975, her research interest has been the control of cell proliferation in metazoan organisms. In particular, she studies the regulation of cell proliferation by sex steroids in breast and prostate cells.

**Chacon Selected for IIPP Fellowship**

Adriana Chacon, a Barry University (Fla.) junior, is among the 20 students throughout the nation selected as Institute for International Public Policy fellows. Chacon is an honors student with a 3.9 GPA, majoring in international business.

In the summer of 1993 Chacon will study at Princeton. The program will pay for her master's degree in international public affairs. She hopes to go to either Georgetown or Princeton. Next fall, she will immerse herself in Japanese culture and economics in her studies in Tokyo, Japan.

Born in Bogota, Colombia, she has been teaching herself Japanese for two years. She speaks her native Spanish, English, French, Portuguese, Italian, and sign language.

She plans to withdraw from the international field, either in the corporate world or for a not-for-profit organization, and would like to do some work to help her native Colombia.

**Ramos Appointed to Madonna Board**

Hector J. Ramos, quality assurance manager, Ford Motor Company, has been appointed for a three-year term to Madonna University's (Mich.) board of trustees.

Ramos graduated from Henry Ford Community College and completed requirements for the Quality Control Certificate Program. He serves as president of Latinos de Livonia, an organization made up of dedicated individuals from many diverse backgrounds, whose members assist students with their educational pursuits. In 1989, Latinos de Livonia established a scholarship fund at Madonna University, making higher education accessible to local Hispanic students. Each year, Madonna students have benefited from this scholarship fund, and Ford Motor Company, a long-time Madonna University supporter, has matched the Latinos de Livonia gift for many years.

**Esperanza B. de Varona Chairs Archives Organization**

Mahtii Esperanza B. de Varona, division coordinator for the Cuban Heritage Collection at the University of Miami (U Miami), Otto G. Richter Library in Florida, also is the chair of the Section of University and Research Institution Archives of the International Council on Archives. De Varona will continue to be an active member of the Sections steering committee and will lead the organization for the next four years. Widely recognized as curator of the U Miami Cuban Heritage Collection, she also serves as a member of the Florida State Historical Records Advisory Board.

U Miami Cuban Heritage Collection is one of the largest and most comprehensive historical collections in the world dedicated solely to the study of Cuba.
González Encouraging Hispanic Students

Andrew González, a cancer survivor and a coordinator of El Centro de la Raza’s Amistades Program—affiliated with the University of New Mexico (UNM)—has been working hard to be a role model for Hispanic students. He has dedicated his life to encouraging Hispanic youth to get a college degree.

González thinks the upcoming generation needs a role model, especially secondary school students. “They might not consider college because they think they don’t have the grades or they can’t afford it, but they might think about the military or gangs,” said González.

In this role, he matches seasoned students with incoming first-year students. This peer mentor program is designed to offer new students academic and personal career and financial advisement. “Some students...are not prepared for college. We show them the ropes—what classes to take, how to get a tutor, and how to access scholarships and other financial aid,” he said.

He earned a bachelor’s degree from UNM and is presently pursuing a masters.

UT-Austin’s Blanton Museum of Art Presents Ground-breaking Exhibition of Contemporary Argentinean Art

In keeping with its 35-year history of leadership in the field of contemporary Latin American art, the Jack S. Blanton Museum of Art is presenting “Cantos Paralelos: Visual Parody in Contemporary Argentinean Art” from January 22 through March 7. Drawing from important public and private collections in Buenos Aires, this international exhibition explores the use of parody in the work of nine of Argentina’s most imaginative contemporary artists: Antonio Berni, Jorge de la Vega, Alberto Heredia, Pablo Suárez, Juan Carlos Distelberg, León Ferrari, Rubén Santantonio, Victor Grippo, and Luis F. Benedit. Most of these artists’ works have never before been shown in the United States. Following its premiere in Austin, the exhibition will travel to venues in the U.S. and Colombia before returning home to Buenos Aires.

According to Marí Carmen Ramírez, curator of Latin American Art at the Blanton Museum and organizer of the exhibition, “The works created by this group are, without question, among the boldest and most innovative to have come out of Argentina.”

NECC Targets Hispanics for Nursing Programs

A Northern Essex Community College (Mass.) plan designed to help train bilingual, bilingual nurses received a shot in the arm thanks to a $5,000 grant from the Stevens Foundation, a private foundation located nearby. The donation provides mentors and intensive support services for bilingual, bicultural students taking Foundations of Health Care, an introductory health and nursing career course.

Francesca Fox, a member of the registered nursing faculty at Northern Essex (second from the right in photo) designed the plan. Also shown in the photo (left to right) are Sylvia Hallsworth, the college’s director of nursing education; Phillip Esselle, a nursing student; and Leyda Tesla, also a nursing student.

There is a terrible shortage of bilingual, bilingual nurses, particularly those who are Hispanic. The most recent statistics show that while Hispanics comprise nearly 30 percent of the United States population, only 5 percent of all graduates of registered nursing programs are Hispanic.

Allan Hancock College Marketing Students Win Statewide Award

Sonia Arruda, a representative from EdVenture Partners, a company that connects college marketing students with General Motors dealerships, made a personal appearance recently at Allan Hancock College to award thirteen students with statewide marketing awards. The students garnered top recognition for an award-winning marketing campaign that they executed for Stephens Airport Auto Center of Santa Maria last spring. Arruda presented the interns with “Best Public Relations Campaign” and “Best
The UH World Laboratory

The University of Houston Center for the Americas has been selected as the site to house the World Laboratory Center for Pan-American Collaboration in Science and Technology.

The UH World Laboratory will seek to strengthen U.S. ties with developing Latin American countries by helping to create a stronger science and technology base with them. “Houston is a leader in multiculturalism, a leader in international trade with Latin America....Its proximity to our Latin America neighbors, along with UH’s scientific resources, underscores the importance of having the World Lab Center here,” said Carlos Ordoñez, UH World Laboratory Center and physics professor.

The UH World Laboratory is the latest of a network of 35 research centers established by the International Centre of Scientific Culture-World Laboratory, a nongovernmental international organization headquartered in Lausanne, Switzerland, and recognized by the United Nations. The organization’s goal is to promote science and technology at their highest level in developing countries.

Distinguished Maricopans

The following members of the Maricopa Community College District (Ariz.) were in the news recently:

Cathy Della Penta, English/humanities faculty at Mesa Community College, was awarded a grant by the National Endowment for the Humanities to lead a book discussion series on “Trees Worth Knowing” last fall. Books by Maya Angelou and Richard Rodriguez were among those discussed.

George Díaz (pictured here), government relations assistant, was presented the Arizona Achiever Award of the Western Association of Educational Opportunity Personnel.

James Cervantes, Mesa Community College-English faculty, served as a panelist for “Creative Writing Across the Curriculum” at the Associated Writing Programs annual conference. He was also a panelist for “Literary Publishing in the New Millennium” at the Tucson Poetry Festival.

Alma Padilla, campaign coordinator for the Maricopa Colleges Foundation, was among nine “Women Who Make a Difference” honored at a recent dinner hosted by Latina Style magazine.

UTSA Students Participate in “America Reads”

The America Reads program at the University of Texas at San Antonio (UTSA) is changing the city’s future—one student at a time. Through America Reads, 40 UTSA student tutors help grade school students whose reading skills need a boost, said Eyra Pérez, Alliance for Education projects manager.

Student tutors earn work-study wages as they spend 10 to 15 hours a week on one with a first through third grader whose reading skills are below grade level.

Tutors learn the difference between the education ideal taught in a college classroom and teaching in the real world.

The benefits of helping a child succeed are well worth the commitment, said education major Christella Ramos.

Junior Rosibel Martínez said that the benefits of tutoring go far beyond her paycheck. “When the children come up to you and give you a hug or something they’ve made, you can’t trade that for anything,” Martínez added.

UCSD, Southwestern, and Sweetwater Launch “UniversityLink”

A “UniversityLink” educational opportunity partnership between the University of California-San Diego (UCSD), Southwestern College, and the Sweetwater Union High School District was formally launched last November. UCSD Chancellor Robert C. Dynes, Southwestern president Serafin A. Zasueta, and Sweetwater Superintendent Edward Brand (pictured 1 to r) signed a “UniversityLink” agreement.

The “UniversityLink” partnership has two primary goals: to encourage and promote the college-going and transfer rates of the diverse student population living in San Diego’s South Bay, and to enrich the UCSD campus by fostering diversity in its student population.

Fulfillment of “UniversityLink” contracts signed by high school seniors enrolling at Southwestern will guarantee admission to a fall quarter at UCSD.

Study of Latino-Owned Businesses in Southern Calif.

The Latin Business Association (LBA) and David E. Hayes-Bautista, director for the University of California-Los Angeles (UCLA) Center for the Study of Latino Health, gathered last November to discuss a comprehensive study of Los Angeles-area Latino-owned businesses.

The study presents information on the estimated number of Latino-owned businesses for 1998 in Los Angeles County, Orange County, Riverside County, San Bernardino County, and Ventura County; the role of Latino-owned businesses in the growing Southern California economy; and the rapid growth of Latino-owned businesses between 1972-1998.

Taking part in the discussions were Héctor V. Barreto, Jr., Chairman of the Board, LBA; Dr. David E. Hayes-Bautista, Director, UCLA Center for the Study of Latino Health; Richard S. Amador, Esq., Chair, Latino Business Expo, LBA; and Ruth López Williams, Vice Chair, LBA.

Noticias de Texas A&M

La prevención y sus soluciones con base en la comunidad son dos factores estratégicos del Consejo de Salud que necesitan mucha atención, dice Renato Espinoza, director de la Oficina de Salud de la Minorías del Departamento de Salud de Texas.

Hablando el otoño pasado frente a un
grupo de profesionales de la salud y educadores, en la conferencia sobre la salud de las minorías en la Universidad Texas A&M. Espinoza sacó a la luz la preocupación sobre el acceso a los servicios de salud que comparten los que trabajan en el área de la salud para las minorías.

"Necesitamos concentrarnos y enfocarnos en la prevención que ya más allá de decirle a alguien que haga ejercicio o que no fume," dijo Espinoza. "Necesitamos cambiar el ambiente para facilitar los medios preventivos. Tenemos que ir a ellos [a la gente]."

La conferencia titulada "Servicios de salud para las minorías: ¿estamos ayudando?" fue patrocinada por el Instituto de Estudios Raciales y Étnicos de Texas A&M (RESI), el Centro de Ciencias para la Salud de Texas A&M y la Facultad de Medicina. Menosar los servicios de salud para las minorías y promover a las minorías en esta profesión, fueron solo algunos de los temas que se discutieron en la conferencia.

**SAC Nursing Team Nationally Recognized**

A team of faculty members in the Department of Nursing Education at San Antonio College (SAC) in Texas, was one of only five teams in the U.S. and Canada to receive the 1998 Consortium for Community College Development Faculty Recognition Award.

Responding to a need for registered nurses in South Central and Southwest Texas, the SAC team—Irene Aguilar (pictured here giving an orientation session to students), Rebecca Bonugli, Karen Mallo, Dr. Lula Pelazo, and Lenea Revell—developed the state's first and only Associate Degree in Nursing Program to be offered by distance videoconferencing.

Nursing instructors Aguilar and Bonugli earned credentials as Certified Distance Learning Professionals from Texas A&M University and, in addition to their usual teaching duties, provide professional development training in interactive video teaching for San Antonio faculty.

**Latin American Artists at USF**

The art works of internationally renowned Latin American artists Claudio Bernardi, Luis González Palma, Pablo Garber, and Estela Garber were recently featured at the University of San Francisco (USF). The show was titled "Diffused Limits/Límites Difusos: A Show of Latin American Artists."

USF also sponsored a marathon reading of the works of Argentine poet Federico García Lorca.

Bernardi, Pablo Garber, and Estela Garber are from Argentina. González Palma is from Guatemala.

The event was sponsored by the Center for Latino Studies in the Americas in the USF College of Arts and Sciences. Pedro Lange-Churión, USF assistant professor, modern and classical languages, facilitated the event.

**Cal State's Beckman Scholars**

California State University-Los Angeles was among 20 universities nationwide chosen out of 800 applicants to participate in The Beckman Foundation's new Beckman Scholars Program. The four outstanding undergraduate students at Cal State-L.A. selected as Beckman scholars are Ernesto Cruz (junior, chemistry), Cristal Gana (junior, biochemistry), Leena Wen (junior, biochemistry), and Sang Woon Kang (transfer student, biochemistry).

They will start July 1 with full-time research participation through the summer and part-time during the academic year. All four students plan to pursue the Ph.D. following completion of the Bachelor of Science degree. The students will represent Cal State-L.A. in July at the Research Symposium, designed to showcase the research achievements of Beckman Scholars.

Carlos Gutiérrez, Cal State-L.A. professor of chemistry and biochemistry, is the faculty coordinator and mentor for the program.

**Chapman Gets $1.3 Million Federal Grant**

Chapman University's School of Education (Calif.) has received a $1.3 million grant that will help advance the careers of 100 instructional assistants and could ultimately boost the education of as many as 12,000 limited English proficient students.

The grant is from the United States Department of Education's Office of Bilingual Education and Minority Languages Affairs.

At least 100 current paraprofessionals will receive the education necessary to earn a credential to teach and serve students whose first language is not English.

Grant money will help defray tuition costs as well as participants' child-care costs, book expenses, and attendance at professional conferences. Working instructional assistants are the primary target of this program, but parents, community members, and bilingual students also will be encouraged.

Cheryl Valdez (pictured here), associate dean of Chapman's School of Education, who co-wrote the grant, said, "The grant is to prepare teachers to work with children whose first language is not English."
No Neutral Ground: Standing by the Values We Prize in Higher Education
by Robert B. Young

Robert B. Young identifies seven essential core values (service, truth, freedom, equality, individualization, justice, and community) vital for those within higher education. He explains how higher education administrators, faculty, and trustees can incorporate these values into their own practice and transmit them to the community at large.

1999
251 pgs.
$31.95 cloth
Jossey-Bass Inc.
(888) 378-2587

Improving the Environment for Learning: Academic Leaders Talk about What Works
by Janet Donald

This book identifies optimal practices or "benchmarks" for creating a quality learning environment within higher education and outlines steps faculty can take to improve student learning.

1997
269 pgs.
ISBN 0-7879-0832-0
$39.95 cloth
Jossey-Bass Inc.
(888) 378-2587

Restructuring Higher Education: What Works and What Doesn't in Reorganizing Governing Systems
by Terrence J. MacTaggart and Associates

This book examines what actually works and what doesn't in restructurings state systems of higher education—and offers guidelines for producing successful change.

1999
128 pgs.
ISBN 0-7879-0915-8
$19.95 paper
Jossey-Bass Inc.
(888) 378-2587

The American Community College
by Arthur M. Cohen and Florence B. Brawer

Here is a comprehensive analysis of the most recent findings and up-to-date information on the American community college. The authors describe in detail how community colleges fit into the American educational system, the services they provide, and the effects they have on their students and the community.

1996
512 pgs.
$40.00 cloth
Jossey-Bass Inc.
(888) 378-2587

Dancing with the Devil: Information Technology and the New Competition in Higher Education
by Richard N. Katz and Associates

Today's colleges and universities face a new environment in which information technology is rapidly becoming the preferred mode of learning. And academic institutions can no longer rely on traditional methods to survive and prosper. This collection of essays examines these formidable challenges.

1999
128 pgs.
ISBN 0-7879-0195-8
$14.96 paper
Jossey-Bass Inc.
(888) 378-2587
Cubana: Contemporary Fiction by Cuban Women
Mirta Yáñez, ed.

In this book, Havana editor and author Mirta Yáñez has assembled an impressive group of sixteen stories that reveal the strength and variety of contemporary writing by Cuban women—and offer a glimpse inside Cuba during a time of both extreme economic difficulty and artistic renaissance.

June 1998
215 pgs.
$12.50 paper
Beacon Press

CD-ROM

Blood Cinema: Exploring Spanish Film and Culture

An important addition to any serious scholarly collection in critical studies or Spanish language and culture, this is a CD-ROM companion to the highly acclaimed book by Spanish cinema scholar Marsha Kinder. Available for both Windows and Macintosh, both formats are completely bilingual, with the Windows version featuring a new Castillian translation.

$5.00
The University of Southern California Electronic Press Bookstore (800) 482-8720

CONFERENCES

National Institute for Leadership Development

January 10-15
For women with a masters degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st Century. The institute consistently trains leaders to have a positive impact on their educational institutions.


January 28-31
For female CEOs of community colleges includes enhancing your leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.

Contact: NILD President Carrolle Wolin or NILD Director Nancy Schwede, (301) 287-7494.

Teleconference: Addressing Claims of Sexual Harassment

January 12 Boston
January 14 New York
January 26 Los Angeles
January 28 San Francisco
February 9 Atlanta
February 11 Houston
February 23 Chicago
February 25 Columbus, Ohio
March 9 Washington, D.C.
March 11 Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Collective Action personnel.


National Association for Bilingual Education Annual Conference

January 26-30
"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.


Ethnic Studies National Conference

February 9-14
Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies. In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuell Berry, Jr., (1000) 783-2550.

The Academy in Motion

February 13-16
Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 980-0410.

United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.


College Teaching and Learning

April 14-17

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fscj.org>. Also, Jack Chambers, (904) 632-3241; e-mail, <jchamber@fscj.org>. Visit conference Web site at <http://www.teachlearn.org>.

Conference on the Retention of Latino Students in Higher Education

April 16
Fourth annual conference, presented by California State University-Dominguez Hills Chicano/Latino in Higher Education Challenges and Opportunities for Student Success. In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 248-5685; e-mail, <mdominguez@csudh.edu>.

K
Book Review in Brief
By Johnnie D. Spraggs, Ph. D.
Visiting Assistant Professor, Department of Sociology
State University of New York—Geneseo, Geneseo, New York

In this important book about a family emigrating from the Dominican Republic to New York City in the 1980s, Fischkin draws attention to their plight as they negotiate the U.S. Immigration and Naturalization Service, secure housing, and navigate the educational system.

Fischkin includes in her narrative the idiosyncrasies of immigration policy and procedures, with rates and trends. The process of learning English, the placement in the educational system, and the varying generational differences are all described. The book is important as a well-researched sociological perspective on immigration in the 1980s and 1990s.

The Almonte family situation is described from several perspectives simultaneously. Fischkin draws parallels to the fact that she comes from a family of earlier, European immigrants, and acknowledges how as an author and observer this fact colors her outlook on the Almontes. The Almontes are somewhat unusual in that the New York media covers the story. It also attracts the attention of a local politician who influences their management by the INS.

Unusual in its personal perspective in such a usable book on the ethnography or sociology of immigration, this book intimately speaks to the student. The ethnic makeup of New York state schools and the experience from an immigrant's stance are also strengths. Instructors will find this book valuable in courses on Race and Ethnicity, Immigration, Education, and American Culture.

Muddy Cup: A Dominican Family Comes of Age in a New America
by Barbara Fischkin.
367 pgs.
ISBN 0-684-80704-1
Hardcover $24.

Muddy Cup adds to our understanding of the diversity of contemporary US society with a personal story bolstered by demographic facts, and each influences the other.

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6225 West Century Blvd.
10 a.m. - 3 p.m.

OAKLAND
Saturday, Feb. 6, 1999
Oakland Marriott /
Convention Center
1001 Broadway (at 10th)
10 a.m. - 3 p.m.

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ST. THOMAS

The Ohio State University invites nominations and applications for the position of Vice Provost for Minority Affairs. The Vice Provost for Minority Affairs reports to the Provost and participates in the collective staff meetings and policy discussions of the Office of Academic Affairs.

The Vice Provost for Minority Affairs has line responsibility for the Office of Minority Affairs. As the administrative head of the Office of Minority Affairs, the Vice Provost cooperates with other university offices, with academic units, faculty, staff, and students in monitoring, evaluating, proposing, and implementing improvements in programs, policies, practices, and outcomes with respect to minority student recruitment, retention, support, graduation rates and quality of life.

The Vice Provost works collaboratively with the Office of University Development to raise funds to support minority students and programs, and with the Alumni Association to strengthen links between minority alumni and the University.

Candidates for this position should have an earned doctorate or equivalent terminal degree; demonstrated leadership and administrative accomplishments, preferably in a comprehensive teaching and research university; and accomplishments pertinent to the specific functions of this position. Eligibility for appointment in an academic department is desirable.

The position is available July 1, 1999. Salary is negotiable. For fullest consideration, applications should be received by January 30, 1999, but applications will be accepted until the position is filled. Nominations and applications should include a cover letter describing the individual’s interest in and qualifications for the position, and a current resume or curriculum vitae. Please send to:

Professor Isaac J. Mowoe, Chair
Search Committee for the Vice Provost for Minority Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

THE OHIO STATE UNIVERSITY

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ST. THOMAS

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American Indian Studies
Coordinator, Assistant or Associate Professor. Appropriate terminal degree. Candidate must have strength in research, teaching, and service in subject matter related to the experience of American Indians. Deadline: March 1, 1999. Phone: (818) 677-3318.

Geography
Urban Geography Assistant Professor: Empirical, applied orientation preferred. Deadline: February 1, 1999. Phone: (818) 677-3332.

GIS Assistant Professor: Preference to candidate with background in spatial analysis, database development, programming, and/or remote sensing. Deadline: February 1, 1999. Phone: (818) 677-3332.

Pan African Studies
Assistant Professor, Ph.D. in a Social Sciences discipline, emphasis on African American or Diasporan experience preferred. Deadline: January 15, 1999. Phone: (818) 677-3311.

Psychology
Industrial/Organization Psychology Assistant Professor: Specialize in organizational behavior, macro-ergonomics human factors, organizational development, evaluation research or action research. Deadline: December 15, 1998. Usually position is filled. Phone: (818) 677-3351.

Psychology
Human Factors: Assistant Professor: Strong backgrounds in quantitative methods required. Deadline: November 15, 1998. Usually position is filled. Phone: (818) 677-3351.

Urban Studies and Planning/Sociology
Urban Sociology: Assistant Professor: Applied experience relevant to meeting the American Institute of Certified Planners certification requirements desirable. Deadline: January 20, 1999. Phone: (818) 677-2904.

Urban Studies and Planning/Chicano Studies
Assistant Professor: Ph.D. in Urban Planning or closely related discipline and general knowledge of Chicano urban experience; policy implementation, and urban planning experience necessary. Deadline: February 1, 1999. Phone: (818) 677-2904.
**ITHACA**

The Department of Politics at Ithaca College is seeking a tenure-eligible Assistant Professor to teach introductory and intermediate courses in international relations and global studies. Candidates are also expected to teach an introductory theory course, with an international and global focus. At the intermediate and advanced levels, we invite applicants prepared to teach courses in international conflict with a secondary concentration in area studies, Latin American or African politics preferred.

Required qualifications: Ph.D. preferred; ABD required. College-level teaching experience preferred.

Send complete file, including curriculum vita, transcripts of graduate work, three letters of recommendation to: Professor Asma Barlas, Department of Politics, Ithaca College, 370 Muller Center, Ithaca, NY 14850-7289.

Screening of applications begins February 15, 1999, and will continue until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer.

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**KINGSBOROUGH**

**COMMUNITY COLLEGE**

The City University of New York

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 67-acre oceanfront campus is located in Manhattan Beach, Brooklyn — 25 minutes from Manhattan. The college is seeking qualified candidates for the following anticipated instructional position vacancies for Fall 1999 — subject to financial ability:

- **SPEECH**
  
  Assistant Professor - teaching undergraduate courses in Communication/Speech Arts and/or Speech-ESL.
  
  Qualifications: Doctorate in Communication, Speech Science, TESOL or related area; college-level teaching experience in Communication and/or Speech ESL, preferably in an urban environment and evidence of scholarly activity.

- **EARLY CHILDHOOD EDUCATION**
  
  Assistant Professor - teaching a full range of Early Childhood Education undergraduate courses.
  
  Qualifications: Ph.D. or Ed.D in Early Childhood, Elementary Education or Secondary Education required; supervisory experience in an Early Childhood setting; experience working with pre-school aged children and evidence of scholarly activity.

- **MATHEMATICS AND COMPUTER SCIENCE (Two Positions)**
  
  Assistant Professor - teaching a full range of undergraduate courses in Mathematics and Computer Science.
  
  Qualifications: Ph.D. in Mathematics or Computer Science; prior college-level teaching experience and evidence of scholarly activity. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete structures, and data structures.

- **NURSING (Two Positions)**
  
  Instructor/Assistant Professor - teaching undergraduate courses in all areas of nursing; student advisement, committee participation and scholarly activity.
  
  Qualifications: Master's Degree in Nursing, plus NYS RN license required; Doctorate or equivalent required for Assistant Professor. Prior teaching experience in specialty in an academic setting; recent clinical experience required. Knowledge of and commitment to Associate Degree Nursing Education and curriculum development; evidence of scholarly activity.

- **EARTH SCIENCE**
  
  Assistant Professor - teaching courses in undergraduate Earth Science and/or Meteorology and/or Astronomy or related area.
  
  Qualifications: Doctorate in Earth Science sub-discipline of Meteorology and/or Astronomy or related area; prior college-level teaching experience; ability to upgrade Earth Science laboratories and evidence of scholarly activity.

- **SECRETARIAL/OFFICE ADMINISTRATION**
  
  Assistant Professor - teaching undergraduate courses in Secretarial/Office Administration.
  
  Qualifications: Doctorate or equivalent in Secretarial/Office Administration or Business Education; prior teaching experience on the college level and involvement in the field of Business Education; knowledge of word processing packages including WordPerfect 7 for Windows, Microsoft Office Professional 95 (Word, Access, Excel and PowerPoint), Windows 95/98 and Business Communications. Knowledge of Adobe Illustrator 7 and QuarkXpress 4 desirable and evidence of scholarly activity.

- **TRAVEL AND TOURISM**
  
  Instructor/Assistant Professor - teaching undergraduate courses in the areas of Tourism, primarily in Food Service and Hospitality industry.
  
  Qualifications: Master's Degree in a related area required; Doctorate or equivalent required for Assistant Professor. Extensive professional experience in Hospitality and Food Service desirable; college-level teaching experience desirable, knowledge of computer hospitality and food service reservation systems, familiarity with the Internet, and evidence of scholarly activity.

- **Responsibilities for all positions require student advisement, committee participation and scholarly or creative works.**

**Salary:**

- Instructor: $29,409 - $40,331
- Assistant Professor: $32,062 - $44,540 (Tenure Track Position)

Commensurate with qualifications and experience.

Please send resume by January 13, 1999 to: Dean Fred B. Malamet, KINGSBOROUGH COMMUNITY COLLEGE, The City University of New York

2001 Oriental Boulevard, Brooklyn, New York 11235

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**HISPANIC ASSOCIATION FOR HIGHER EDUCATION OF NEW JERSEY, INC.**

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(609) 852-110 Ext. 2373
Fax: (609) 813-1584
Tenure Track Faculty Positions
In the Department of Engineering Management
University of Missouri-Rolla
Rolla, Missouri

The School of Engineering invites applications for the following tenure-eligible positions in the Department of Engineering Management at all ranks beginning with Fall 1999. Candidates must hold a degree in engineering or science and the appropriate credentials for the applicable rank in engineering management. These positions require a Ph.D. Industrial experience is desired but not required. Excellence in teaching, research and scholarly publications must also be demonstrated in the area specific to the position being sought.

The Department confers the degrees of BS, MS and PhD with option areas in Management of Technology, Industrial Engineering, Quality Engineering, and Packaging and Manufacturing Engineering. The Department currently has 20 full-time faculty members and an enrollment of 172 undergraduate and 50 graduate students on campus. There are four off-campus sites which produce 80 to 100 MS degrees per year. The department is leading a new state-wide cooperative program in graduate distance education in engineering management to which candidates will be expected to contribute through the use of videoconferencing technology and occasional travel to remote sites. Successful applicants will also be expected to possess excellent written and oral communication skills along with the ability to work as a team in generation and dissemination of research results and teaching methods among the above areas.

Position # R52983 - Management of Technology
Requires significant expertise that is applicable to technical organizations in one or more of the following areas: technology management, strategic management, accounting, finance, contracting, organizational behavior and human resources in technical organizations.

Position # R52984 - Systems/Industrial Engineering
Requires significant expertise in one or more of the following areas: manufacturing systems and processes, material handling, computer-integrated manufacturing, process automation and control, flexible manufacturing, reliability, virtual manufacturing, product disassembly, concurrent engineering design, environmentally conscious manufacturing, process and product design, and manufacturing systems management.

Position # R52994 - Manufacturing
Requires significant expertise in one or more of the following areas: manufacturing systems and processes, material handling, computer-integrated manufacturing, process automation and control, flexible manufacturing, reliability, virtual manufacturing, product disassembly, concurrent engineering design, environmentally conscious manufacturing, process and product design, and manufacturing systems management.

A complete application must include a letter of application to one of the above positions, current curriculum vitae, teaching evaluations from any previous teaching experience, statement of research plans, summary of past research and grant related activities and a list of four references. Rank and salary will be commensurate with qualifications.

The search committee will begin reviewing applications on March 1, 1999 and continue until the positions are filled. Additional information on UMR and the Engineering Management Department can be found at http://www.umr.edu.

Please submit application and vitae to Human Resource Services, Reference Numbers R52983, R52984, or R52994, University of Missouri-Rolla, 1202 North Bishop Avenue, 1870 Miner Circle Drive, Rolla, MO 65409-1050.

UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.

Molecular Epidemiologist

An open rank search has been initiated for a state-funded tenure-track Molecular Epidemiologist at the Piscataway campus of the recently expanded statewide University of Medicine and Dentistry of New Jersey - School of Public Health. Applicants should have experience conducting epidemiologic research in etiologies of cancer, adverse reproductive outcomes, respiratory, neurologic or other disorders. Areas of special interest include environmental and occupational exposures, diet and nutrition, and ionizing and non-ionizing radiation. The applicant's research should demonstrate molecular epidemiologic knowledge and techniques. Qualified applicants should possess an earned doctorate in epidemiology, medicine or a related field. Individuals should have a demonstrated history of peer-reviewed publications and research funding and should participate in graduate teaching.

The successful candidate will be appointed through the University of Medicine and Dentistry of New Jersey at the Assistant, Associate or Full Professor rank, based upon their background and experience, and will be located at the NJSPH. It is anticipated that the faculty will be jointly appointed in the Department of Environmental and Community Medicine at UMDNJ - Robert Wood Johnson Medical School. They may also be eligible for appointments at the Environmental and Occupational Health Sciences Institute (EOHSI) and/or the Cancer Institute of New Jersey (CINJ), or the National Institute of the Environmental Health Sciences. Center of Excellence.

The Piscataway/Long Branch Program of the UMDNJ - School of Public Health, formed in conjunction with Rutgers University, is an expansion of the fully accredited New Jersey Graduate Program in Public Health, which was established in 1983. The UMDNJ - School of Public Health confers the MPH, PhD. and DPH degrees.

Applicants should send a curriculum vitae, a short statement of research plans, and the names and addresses of references, to George G. Rhodes, M.D., MPH, EOHSI, 170 Frelinghuysen Road, Room 224, Piscataway, NJ 08854. The UMDNJ - School of Public Health is an Affirmative Action/Equal Opportunity Employer, m/f/d/v, and a member of the University Health System of New Jersey. Visit our website at http://www.umdnj.edu

Wheelock College

DEAN OF THE GRADUATE SCHOOL

The Trustees and President of Wheelock College in Boston, Massachusetts, seek nominations and expressions of interest in the position of the Dean of the Graduate School. Founded in 1888, Wheelock College has a unique mission to improve the lives of all children and their families. Wheelock is a premier institution preparing students for careers in education and human services; the College has approximately 700 undergraduate graduates and 500 students enrolled in its graduate degree programs. Wheelock maintains a serious commitment to interdisciplinary collaboration with urban communities, schools, and agencies.

The Dean of the Graduate School provides intellectual, administrative, and fiscal leadership as the chief academic officer of the Graduate School. The College offers five programs offering Master's degrees, organized in three departments: Education, Human Development and Family Studies, and Leadership, Policy, and Administration. The Dean reports to the Vice President for Academic Affairs and works closely with the Dean of the Undergraduate School.

The successful candidate will possess an earned doctorate, a strong academic record of teaching, scholarship and service, excellent communication skills, and demonstrated administrative ability in higher education. Preferred candidates will have experience with academic program planning and strong interest in liberal and professional education.

Review of applications will commence January 15, 1999, and continue until the position is filled. Requests for a copy of the criteria statement and questions may be directed to the consultants supporting Wheelock College in this process: Nancy C. Whitecomb and Janet E. Couros, via e-mail at wheelockdean@emerson.com. Additional information about Wheelock may be viewed at its Web site: www.wheelock.edu. Letters of nomination or applications should be submitted to

Dean of the Graduate School
Wheelock College
C/O Educational Management Network/Wili/Kleffner
98 Old South Road
Nantucket, MA 02554

Wheelock College is an Affirmative Action, Equal Opportunity Employer.
Gainesville College, a two-year unit of the University System of Georgia, has tenure track faculty vacancies in the following areas for the 1999-2000 academic year. All positions are dependent upon budget approval.

- Biology
- Computer Information Systems (Business Administration)
- English
- History
- Instrumental Music
- Journalism/Speech or Journalism/English
- Mathematics
- Spanish
- Speech Communications

Gainesville College is located 50 miles northeast of Atlanta, Georgia, near beautiful Lake Lanier. It has almost 3,000 students and 90 full time faculty members. In addition to traditional day classes, the College, primarily transfer oriented, has a robust night program and several off-campus sites.

For specific information about the vacancies, please visit our web site at:

http://www.gc.peachnet.edu

PO BOX 1358
GAINESVILLE, GA 30503
ADA/EEO/AA EMPLOYER

UNIVERSITY OF WISCONSIN MADISON

DEAN OF THE COLLEGE OF ENGINEERING

The University of Wisconsin-Madison, one of the top ranked research universities in the United States, invites nominations and applications for the position of Dean of the College of Engineering. The College of Engineering currently offers research programs as well as graduate, undergraduate, and outreach instruction in a wide range of fields organized through eight departments: chemical engineering, civil and environmental engineering, electrical and computer engineering, engineering physics, engineering professional development, industrial engineering, materials science and engineering, and mechanical engineering, and eight interdisciplinary degree programs: biological systems engineering, biomedical engineering program, geological engineering program, manufacturing systems engineering program, materials science program, oceanography and limnology graduate program, polymer engineering and science, and water chemistry program. The college enrolls approximately 1100 graduate and 3400 undergraduate students. Annual extramural research support is more than $55 million. As a result of the recent building program, the college has attractive and modern physical facilities appropriate for current teaching and research activities as well as allowing room for innovative future programs. More comprehensive information about the College of Engineering can be accessed at:

http://www.engr.wisc.edu/

The dean provides leadership to a faculty of approximately 185 and a budget of approximately $108.5 million. The dean is the chief academic and executive officer of the college, with responsibility for personnel, curriculum, academic affairs, research, budget, fund raising, community relations, and physical facilities.

Major qualifications for this position include:
- A proven record of administrative skills and successful leadership in higher education;
- A comprehensive appreciation of the complex issues in the fields of engineering; academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison; a commitment to maintain and improve the quality of undergraduate and graduate instruction, research, technology transfer, and public service; and a demonstrated commitment to diversity. The successful candidate will be expected to represent the college through interactions with external groups such as alumni, legislators, and representatives from government, foundations, and industry.

The position will be available 1 July 1999. Applications and nominations must be received by 26 February 1999 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current curriculum vita and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be notified before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor W. Harmon Ray
Dean Search and Screen Committee for the College of Engineering
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728
Email: quillinn@mail.bascom.wisc.edu

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.
ANUCANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 6,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and/or assigned to provide instruction through distance education.

Faculty positions will be filled at the level of assistant professor, instructor level if ABD, and selected appointments may be made at the associate level for outstanding candidates. Applicants should send a letter of application, resume, and three names, addresses and telephone numbers of references to the Office of the dean (by January 21, 1999).

[COLLEGE OF ARTS AND SCIENCES  Ansley W. LaMar, Ph.D., Dean]

- **ART** (2 positions) - The first position is in illustration. Strong professional background in conceptual, traditional art, and digital illustration to teach a wide range of courses is required. Candidate should have at least five years of teaching and professional experience. Second position is in Jewelry/Metalsmithing. Artist with significant exhibition record, commitment to teaching, and knowledge of 3D computer applications including CAD-CAM. MFA required. Ph.D. or Ed.D. a plus.

- **BIOLOGY** - Teach courses in comparative anatomy, invertebrate zoology, and freshman major courses. Appropriate computer skills are required.

- **ENGLISH** (2 positions) - The first position is for a generalist who has a strong background in teaching experience in the area of American literature or British literature since 1620. The second position is for a generalist who has experience in teaching American literature surveys and who is familiar with African-American, Latino, and Asian-American literature. Both positions require the ability and willingness to teach support courses in composition, developmental creative, and business writing and language usage.

- **MUSIC/ION/TEATRE** (2 positions) - One position is for a Choral Director and the second position is for a Theatre Technician (generalist).

- **PSYCHOLOGY** - Teach undergraduate and graduate level courses in developmental and/or clinical/counseling.

- **WOMEN'S STUDIES** - Requirements are to be determined in women's studies or a relevant related field and teaching experience in interdisciplinary core courses in women's studies. Scholarship about women of color and/or women globally is a plus.

[COLLEGE OF EDUCATION  Yiping Wan, Ph.D., Dean]

- **ADMINISTRATION, CURRICULUM, AND INSTRUCTION** (3 Positions) - One position is to teach graduate courses in administration and supervision. New Jersey principal and superintendent certification, administrative experience, and established record of publications are required. Second position is to teach undergraduate and graduate courses in early childhood education. Extensive experience in public and private schools preferred. College teaching, supervision, and an established record of scholarly publications a plus. Three positions are for undergraduate and graduate courses in secondary education in mathematics and sciences. Extensive experience in urban public secondary schools preferred. College teaching and supervision experience, and a record of scholarly publications a plus.

- **LITERACY EDUCATION** - Teach literacy and graduate level courses. Experience and knowledge of public schools is required. As a solid working knowledge of contemporary teaching/learning technologies. College teaching experience is preferred along with evidence of research and scholarship interests. Active involvement in professional/community agencies a plus.

- **EDUCATIONAL TECHNOLOGY** - Administer a new master's degree program in Educational Technology and teach graduate courses in the program. Thorough knowledge of relevant software, including Web browsers and Web authoring; presentation software, multimedia development and related applications. Strong technology skills constructing distance education programs including audio/video production, on-line course development, and instructional material development. Experience and assessment with distance learning essential as many courses are taught on-line.

[COLLEGE OF PROFESSIONAL STUDIES  Sandra Bloomberg, Ph.D., Dean]

- **BUSINESS ADMINISTRATION/MANAGEMENT** - Evidence of successful teaching and research or industry background in management information systems and production/operations management is required. Ability to develop applications using state-of-the-art online and distance technology needed. Commitment to student advisement, retention and department development essential.

- **BUSINESS ADMINISTRATION/ACCOUNTING** - Evidence of successful teaching and research in accounting or industry background in management information systems and production/operations management is required. Ability to develop applications using state-of-the-art online and distance technology needed. Commitment to student advisement, retention and department development essential.

- **BUSINESS ADMINISTRATION/TRAVEL AND TOURISM MANAGEMENT** - Program Director/Faculty. Excellent opportunity for experienced educator to start-up program which provides a minor for non-business majors and a concentration for students majoring in Business Administration. Must provide leadership in the development of the program, to include establishing linkages with industry, two-year schools, and the community. Individuals with administrative experience in the travel and tourism industry will be given preference. Strong communication and organizational skills are essential. Master's degree in travel and tourism management or related field is required, doctorate preferred.

- **CRIMINAL JUSTICE** - Evidence of successful teaching or background as a practitioner in the field of criminal justice is required. Ability to teach research methodology is essential. Experience in developing applications using state-of-the-art online and distance technology a plus. Willingness to advise students and contribute to departmental development and operations is necessary. Undergraduate/graduate teaching opportunities.

- **HEALTH SCIENCES** - A strong student orientation and commitment to teaching and conducting research with graduate and undergraduate students is essential. Areas of particular importance: biochemistry, environmental health, epidemiology, public health, research methodology. Experience as a practitioner in public health/health care administration/managed care preferred. Willingness to contribute to departmental development and operations is essential. Interest and abilities in online and distance learning technology a plus. Undergraduate/graduate teaching opportunities.

New Jersey City University
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

An Affirmative Action, Equal Opportunity Employer: the College especially welcomes and encourages applications from women and minority candidates.
DIRECTOR OF COUNSELING

Reporting to the Dean of Student Development, the Director of Counseling is responsible for day-to-day operation of Counseling Center. This includes developmental programs, college-wide advisement services, student attrition reduction strategies, transfer information, and departmental technology implementation.

QUALIFICATIONS: Master’s in Counseling, Guidance, or related; counseling experience in community college or higher education setting; pattern of progressively higher levels of supervisory/managerial responsibilities in counseling or related; prior work experience with students of various social, economic, racial, ethnic, gender, and disability backgrounds; excellent communication skills, both oral and written.

APPLICANTS must submit completed application form, resume, letter of interest, 3 letters of reference, and official degree transcripts by February 26, 1999 for full consideration.

CONTACT Human Resources at (847) 543-2065; TDD# (847) 223-5615. Fax # (847) 223-0824.

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19351 W. WASHINGTON ST.
GRAYSLAKE, IL 60030-1198

Equal Opportunity/Affirmative Action Employer. Women, Minorities, and Persons with Disabilities are highly encouraged to apply.

Visit our website at http://www.clc.cc.il.us/

ASSOCIATE DEAN FOR FINANCIAL AFFAIRS AND ADMINISTRATION

(Search Reopened)

The University of Illinois College of Medicine at Rockford invites applications for the newly reopened search for the position of Associate Dean for Fiscal Affairs and Administration. With this renewed search, the position responsibilities have been expanded to include the following: The Associate Dean...

- Oversees close oversight and management of personnel and budget including all personnel and administrative operations of the College
- Directs and supervises the development of all financial reports, analyses, and presentations
- Provides leadership, vision, and strategic development for all non-academic personnel of the College
- Leads the human resource evaluation and review program for non-academic staff
- Reviews and approves all departmental budgets and prepares College budget
- Reports directly to the regional dean and bears supervisory responsibility for Medical Service Plan (administration), accounting, internal auditors, and investment control, computer services, medical transportation, physical plant, media services, and other administrative and support units

The College of Medicine combines the appeal of a small college atmosphere with the strength and resources of one of the nation’s largest and most respected universities. The Rockford area is a growing second- and fourth-year medical students in classes of 40 students per year. The College’s internationally recognized curriculum emphasizes community-based, primary care medical education.

The successful candidate must possess an MBA or equivalent and have at least 3-5 years experience in positions of financial and managerial responsibility in an institution of higher education.

Applications will be accepted through February 1, 1999. Interested candidates are invited to submit a letter of interest and resume to:

D. Kennedy McCallum, M.D.
Associate Dean for Academic Affairs
510 North State Street
Rockford, IL 61107-1897

Fax (815) 395-2564

e-mail: Helen@ivicat.edu

The University of Illinois is an Equal Opportunity/Affirmative Action Employer.

Founded in 1863, Boston College is a private, Jesuit Catholic university recognized among the nation’s most highly competitive institutions for admission, with an enrollment of approximately 14,000 undergraduate and graduate students. Students are currently enrolled in the College of Arts and Sciences, School of Business, School of Education, School of Law, School of Nursing, and Graduate School of Arts and Sciences. The University is located in the suburbs of Boston, a major metropolitan area.

NURSING INSTRUCTOR

A comprehensive two-year degree offered to students in a full-time, 2-year program of education in preparation for the National Council Licensure Examination for Registered Nurses. The College is located on a 1,600-acre campus in the town of Chestnut Hill, MA.

Responsibilities include teaching in a college setting; preparing and delivering lectures; conducting laboratory and clinical instruction; and evaluating student progress. The successful candidate will possess a Bachelor’s degree in Nursing and be certified as a Registered Nurse by the Massachusetts Board of Registration in Nursing. The candidate will also have one year of clinical experience in a hospital or ambulatory care setting.

Applications are accepted on a continuous basis.

The Boston College School of Nursing is an Equal Opportunity Employer.
UNIVERSITY OF RHODE ISLAND
Dean, College of Arts and Sciences

The University of Rhode Island invites nominations and applications for the position of Dean of the College of Arts and Sciences.

The Dean is the principal administrative officer of the College and reports directly to the Provost/Vice President for Academic Affairs. The Dean's responsibilities for the development and management of the College’s programs and resources include: implementing and managing educational planning, budgetary, and non-academic personnel in a collective bargaining environment; managing financial resources; maintaining and improving the quality of the College’s programs; securing and allocating support for the teaching, research/creative, and service activities of the College; encouraging curricular development; and promoting funded and unfunded research. The Dean represents the College in its relations with the rest of the University, its alumni, and the State of Rhode Island.

■ College and University

The University of Rhode Island is the principal public research institution in the State of Rhode Island. Its status as a land grant, sea grant, and urban grant institution highlights its traditions of natural resources, marine, and urban-crafted research. With strong undergraduate and graduate programs in the liberal arts, humanities, and sciences and strong programs in the health professions and other areas of study, the University offers a diverse range of opportunities to its students. The University is home to more than 10,000 undergraduate and 3,100 graduate students, and the University's research activities have increased significantly over the past decade, with more than $45 million in research funds awarded in fiscal year 2019.

■ Qualifications:

- An earned doctoral or appropriate terminal degree from a recognized and accredited institution of higher education
- Teaching, research/creative, and service credentials that will qualify the candidate for appointment as a tenured full professor in an appropriate department
- A minimum of three, and preferably five or more years of successful administrative, managerial, and planning experience - preferably in higher education - preferably in the Department Chair or above, with a record of increasing responsibility
- A record of successful extramural fund-raising and outreach activities

Additionally, applicants for this position must demonstrate:

- A commitment to shared governance
- A commitment to fostering a climate of respect for students and excellence in academic advising and other student services
- A commitment to promoting diversity in faculty, staff, and curriculum consistent with the University's mission
- A commitment to equal opportunity and affirmative action

Preference will be given to candidates who can demonstrate:

- An ability to provide strong leadership capable of moving the College forward in its continuing pursuit of excellence in teaching, research/creative, and outreach activities
- Insight and vision that will guide the College in clarifying its mission and role in a changing society
- An ability to develop and promote positive relations that will foster the mission of the College and the University with appropriate groups and organizations, both on and off campus
- Experience in attracting and managing sponsored research

■ Nominations:

Nominations of qualified candidates are welcome and encouraged. Letters of nomination must include full contact information for the nominee.

■ Applications:

Applications will be accepted until the position is filled. However, to assure consideration, applications must be received on or before January 25, 1999. Applications should include a brief statement addressing the position and qualifications, as well as expressing the applicant’s educational and administrative philosophy and vision for the College. The names, addresses, telephone, and fax numbers of three references (who will not be contacted without the applicant’s approval) should also be included. Send application materials to:

Dr. James G. Kawalski,
Search Committee Chair
(401) 874-4417
E-mail: kawalski@cs.uri.edu
The University of Rhode Island is an affirmative action/equal employment opportunity employer and is committed to increasing the diversity of its faculty, staff, and students. Qualified candidates from underrepresented groups are encouraged to apply.

EDUCATION

Temple University, a recognized leader in the area of higher education, has an outstanding opportunity available in its Undergraduate Admissions Department

ASSOCIATE DIRECTOR

Recruitment/Transfer Affairs

We are seeking an individual to plan and manage all aspects of freshman and transfer student recruitment functions including preparing annual recruitment plans, coordinating all direct mail communication to prospects, inquiries and matriculated students, conducting open houses, and matriculated student receptions, and other campus-based recruitment programs; and coordinating of-campus recruiting. Will also supervise admissions staff; act as liaison to other offices; assist with budget planning, write reports, and analyze market research.

A related Master's degree and at least five years experience in undergraduate admissions or related area are required. Must be able to effectively manage personnel and coordinate extensive recruitment/outreach programs.

DUTIES AND RESPONSIBILITIES:

- Determine priorities for the department
- Develop and implement recruitment strategies
- Coordinate recruitment activities
- Supervise admissions staff
- Analyze recruitment data

QUALIFICATIONS:

- A related Master's degree
- At least five years of experience in undergraduate admissions or related area
- Excellent interpersonal and communication skills
- Strong organizational and planning skills
- Experience in managing multiple projects simultaneously
- Excellent writing and editing skills
- Ability to work well under pressure
- Ability to work flexible hours

University of Wisconsin-Extension

ASSISTANT PROFESSOR OF LABOR EDUCATION

The School for Workers, University of Wisconsin Extension, Madison, Wisconsin, is currently seeking candidates for a tenure-track appointment as assistant professor. Responsibilities include developing, coordinating and teaching labor education programs, providing technical and facilitation services and conducting applied research for unions and other clientele. Required qualifications include a Ph.D. or other terminal degree in industrial relations or related field, teaching experience, and a commitment to diverse and under-represented student populations. Send a letter of interest, resume and names of three references to:

School for Workers
510 Langdon St
422 Lowell Hall
Madison WI 53703
Fax: (608) 265-2391
Application Deadline: March 1, 1999

UNIVERSITY OF RHODE ISLAND

Dean, College of Arts and Sciences

The University of Rhode Island invites nominations and applications for the position of Dean of the College of Arts and Sciences.

The Dean is the principal administrative officer of the College and reports directly to the Provost/Vice President for Academic Affairs. The Dean's responsibilities for the development and management of the College’s programs and resources include: implementing and managing educational planning, budgetary, and non-academic personnel in a collective bargaining environment; managing financial resources; maintaining and improving the quality of the College’s programs; securing and allocating support for the teaching, research/creative, and service activities of the College; encouraging curricular development; and promoting funded and unfunded research. The Dean represents the College in its relations with the rest of the University, its alumni, and the State of Rhode Island.

■ College and University

The University of Rhode Island is the principal public research institution in the State of Rhode Island. Its status as a land grant, sea grant, and urban grant institution highlights its traditions of natural resources, marine, and urban-crafted research. With strong undergraduate and graduate programs in the liberal arts, humanities, and sciences and strong programs in the health professions and other areas of study, the University offers a diverse range of opportunities to its students. The University is home to more than 10,000 undergraduate and 3,100 graduate students, and the University's research activities have increased significantly over the past decade, with more than $45 million in research funds awarded in fiscal year 2019.

■ Qualifications:

- An earned doctoral or appropriate terminal degree from a recognized and accredited institution of higher education
- Teaching, research/creative, and service credentials that will qualify the candidate for appointment as a tenured full professor in an appropriate department
- A minimum of three, and preferably five or more years of successful administrative, managerial, and planning experience - preferably in higher education - preferably in the Department Chair or above, with a record of increasing responsibility
- A record of successful extramural fund-raising and outreach activities

Additionally, applicants for this position must demonstrate:

- A commitment to shared governance
- A commitment to fostering a climate of respect for students and excellence in academic advising and other student services
- A commitment to promoting diversity in faculty, staff, and curriculum consistent with the University's mission
- A commitment to equal opportunity and affirmative action

Preference will be given to candidates who can demonstrate:

- An ability to provide strong leadership capable of moving the College forward in its continuing pursuit of excellence in teaching, research/creative, and outreach activities
- Insight and vision that will guide the College in clarifying its mission and role in a changing society
- An ability to develop and promote positive relations that will foster the mission of the College and the University with appropriate groups and organizations, both on and off campus
- Experience in attracting and managing sponsored research

■ Nominations:

Nominations of qualified candidates are welcome and encouraged. Letters of nomination must include full contact information for the nominee.

■ Applications:

Applications will be accepted until the position is filled. However, to assure consideration, applications must be received on or before January 25, 1999. Applications should include a brief statement addressing the position and qualifications, as well as expressing the applicant’s educational and administrative philosophy and vision for the College. The names, addresses, telephone, and fax numbers of three references (who will not be contacted without the applicant’s approval) should also be included. Send application materials to:

Dr. James G. Kawalski,
Search Committee Chair
(401) 874-4417
E-mail: kawalski@cs.uri.edu
The University of Rhode Island is an affirmative action/equal employment opportunity employer and is committed to increasing the diversity of its faculty, staff, and students. Qualified candidates from underrepresented groups are encouraged to apply.

Position Advertisement

The Department of Education at Trinity University seeks candidates for a tenure-track position as a school-based clinical faculty in elementary education. Trinity University features a 5-year teacher preparation program, including an 8-month internship in a professional development school. Candidates must hold the doctoral degree and be committed to classroom teacher preparation with classroom teachers serving as mentors. The appointment will be effective the fall semester 1999 and the application deadline is February 26, 1999.

John H. Moore, Chair
Department of Education
Trinity University
715 Stadium Drive
San Antonio, TX 78212-7200
(210) 735-7501

Oklahoma State University
Oklahoma City Campus

ASSOCIATE VICE PROVOST FOR ACADEMIC AFFAIRS

OSU-OCK has an immediate opening for an Associate Vice Provost for Academic Affairs. Masters degree required. Doctorates preferred and three years of higher education experience required.

The position directs and manages programs on off-campus courses, distance learning courses, coordinates classroom assignments, develops articulations with vocational technical schools, serves as tech prep and dual credit course. Must be able to travel throughout the state.

Interested applicants should submit a cover letter, resume, and three references to:

OSU-OCK Personnel
600 North Portland, Oklahoma City, OK 73106

OSU-OCK is an AA/EO employer committed to multicultural diversity.

Oklahoma State University

Oklahoma City Campus

Oklahoma State University
Oklahoma City Campus

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The position directs and manages programs on off-campus courses, distance learning courses, coordinates classroom assignments, develops articulations with vocational technical schools, serves as tech prep and dual credit course. Must be able to travel throughout the state.

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OSU-OCK Personnel
600 North Portland, Oklahoma City, OK 73106

OSU-OCK is an AA/EO employer committed to multicultural diversity.
UNIVERSITY OF PENNSYLVANIA
DEAN, SCHOOL OF ENGINEERING AND APPLIED SCIENCE

The University of Pennsylvania, the nation's first university and Philadelphia's largest private employer, invites nominations and applications for the position of Dean of the School of Engineering and Applied Science. As its chief academic and administrative officer, the dean has overall responsibility for the school's educational and research programs, strategic directions, faculty growth, and development. One of twelve schools within the University, Engineering has seven departments with vibrant interdisciplinary research and educational programs that include interactions with the Institute for Medicine and Engineering, the Institute for Research in Cognitive Science, the Laboratory for Research on the Structure of Matter, and the Institute for Neurological Sciences. The School has both undergraduate and graduate joint programs with Wharton, the School of Nursing, Arts and Sciences, and the Annenberg School for Communication.

Candidates should possess exceptional leadership attributes, an understanding and appreciation of the role and mission of an interdisciplinary research and teaching institution, and a vision for engineering that will enable the school to attract talented faculty and students, and to generate the resources to support research and programmatic initiatives.

The committee will begin reviewing applications by January 15, 2000 although the search will remain open until the position is filled. To apply, please send a letter discussing your qualifications, along with a current curriculum vitae to:

Professor Morris A. Cohen, Chair
c/o Office of the Secretary
University of Pennsylvania
121 College Hall
Philadelphia, PA 19104-6382

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

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Education

Montgomery College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

Montgomery College, a two-year community college with three campuses located in subrub Washington, DC with a 15,000 continuing education enrollment, 1,000 regular employees, is seeking a dynamic leader to serve in the newly created position of Vice President for Administrative Services. This position was created as part of a restructuring of senior level positions initiated by the new College President.

Reporting directly to the President, the Vice President will provide leadership and direction for the office of: auxiliary services, budgeting; facilities planning, construction, and maintenance; finance; human resources; information technology; planning and institutional research, and procurement. The College has a total budget of over $100 million. The vice president will function in a team-oriented, collaborative environment to ensure the highest quality student, employee, and community support services.

Qualified candidates will possess the following: a Master's degree in Business Administration or equivalent in educational and experiential preparation, with appropriate additional training/education related fields, a minimum of 5 years high-level experience in one or more of the areas to be supervise preferably in a multi-campus, community college setting; significant understanding of finance, budgeting; commitment to the philosophy of a comprehensive college, preparing to meet the needs of the 21st Century; demonstrated ability to bring about constructive change, participate in processes and to work effectively with culturally and ethnically diverse students, faculty and staff; and strong human relations skills.

The salary range is 57,128 - $14,442 per year. The College offers excellent benefits. Applications for vacancy 1003 can be obtained by calling our 24-hour job line at (301) 227-5374, or coming to the Office of Human Resources, Montgomery College, 990 Hungerford Drive, Suite 130, Rockville, MD 20850. Review of applications begins 1/29/99.

Montgomery College is an EOAA/Title IX Employer
The REGISTRAR of Dartmouth College is responsible for the planning, organization, and record-keeping of the instructional activities pertaining to undergraduates in the Arts and Sciences at Dartmouth. The Registrar is an ex officio member of the Faculty of Arts and Sciences and reports directly to the Dean of the Faculty of Arts and Sciences. The Registrar oversees the efforts of two full-time professional staff members and seven office assistants.

In addition to the normal activities associated with this position, for example, maintaining student records, College publications, academic requirements, internal and external reporting, and setting the academic calendar, the Registrar at Dartmouth is responsible for coordinating with student deans to coordinate academic advising, and with admissions and off-campus programs to manage the numbers of students admitted to the College in a given term. The Registrar works in collaboration with the Director of Institutional Research, conducting projects to evaluate student academic progress, enrollment patterns, grading trends, and other matters relating to the curriculum and its impact on student and faculty; serving on administrative and faculty committees dealing with issues such as the curriculum, diversity, equal opportunity, enrollment planning, classrooms, administrative computing, and off-campus activities; and playing a substantial role in the development and implementation of campus-wide administrative computing systems involving student records.

Dartmouth is currently using the Banner student information system; thus, knowledge of this system would be highly desirable. Coordinating activities and reports with the registrars of the graduate programs in Arts and Sciences, the Thayer School of Engineering, the Tuck School of Business Administration, and the Dartmouth Medical School.

Applicants for the position should have a Master's or a Ph.D. in preterrestrial and at least five years of relevant experience. Please submit a statement of background and qualifications, a curriculum vitae, and the names including addresses and phone numbers of at least three professionals qualified in support of the applicant's credentials.

Ms. Marie Bean, Administrative Assistant, Office of the Dean of Faculty, 211 Wentworth, HB 6045, Dartmouth College, Hanover, New Hampshire 03755. Application review will begin on February 1, 1999. For a more detailed description of the position, please e-mail HYPERLINK "mailto:Marie.Bean@Dartmouth.edu" Marie.Bean@Dartmouth.edu or call her at 603-646-1302.

Dartmouth College is an equal opportunity employer. Women and minorities are encouraged to apply.

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University of Minnesota

Silha Professor of Media Ethics and Law

School of Journalism and Mass Communication

The University of Minnesota School of Journalism and Mass Communication seeks applications and nominations for the Silha Professor of Media Ethics and Law. This is a full-time, 9-month tenured position beginning Fall 1999, at the rank of professor or associate professor, depending upon qualifications and experience, and consistent with collegiate and University policies. Salary is competitive with similar academic positions.

The Silha Professor will be an integral part of a major new initiative that will use an infusion of new legislative funds, private funds, and redirected college resources to revitalize this highly respected school.

The successful candidate must have a record of outstanding scholarship in media law and teaching, and/or substantial professional experience and national prominence in the field of media law. The holder of the Silha Professorship will be expected to lead a program of research, teach undergraduate and graduate courses, advise graduate and undergraduate students, maintain ties to the professional community, and serve on appropriate committees. Candidates must show evidence of teaching effectiveness or strong promise or excellence in teaching. Earned doctorate or law degree required.

To apply: send letter of application, current resume or curriculum vitae, and samples of research or teaching for a narrative statement on 2000 goals and plans. In addition, please provide names and addresses of three references who would be willing to write letters of recommendation.

Applications will be reviewed beginning February 1, 1999. Position is open until filled.

Submit application to

Mary Ackert, staff to SJMC Search Committee
School of Journalism and Mass Communication
University of Minnesota
111 Murphy Hall
206 Church St. SE
Minneapolis, MN 55455

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George Mason University Libraries
Instructional Services/Reference Librarian

DUTIES: Responsible for providing general reference services; designing, assessing, and implementing instructional services including curriculum-based instruction, walk-in instruction sessions, web-based tutorials, library orientations, and individual student appointments; developing the Johnson Center undergraduate collection including leading a team of selectors in a designated subject area and participating in outreach initiatives to the Johnson Center and University community. Each Johnson Center librarian is also responsible for providing leadership and coordination of a library function or area. This position will be responsible for initiating reference outreach to the Johnson Center Community and facilitating communication regarding reference services among librarians. Duties may include development of Johnson Center reference collection. Reports jointly to the Johnson Center Librarian and the Associate Director for Information Services.

QUALIFICATIONS: Required: ALA-accredited MLS and library reference experience, experience with electronic and web-based resources; experience providing library instruction, e-Reference experience in developing undergraduate collections; Desired: Second Master's Degree, experience using HTML and development of web pages; supervisory experience.

GENERAL: Twelve month appointment. Excellent benefits with State or optional retirement plans including TIAA-CREF. AA/EO employer, minorities encouraged to apply.

SALARY: $34,000, depending on experience. To learn more about George Mason University visit: http://www.gmu.edu DEADLINE for applications is January 31, 1999.

TO APPLY: Send letter of application, resume, and names, addresses, and phone numbers of three current references to:

Instructional Services/Reference Librarian Search
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 20250-4444

AA/EO

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Social Work Tenure Track

West Chester University of Pennsylvania's Department of Social Work seeks applicants for a tenure track Assistant Professor in the BSW/MSW Program available Fall, 1999. Successful candidates will teach primarily in the graduate program, research and community practice and other areas as needed. Experience teaching in a combined BSW/MSW Program is preferred. Other responsibilities include student advising, committee assignments, field liaisoning, scholarly activities i.e., conference presentations, publications, research and community service. Appointment will be expected to contribute to the further development of the MSW program.

Requirements include (a) Three years post-MSW social work practice experience; (b) Eligibility for PA licensure as a social worker; (c) Ph.D. or DSW; (d) Ability to provide leadership in the research sequence; (e) Graduate teaching experience in accredited social work department. Finalists must successfully complete interview and/or teaching demonstration.

Submit letter of interest, curriculum vitae, graduate transcripts, and three letters of recommendation to: Dr. Larry Ortiz, Search Chair, Dept. of Social Work, West Chester University, West Chester, PA 19383. Review of applications will begin immediately and continue until the position is filled. For more information, call 610-436-2527. AA/EO. Women and minorities are encouraged to apply.

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The University of Minnesota is an equal opportunity educator and employer.
Bates College invites applications and nominations for the position of Vice President for Academic Affairs and Dean of Faculty; the appointment will begin July 1, 1999.

The chief responsibility of the VPAA/DOF is to foster vigorous and creative teaching, scholarship and learning at the College. The VPAA/DOF is second in authority to the President and is the College’s chief academic officer; oversees the personnel processes of the faculty, including hiring, reappointment and promotion; has administrative responsibility for the College Library, Information Services, the Writing Center, the Athletic Department, the College Museum and the Registrar’s Office, as well as the academic departments and programs; and is a partner to the President in strategic and long-range planning. The duties of the office are shared with an Associate Dean, who is recommended for appointment by the VPAA/DOF from the ranks of the faculty.

The VPAA/DOF must be a strong intellectual and administrative leader. Candidates should have a distinguished record of academic teaching and scholarly accomplishments, sufficient to be appointed with tenure, as well as a commitment to diversity and Affirmative Action.

Salary is commensurate with qualification and experience. Review of nominations and applications will begin January 11, 1999, and continue until a selection has been made.

Please send nominations or application with curriculum vitae, to:

Chair, VPAA/DOF Search Committee
C/o Secretarial Services
2 Andrews Road, 7 Lane Hall
Bates College
Lewiston, ME 04240

The search is being assisted by A.T. Kearney, Inc. Inquiries regarding the search may be directed to Shelly Weiss Storbeck, Managing Director and Vice President, A.T. Kearney, Inc., at 703/739-4613 (fax: 703/518-1782) or shelly.storbeck@atkearney.com.

Bates College is a private, highly selective, residential, co-educational undergraduate institution located in central Maine, 140 miles north of Boston and 35 miles from Portland, Maine. The College enrolls approximately 1600 undergraduate students and has a faculty of nearly 160 FTEs. Bates is recognized among the nation’s leading colleges of the liberal arts and sciences, and emphasizes academic excellence, quality teaching, scholarship and an egalitarian tradition.

Visit our web page at http://www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.
The College of Engineering at California State Polytechnic University, Pomona, is seeking applicants for tenure-track positions at the assistant or associate professor level, to begin in Fall 1999. The college serves approximately 3700 students in masters and bachelor degree programs in 13 disciplines. The college is first and foremost teaching institution known by a faculty recognized as being both excellent teachers and experienced practitioners in the engineering profession.

The Department of Civil Engineering is seeking applicants for one position in the area of Structural Engineering. Minimum qualifications: a Bachelor of Science degree in Civil Engineering, a Ph.D. in structural engineering, and a minimum of two years of full-time structural engineering experience after the bachelors degree. University teaching experience and California CE registration are desirable.

The Department of Electrical and Computer Engineering is seeking applicants for four positions with expertise in communications, computer engineering, and VLSI design. Minimum qualifications: either (1) a Ph.D. in electrical engineering (or related area) with a year of industrial experience, or (2) a masters in electrical engineering (or related area) with at least 2 years of related industrial experience.

The Department of Engineering Technology is seeking applicants for two positions with expertise in electronics and computer engineering technology (ECET) and construction engineering technology (CET). Minimum qualifications for the ECET position: a bachelors and masters degree in electrical engineering (or closely related field), at least three years industrial experience, with expertise in circuit analysis, analog and digital electronics, computer literacy, microprocessors, C programming, and control systems. Minimum qualifications for the CET position: a bachelors and masters degree (from an ABET/ACE accredited program) in construction engineering/management (or closely related field), at least three years relevant industrial experience, with expertise in engineering fundamentals and in materials, estimating, accounting, inspection, safety, equipment, contracts and specifications.

As part of the application process, finalists for all positions are expected to give presentations that demonstrate technical expertise and excellent communication skills, and to demonstrate a commitment to undergraduate and graduate teaching. New faculty are expected to participate in professional, program, and college enhancement activities, work with others in a collegial manner, and be responsive to the educational goals of the university and its ethnic diversity and international character.

To be considered for a position, individuals must submit (1) a completed application form, (2) a curriculum vitae, (3) an official transcript showing highest degree earned (from an accredited educational institution), and (4) a minimum of three letters of reference and two additional references with phone numbers. Initial reviews of applications will be made February 1, 1999, and each search will continue until the position is filled. Materials submitted by the candidate will be available for examination by all tenured and probationary faculty of the pertinent department. Please submit application packages from:

**Civil Engineering**
Dr. R. Carlyle, Chair, Dept. of Civil Engg. (909) 869-2488, e-mail: rcarlyle@csupomona.edu.

**Electrical and Computer Engineering**
Ms S. Moore, Dept of Electrical and Computer Engg. (909) 869-2511, e-mail: smoore@csupomona.edu.

**Engineering Technology**
Ms M. Knight, Dept of Engineering Technology, (909) 869-2493, e-mail: mknight@csupomona.edu.

California State Polytechnic University, Pomona, California, 91768.

California State Polytechnic University, Pomona, is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicapped, marital status, age, religion, or veteran status. The University hires only individuals lawfully authorized to work in the United States, and is smoke free.

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**University of Minnesota**

Cowles Chair of Media Management and Economics

The University of Minnesota School of Journalism and Mass Communication seeks applications and nominations for a nationally-known media scholar or senior-level media manager or economist to assume the endowed Cowles Chair of Media Management and Economics. This is a full-time, nine-month tenured position at the rank of professor, beginning fall term, 1999.

The Cowles Chair will be an integral part of a major new initiative that will use an infusion of new legislative funds, private funds, and redirected college resources to revitalize this highly-respected School.

The successful candidate must have a record of outstanding scholarship in media management or media economics, research and teaching, or a substantial (at least 5 years) senior management experience and innovative national leadership in a media industry. Bachelors degree is required.

Send letter of application, current resume or curriculum vitae, samples of research and/or a narrative statement on research goals and plans, and an evaluation of teaching performance if available. In addition, please provide names and addresses of three references who would be willing to write letters of recommendation.

Applications will be reviewed beginning February 1, 1999. Position is open until filled.

Submit application to:

Mary Achter, Staff to Cowles Search Committee
School of Journalism and Mass Communication
University of Minnesota
111 Murphy Hall
206 Church St. SE
Minneapolis, MN 55455
DEAN, SCHOOL OF EDUCATION
THE CITY COLLEGE OF NEW YORK

The School of Education at CCNY, a unit of the College of Liberal Arts and Science, offers programs leading to B.S. Ed., M.A. Ed., M.S.Ed. and Advanced Certificates in many fields, involving over 800 undergraduate and 2000 graduate students.

The Dean, who reports to the Provost, must demonstrate strong communication skills and a strong commitment to excellence in the preparation of practitioners and scholars in the field of education and provide leadership in working with appropriate agencies to ensure accreditation and licensure.

The successful candidate will have a distinguished record of accomplishment in educational practice, research, grantsmanship and policy, demonstrated excellence in leadership and administrative skills at the departmental level or higher, an earned doctorate, and quality for the rank of Tenured Professor. The salary range is $92,904-$112,602.

The review will begin February 15, 1999 and continue until the position is filled. Applications and letters of nomination and at least five references should be sent to:

Chair, Search Committee for the Dean of Education,
The Office of Affirmative Action, Harris 412A
The City College of New York
138th Street and Convent Avenue
New York, NY 10031

For additional information, see http://www.ccny.cuny.edu or request from the Chair. An AA/EO Employer. M/F/D/V.

Behavioral Scientist/Health Educator

An open rank search has been initiated for a state-funded, tenure-track Behavioral Scientist/Health Educator faculty member at the Piscataway campus of the University of Medicine and Dentistry of New Jersey - School of Public Health (UMDNJ-SPH). The successful candidate must possess a doctoral degree in behavioral science, education or public health with at least one degree in health education; Certified Health Education Specialist (CHES) preferred. Evidence to publish scholarly work and obtain external support for research must be provided and leadership in the profession must be demonstrated. Responsibilities of the position include teaching at the graduate level, student advisement, research and community service. Excellent opportunities are available for interdisciplinary collaboration with faculty within the School, as well as with faculty based at one of the other 7 UMDNJ Schools. Primary appointment will be in the Division of Health Education and Behavioral Science, UMDNJ-School of Public Health, Piscataway with a joint appointment in the Department of Environmental and Community Medicine at UMDNJ-Robert Wood Johnson Medical School. They may be eligible for appointments at the Environmental and Occupational Health Sciences Institute (EOHSI), the Cancer Institute of New Jersey (CINJ), or the National Institute of the Environmental Health Sciences, Center of Excellence.

The Piscataway/New Brunswick Program of the UMDNJ - School of Public Health, formed in conjunction with Rutgers University, is an expansion of the fully accredited New Jersey Graduate Program in Public Health, which was established in 1983. The UMDNJ - School of Public Health contains the MPH, PhD and DrPH degrees.

Applicants should send a curriculum vitae, a short statement of research plans, and the names and addresses of references, to: George G. Rhoads, M.D., M.P.H., EOHSI, 170 Frelinghuysen Road, Room 234, Piscataway, NJ 08854. The UMDNJ - School of Public Health is an Affirmative Action/Equal Opportunity Employer. m/f/d/v. and a member of the University Health System of New Jersey. Visit our website at: http://www.umdjn.edu

CALIFORNIA COMMUNITY COLLEGE
FULL TIME INSTRUCTOR POSITIONS

Accounting
Administration of Justice
Child & Family Studies
Computer Studies
English Composition
Mathematics
Nursing - Medical-Surgical/Pediatric
Psychology

Tenure track positions responsible for teaching all courses in identified curricula. Administration of Justice requires bachelors degree and two years experience or associate degree and six years experience. All others require subject matter masters degree or equivalent. All openings require demonstrated experience working with individuals from diverse backgrounds. $45,789-$60,606. Initial salary placement for all positions commensurate with education and experience according to salary placement guidelines. Extensive fringe benefit package. Start fall semester, August 13, 1999. For application packet contact:

Office of Human Resources
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 (voice mail)

FILING DEADLINE FRIDAY, FEBRUARY 26, 1999

Situated in the heart of California's wine country, the college is located 50 miles northeast of San Francisco and serves more than 10,000 students overall.

An Equal Employment Opportunity/Affirmative Action Employer, the college maintains a drug-free workplace and requires that employees abide by that policy.
COLUMBIA UNIVERSITY

Faculty Position Available

The Graduate School of Architecture, Planning, and Preservation is seeking candidates for the position of Assistant or Associate Professor of Urban Planning. Emphasis is on spatial, infrastructure, and development planning and/or housing with ability to teach basic planning theory and methods courses. A master's or doctoral degree in planning or related discipline is required. Membership in relevant professional organizations is desirable. Please indicate experience in teaching, research, and professional practice within urban planning.

Applicants should respond with a letter of interest, curriculum vitae, three letters of reference, and addresses of three references. Review of applications will take place upon receipt, and attention will continue until a candidate is chosen.

Material should be sent to:

Bernard Tschumi, Dean
Graduate School of Architecture, Planning, and Preservation
Columbia University
402 Avery Hall
1172 Amsterdam Avenue
New York, NY 10027

Columbia University is an Equal Opportunity/Affirmative Action Employer and minorities are encouraged to apply.
DEAN
Graduate College of Education

The University of Massachusetts Boston invites applications and nominations for the Dean, Graduate College of Education. One of five campuses that make up the state university system, UMass Boston has a strong urban mission that provides the focus for its nearly 1000 programs, in which 12,000 culturally and racially diverse students work toward baccalaureate, master's or doctoral degrees.

The Graduate College of Education was established in 1989 and is growing vigorously. A strong educational community, it enrolls approximately 1,000 students, and comprises master's programs in counseling, school psychology, instructional design, teacher preparation, special education, critical and creative thinking, and administration; doctoral programs in educational leadership; an undergraduate teacher education program, and several institutes and centers for research and service to the urban community. The college is currently preparing for its initial NCATE accreditation review.

The new Dean will provide leadership for the college's continuing progress in:

- strengthening its academic programs through collaborations with other units on campus and across the university system, areas schools, networks of teachers and administrators, community agencies and other institutions of higher education;
- preparing competent, caring educational professionals, who can be strong advocates for children, families and urban public education;
- being an articulate advocate in the public arena for public education and high quality professional preparation programs.

The successful candidate will ordinarily have an earned doctorate, a distinguished record in research, teaching, and service and significant experience in public education, and multicultural, urban environments. Salary commensurate with experience and qualifications. Application review will begin immediately and continue until the position is filled. Please send a cover letter, curriculum vitae, and names, addresses and telephone numbers of three references to Office of Human Resources, Search 340-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. An Affirmative Action, Equal Opportunity Title IX employer. For more information on the University see our website at www.umb.edu.

INSTRUCTOR POSITIONS

Peralta Community College District

INSTRUCTOR POSITIONS

INSTRUCTOR POSITIONS
College Nurse
Laney College,
Classes 1/10/99

DSR/ES counselor

Geology Instructor
Merritt College,
Classes 1/10/99

Mexican/Latin American Studies
Air Conditioning & Refrigeration
Welding
Laney College,
Classes 1/11/99

Librarian
Merritt College,
Classes 1/11/99

Assistant Dean of Instruction (Humanities)
Merritt College,
Classes 1/21/99

Fully paid fringe benefits program (holidays, sick leave, medical, dental, etc.) For information, contact Peralta Community College District Personnel in Oakland, CA

(510) 466-7297
www.peralta.cc.ca.us
AA/EOE

AMHERST COLLEGE

DEAN OF ADMISSION AND FINANCIAL AID

Amherst College invites applications and nominations for the position of Dean of Admission and Financial Aid. The preferred starting date is July 1, 1999. The Dean reports to the President of the College and administers the College's admission and financial aid activities in collaboration with the Director of Admission and the Director of Financial Aid. The Dean leads a professional and support staff of approximately twenty-five persons. He or she is responsible for all policy development, strategic planning, program analysis, operational activities, communications and external relations, and personnel administration involved in the admission and financial aid processes. The Dean is also expected to facilitate regular consultation with the Faculty Committee on Admission and Financial Aid and the larger Amherst College community.

The successful candidate will have demonstrated experience in educational institutions, commitment to the goals of a demanding liberal arts education, excellent interpersonal and communication skills, administrative ability, strong analytical skills, and the ability to represent the College effectively.

Amherst College is a highly competitive, independent liberal arts college of some 1600 men and women. Situated in the Connecticut Valley of Western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Letters of application or nomination are encouraged. Women, minorities, and individuals with disabilities are encouraged to apply.

Amherst College is an equal opportunity/affirmative action employer and encourages women, minorities and individuals with disabilities to apply.

Search and Screen Committee Chair
AA27-7-127

Department of Mass Communications
Bloomburg University
Bloomburg, PA 17815-1301

For full consideration, applications must be received by February 2, 1999

AA/EOE

BLOOMSBURG UNIVERSITY

Instructor/Assistant Professor I Rank

The Mass Communications Department is seeking to fill one tenure track position in telecommunications, with experience in television or radio production for Fall 1999. The candidate will also be expected to be active in teaching in the departmental core and in advising students.

Ph.D. in appropriate field or equivalent work experience preferred. ABD required. Evidence of successful teaching and potential for research and/or creative production required. Demonstrates ability to work with diverse populations required. Finalists for this position must communicate well and successfully complete an interview and a teaching demonstration, and gain recommendation by majority of regular, full-time faculty.

Send letter of application, copies of transcripts, resume, and names of three persons familiar with your work to:

Search and Screen Committee Chair
AA27-7-127

Department of Mass Communications
Bloomburg University
Bloomburg, PA 17815-1301

For full consideration, applications must be received by February 2, 1999

AA/EOE

For more information about the department, please visit our website at http://hubble.bloomu.edu/-masscomm/
The University of South Florida invites nominations and applications for the position of

Dean and Executive Officer of the USF Lakeland Campus

USF is a comprehensive, metropolitan, Research University serving over 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. The University offers degree programs in 73 undergraduate disciplines, 89 master's and specialist programs, and 26 doctoral programs, including the MD. The faculty numbers over 2,000.

The Lakeland Campus of USF is shared with Polk Community College, a state-supported 2-year institution. The Lakeland Campus is slated for significant growth in the next decade. The Campus is designed to provide not only traditional classroom instruction but also to encompass advanced educational technologies. USF Lakeland presently offers undergraduate degree programs in Business, Criminology, Interdisciplinary Social Sciences, Education and Engineering. Graduate programs are offered in Education, Engineering, Criminology, and Public Administration. The Lakeland Campus serves an area of high growth and plays an important role in retaining and attracting industries to the area by providing highly skilled professionals.

POSITION AND QUALIFICATIONS

The person filing this position will be the chief academic and administrative officer for all USF operations in Lakeland. The Dean and Executive Officer will be responsible for academic programs, student affairs, business operations, administrative and academic support services, advancement, and coordination of physical plant including facilities planning. The Dean and Executive Officer will report to the Provost and Executive Vice President and be a member of the University Council of Deans, a policy advisory body to the Provost. Candidates seeking this position must have a strong record in teaching and scholarship and possess academic credentials (including an earned doctorate) appropriate to appointment at the rank of Professor with tenure within a discipline at USF. An established record of accomplishment in academic administration at the level of department chair or above is required. Preference will be given to candidates with experience in academic planning, academic advising, admissions, budgeting, fund raising, and philanthropy. Candidates should be student oriented; have a strong commitment to the principles of faculty governance; possess strong interpersonal skills; and be a consensus builder in interactions with academic, business, and community constituencies.

ABOUT THE COMMUNITY

Nestled amid sparkling blue lakes and ringed by fragrant citrus groves, Lakeland is a vibrant community on the move. It boasts a booming economy, strong economic development resources, an excellent transportation system and a prime location in the heart of Central Florida. Lakeland is located only forty-five minutes from both Tampa and Orlando. Situated within fast-developing Polk County, this thriving city of 76,000 residents is a perfect place for exceptional business and educational opportunities. Lakeland is also a terrific place to live with an average annual temperature of 75 degrees.

Application Process

Send letters of application or nomination to:

Dr. John Beohave
Chair, Lakeland Search Committee
Office of the Provost and Executive Vice President
University of South Florida
4202 E. Fowler Avenue, ADM 226
Tampa, FL 33620

Letters of application should be accompanied by curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification. The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open materials with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Applications must be received no later than 5:00 p.m. EST February 15, 1999.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Ly Nguyen at (813) 974-8594 or TDD (813) 974-1510 at least five working days in advance of need.
Provoest/Vice Chancellor for Academic Affairs

The University of Wisconsin-La Crosse seeks nominations and expressions of interest for the position of Provost/Vice Chancellor for Academic Affairs. The position is available as of January 1, 2023.

For a full position description and qualifications visit our website:
www.uwlax.edu/vacancies/index.html

Why UW-La Crosse?
Consider the following:

Bright and Talented Students
- First-year students rank first among the UW System comprehensive schools in ACT scores and class rank
- 100% of the top 10% of high school seniors attend
- Sixty-two percent in the top quarter of high school classes

A Broad Array of High Quality and Progressive Programs
- 69 undergraduate majors in four academic units
- 21 graduate majors
- New programs are under development in management information systems, software engineering, athletic training, and international business

We Value Diversity
- UW-La Crosse believes that diversity is a cornerstone in building academic excellence as evidenced in our aggressive participation in implementing UW System's Plan 2000
- In that spirit, UW-La Crosse actively seeks to recruit and retain an ethnically and racially diverse faculty and student body

A Regional University with a Global Perspective
- Students from 42 countries
- Partner universities in Latin America, China, Russia, Europe, and Australia
- Planning and development of new international centers

Quality of Life
- La Crosse is located between rocky-faced bluffs on the east and the Mississippi River to the west
- La Crosse residents enjoy one of the highest quantities of life in the United States, supported by world-class medical institutions, fine schools, and four-season recreation
- Nineteenth-century downtown business district, active cultural calendar, and affordable housing
- La Crosse is on direct transportation routes between Chicago, Milwaukee, Madison, and Minneapolis-St. Paul. It is served by Amtrak, I-90, and air connectivity service (American, Northwest, Skyway) to Chicago, the Twin Cities, and Milwaukee

Visit La Crosse, WI: www.lacrosse.wi.us

Required Qualifications
- An earned doctorate or other terminal degree
- At least five (5) years of academic leadership experience as a dean, academic vice president, or other senior administrative role
- A distinguished record of performance as a faculty member whose teaching and scholarship records are appropriate for an appointment as a full professor in one of the University's academic departments

For other desired qualifications, full position description, and application procedures visit:
www.uwlax.edu/vacancies/index.html

Send Inquiries and Applications to:
Dr. Dorothy Zeiter-Vralst, Chair, Provost/Vice Chancellor Search Committee, c/o Diane Jostad, Human Resources, 144 Graff Main Hall, University of Wisconsin-La Crosse, La Crosse, WI 54601

Phone: 608/785-8640, 608/785-8525

UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with disabilities are encouraged to apply. If you have a special need for accommodation to aid your participation in our hiring process, please contact Dr. Zeiter-Vralst to make appropriate arrangements.

Grinnell College

Instructional Multimedia Technology Specialist in the Humanities (Non-Fine-Arts)

Grinnell College is a highly selective, small liberal arts college, with a national reputation and student body. A part of our commitment to academic and pedagogical excellence is our support for the integration of technology into all teaching. We are looking for a multimedia technology specialist to work with faculty in specific disciplinary areas. The position advertised here will support the Humanities faculty in the following fields: Literature, Language (Ancient and Modern), Philosophy, and Religious Studies.

Responsibilities: The instructional multimedia technology specialist (IMTS) in the Humanities (non-fine-arts) will work together with the associate dean of the college, the director of computer services, and the other three IMTSs to design, develop, and support faculty projects using multimedia and information technology in classroom teaching. The IMTS's work will directly benefit faculty in identifying new areas for collaboration with multimedia and information technology in instruction, and in the utilization of multimedia and information technologies in teaching. The IMTS will work with faculty on multimedia and information technology projects in classroom teaching. The IMTS's work will directly benefit faculty in identifying new areas for collaboration with information and communication technologies in instruction, and in the utilization of multimedia and information technologies in teaching.

Qualifications: A Bachelor's degree with a strong background in humanities is required. A non-fine-arts background is preferred. The IMTS will work with faculty on multimedia and information technology projects in classroom teaching. The IMTS's work will directly benefit faculty in identifying new areas for collaboration with information and communication technologies in instruction, and in the utilization of multimedia and information technologies in teaching.

Also Required: WWW design and HTML authoring background. Experience with networked Windows or Macintosh computers and software, multimedia tools and standards, multimedia platforms, and information retrieval using the Internet. Excel/VBA, a word processor, and a spreadsheet will be required. Synthetic communications skills are essential. The ability to convey effectively complex technical concepts to persons with varying skill levels and to explain technical concepts in clear, nontechnical language is essential. The IMTS will work with faculty on multimedia and information technology projects in classroom teaching. The IMTS's work will directly benefit faculty in identifying new areas for collaboration with information and communication technologies in instruction, and in the utilization of multimedia and information technologies in teaching.

Desirable Experience: Multilingual (for course development and instruction); knowledge of some of the following software packages (or comparable applications): Adobe Photoshop, Premiere, PowerPoint, Authorware Director, PageMill, Microsoft Word, Excel, FileMaker, etc.; ability to work both independently and collaboratively a must.

Application Procedures: Submit a letter of application, a resume, and a list of three references to: Ms. Jan A. Van Voorhis, Office of Human Resources, Grinnell College, P.O. Box 605, Grinnell, IA 50112 by January 25, 1999. Applications received after this date will not be considered.

Grinnell College is an equal opportunity affirmative action employer committed to employing a diverse and embrace diversity.
DEAN
COLLEGE OF EDUCATION AND HUMAN SERVICES

The University of Detroit Mercy seeks a creative, dynamic academic and administrative leader who is committed to interdisciplinary collaboration, academic excellence, and education within the urban context.

The University of Detroit Mercy is Michigan's largest private university offering more than 100 majors and programs in 60 academic fields. Sponsored by the Society of Jesus and the Sisters of Mercy of the Americas, the University has three campuses located in downtown and northwest Detroit.

The University is at an exciting stage in its history. It has forward-looking leadership, a growing number of leading edge programs, and the flexibility to adapt quickly to changing challenges and opportunities. There is a primary focus on our teaching mission, and scholarship is encouraged which strengthens our teaching mission. Our faith-based mission encourages a warm embrace of Metropolitan Detroit and its rich diversity. The University offers competitive benefits, release time for special assignments, and a generous paid research leave program. The Detroit area is home to many of the world's largest industrial corporations, and the city has many strong cultural institutions. Graduates of the University and the College are sought after by area, regional, and national employers.

The College of Education and Human Services is part of an urban health education center which focuses on the interdisciplinary preparation of future professionals. The University offers programs in addiction studies, counseling, criminal justice, education, human services, legal administration, security administration, and social work.

These programs provide students with the knowledge and skills to address the complex needs of children and families in the 21st century.

Ideally, the Dean of the College should be:
- A visionary with excellent leadership ability who will move the College forward in providing cutting-edge programs that will address the needs of an urban-based community;
- Someone who will effectively represent the College of Education and Human Services throughout the University and surrounding community;
- Someone with the skills to cross boundaries in inter-disciplinary collaboration with administrators and faculty in other colleges and schools within the University;
- Someone who has a terminal degree in one or more of the disciplines represented in the College or in a closely related area, with teaching experience and inter-professional experience;
- Someone who is a solid scholar, well acquainted with the professional areas encompassed by the College and with extramural interests;
- Someone with exceptional communication skills who will utilize the strengths of the faculty and continue to lead the College in academic excellence and through the various accreditation processes;
- Someone with the ability to work in a collective bargaining environment;
- Someone who, if not a Jesuit, Mercy, or other religious, has an appreciation of the religious and moral values of this University;
- Someone with multi-cultural sensitivity and a commitment to diversity; and
- Someone who will provide support to faculty to acquire external resources for the programs of the College.

The salary will be competitive. The Search Committee will begin reviewing applications on February 1, 1999, and will continue until the Dean has been appointed.

Prospective candidates are asked to send:
1. A letter of interest describing how their experiences and accomplishments match the criteria listed above.
2. A resume or curriculum vitae.
3. The names, addresses (including E-mail if possible), and telephone numbers of three or more professional references.

The University of Detroit Mercy is an affirmative action, equal opportunity employer that actively encourages applications, nominations, and expressions of interest from women and persons of color.

Please send nominations or application materials to:
Mr. John C. Thomson
Office of Academic Affairs
University of Detroit Mercy
4001 W. McNichols Rd.
P. O. Box 19900
Detroit, MI 48219-0900

For more info about UDM visit our web page at: http://www.UDMercy.edu

Queens College
FACULTY DIVERSITY PROGRAM

A liberal arts, co-educational college on a 79-acre campus. Queens College, one of the senior colleges of the City University of New York, offers an outstanding educational opportunity to approximately 18,000 undergraduate, day, evening, and graduate students who represent a rich mosaic of ethnic/cultural, economic, and social backgrounds.

The Faculty Diversity Program has as its aim the development of a pool of candidates which will allow Queens College to progress toward greater faculty diversity. Candidates for these openings must have a doctorate (or, in the fields of music and art, a record of exceptional achievement) and potential in teaching and research which will make a significant contribution to Queens College.

Appointment rank and salary depend on qualifications and experience. All Full Professor, Associate Professor, and Assistant Professor ranks are tenure-track positions. Current salary schedules are: Full Professor, $53,861–$80,318; Associate Professor, $41,780–$66,837; Assistant Professor, $32,062–$55,930. Excellent fringe benefits.

Review of resumes will continue until positions are filled. Closing date for this search is March 16, 1999. Send materials directly to appropriate department chair at Queens College, City University of New York, Box HO, 65-30 Kissena Blvd., Flushing, NY 11367-1597. AA/EEO/ADA

Reach for EXCELLENCE

Assistant Professor in English Education

Plymouth State College, Faculty-In-Residence, Assistant Professor in English Education. One year appointment, renewable for three years, beginning September 1999.

Qualifications: Earned doctorate, publications, and at least three years teaching experience in secondary schools.

Duties: Teaching professional courses and classes in language study, literature and composition; supervising student teachers. Applications must be received by January 29, 1999. Please send letter of application, curriculum vitae, and three current letters of recommendation to: Mary-Lou Hinman, Chair, English Dept., MSC #40, Plymouth State College, 17 High Street, Plymouth, NH 03264. Hiring contingent upon eligibility to work in the U.S. PSC is an AA/EEO employer and actively seeks women and minorities.

Plymouth State College
San Jose State University

ASSOCIATE VICE PRESIDENT
FOR GRADUATE STUDIES & RESEARCH

San Jose State University invites applications and nominations for the Associate Vice President for Graduate Studies and Research.

The successful candidate will provide leadership to the University in the areas of graduate curricula and research. The Associate Vice President serves as the "college dean" for the School of Library and Information Science and the interdisciplinary Masters program in Human Factors/Ergonomics. The Associate Vice President is the President's designee for research in all matters pertaining to external support. The Chief Operating Officer of the San Jose State University Foundation is a direct report to the Associate Vice President.

Candidates should have a commitment to diversity. The full printed text of the position announcement is available by writing the address below on the San Jose State University website (http://www.sjsu.edu/depts/hri/app.htm), or by emailing provost@sjsu.edu; it is available in alternative formats to accommodate disability by calling (408) 924-2400. Candidates should send a complete curriculum vitae, and a list of five references to the address below. The screening process will begin February 15, 1999 and applications must be received by that date in order to receive consideration. The position is available July 1, 1999, with the exact date of appointment negotiable. Address all correspondence to: AVP/Graduate Studies & Research Search Committee, c/o Office of the Provost, San Jose State University, One Washington Square, San Jose, CA 95192-0020.

San Jose State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran or Vietnam veteran status. San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

COMPUTER
STATISTICAL PROGRAMMER/ANALYST

The Association of American Medical Colleges (AAMC) is the leading nonprofit organization assisting medical schools, teaching hospitals, and academic societies nationwide to improve medical education and the health of the nation. Your technical data processing, and project/people management skills are needed to help us in our efforts.

Primary duties include data processing, data cleaning/correction, and data documentation. You'll write SAS and SQL data retrieval programs and database specifications. You will also generate periodic data reports as well as one-time, ad hoc reports pertaining to anemones in medicine, including information from the Minority Physician Database.

To qualify, you'll need a bachelor's degree in computer science, public health, or a social science discipline plus at least 2 years of applied data analysis using large data files. Your experience should have a strong focus on data processing, management and research in an educational environment; experience with minority educational issues a plus. SAS and SQL skills are required and Informix skills are a plus. In addition to your technical skills, it is essential that you are able to communicate.

The Association of American Medical Colleges offers an exceptional salary and benefits package. To apply, please send a cover letter and resume, with salary requirements, to: AAMC, HR-392, 2500 N St., NW, Washington, DC 20037; FAX: (202) 862-6312. Visit www.AAMC.ORG

Yosemite Community College District

NEW FACULTY POSITIONS

The Yosemite Community College District invites applications for the following tenure-track faculty positions beginning the 1999-2000 academic year.

COLUMBIA COLLEGE
Anthropology/Sociology
Emergency Medical Services

MODESTO JUNIOR COLLEGE
Biology
Child Development Counselor
English (2)
History (Closing 2/11/99)
Industrial Technology Learning Disability Specialist
Math
Speech

Closing date Friday, February 26, 1999 unless otherwise indicated.

Yosemite Community College District
PO Box 4065
2201 Blue Gum Ave., Modesto, CA 95352
(209) 575-6968 • FAX (209) 575-6969
www.yosemite.cc.ca.us
HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

PROVOST AND SENIOR VICE-PRESIDENT
FOR ACADEMIC AFFAIRS

Applications and nominations are invited for the position of Provost and Vice-President for Academic Affairs.

The Provost reports to the President and is the College’s chief academic officer, with responsibility for enhancing the overall academic life of the institution. The Deans of Hunter’s School of Arts and Sciences, Education, Health Professions and Social Work report to the Provost. In addition, the Chief Librarian, Dean of Research, Director of the Office of Instructional Computing and Information Technology, Director of Research Administration, other academic support services, as well as the Hunter College Campus Schools, and numerous institutes and centers report to the Provost.

Hunter College, the largest of the senior colleges in the City University of New York system with an enrollment approaching 20,000 including more than 4,000 graduate students, is a comprehensive institution offering a wide range of Baccalaureate and Master’s Degree programs in more than thirty academic departments and professional schools, as well as participating in the Ph.D. programs of the City University of New York. Hunter has long been a leader within its academic mission and a Provost is sought who will continue that academic leadership by developing new and innovative programs as well as instituting programs and policies leading to academic reform and change.

Candidates must have a strong commitment to the goals of urban, public higher education in a multicultural, multiracial environment and have the scholarly accomplishments commensurate with the rank of a tenured full professor. Further criteria include: successful administrative and teaching experience at the collegiate level; experience with funded research, an understanding of the strengths and limitations of new teaching and research technologies; demonstrated ability to work effectively with faculty, students, and staff in fostering academic change and growth; a commitment to graduate and professional education within the liberal arts context; willingness to plan and participate in the college’s ongoing private fund-raising efforts; and appreciation of the importance of liberal arts education and the undergraduate mission; and knowledge and appreciation of the complexities facing a comprehensive college as it enters the 21st Century.

SALARY RANGE: $96,868 to $115,379.

The position will be available in July 1999. Review of nominations and applications will begin in early January 1999 and will continue until an appointment is made.

Applications and nominations should be sent to: Hunter College, Attn: Charles E. Hayes, Director of Human Resources, 695 Park Avenue, E1502, New York, NY 10021.

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

UNIVERSITY OF MARYLAND
Senior Appointment
Foreign Policy, National Security, or International Economic Policy

The School of Public Affairs at the University of Maryland is seeking a Senior Professor of Public Affairs specializing in foreign policy, national security, or international economic policy.

For more information, go to our website:
http://www.puaf.umd.edu

We are an affirmative action/equal opportunity employer.

East Stroudsburg
University of Pennsylvania

HISTORY DEPARTMENT

History/ Education - The History Department of East Stroudsburg University seeks a Tenure Track Assistant Professor beginning in the Fall of 1999. The position is Ph.D. with non-Western history emphasis (Latin American, African, Asian, or World) required. Certification in secondary education and three years of teaching experience in secondary school required. Successful candidate must teach a methods course, supervise student teachers, and teach two courses in non-Western history. Excellent salary and benefits package. Final determination will be based upon successful interview, which may include teaching demonstration performance. Send letter of application, current curriculum vitae, all undergraduate/graduate transcripts, three current letters of recommendation, and a statement of teaching philosophy by March 31, 1999 to: Professor Lawrence Squeri, Search Committee Chair, Department of History, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

ESL is an equal opportunity employer. Minorities and women are strongly encouraged to apply

ASSISTANT PROFESSOR
Bilingual/ESL Graduate Studies

The Bilingual/ESL Graduate Studies Program at the University of Massachusetts Boston is seeking qualified applicants for a tenure track faculty position to teach graduate level courses in Bilingualism, Psychology and Foreign Language Methodology. The person hired will assume a major role in working with public schools and supervising student practice. Candidate must have a Ph.D. in Applied Linguistics, at least three years experience in teacher training education, and background in student teaching supervision. Knowledge in language education methodology would be desirable. Application review will begin immediately and continue until the position is filled. Please send a cover letter, curriculum vitae, and samples of scholarly works to: Office of Human Resources, Search 350-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the University, see our website at www.umb.edu

University of Nebraska at Kearney
College of Education
Tenure-Track Faculty Vacancies

Please send application information to:
www.unk.edu/departments/ce/employment.htm

The University of Nebraska at Kearney is an affirmative action, equal opportunity employer. Minorities and women are strongly encouraged to apply.
FACULTY POSITIONS FOR 1999-2000

Green River is a comprehensive community college which supports its students as they transform their lives through education. The college assists students in achieving their personal and professional goals as they enter to enter the job market, transfer to other colleges and universities, build their basic skills, and seek personal enrichment, through innovative programs, responsive services, opportunities to our communities and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to helping students achieve excellence in their academic work, who are able to employ alternative instructional methods and strategies and who adapt to a variety of teaching assistance. The following full-time tenure track faculty positions are available beginning September 1999 and continuing with annual three-month contracts.

**Anatomy/Physiology** Teach macroanatomy and macrophysiology to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the Anatomical Program, an associate degree in anatomy and physiology for dental hygiene students, and related course work. Course work includes human anatomy and physiology, and other related courses. Salary: $40,000.00 to $50,000.00.

**Anthropology** Teach courses such as introduction to anthropological and prehistoric archaeology. Minimum qualifications: Masters degree in anthropology and at least three quarters of teaching anthropology at the college level.

**Electronics** Teach a variety of electronics related courses including computer fundamentals, electronics basics, measurement, digital logic, computer fundamentals, computer hardware and software. Responsibilities include coordinating the presence of the electronics program, an associate degree in electronics, and related course work. Course work includes electronics fundamentals, computer fundamentals, and other related courses. Salary: $40,000.00 to $50,000.00.

**English Composition** Teach English composition to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the composition program, an associate degree in composition, and related course work. Course work includes composition, and other related courses. Salary: $40,000.00 to $50,000.00.

**English Teaching** Teach English composition to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the composition program, an associate degree in composition, and related course work. Course work includes composition, and other related courses. Salary: $40,000.00 to $50,000.00.

**ESL Second Language** Teach ESL classes to non-native English speakers. Responsibilities include coordinating the ESL program, an associate degree in ESL, and related course work. Course work includes ESL, and other related courses. Salary: $40,000.00 to $50,000.00.

**Mathematics** Teach mathematics at the college level to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the mathematics program, an associate degree in mathematics, and related course work. Course work includes mathematics, and other related courses. Salary: $40,000.00 to $50,000.00.

**Physical Education** Teach physical education to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the physical education program, an associate degree in physical education, and related course work. Course work includes physical education, and other related courses. Salary: $40,000.00 to $50,000.00.

**Political Science** Teach courses on American politics and government. Responsibilities include coordinating the political science program, an associate degree in political science, and related course work. Course work includes political science, and other related courses. Salary: $40,000.00 to $50,000.00.

**Psychology** Teach psychology to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the psychology program, an associate degree in psychology, and related course work. Course work includes psychology, and other related courses. Salary: $40,000.00 to $50,000.00.

**Social Work** Teach courses on social work to a wide range of program students including medical assistant, medical laboratory technology, medical records technology, and respiratory care programs. Responsibilities include coordinating the social work program, an associate degree in social work, and related course work. Course work includes social work, and other related courses. Salary: $40,000.00 to $50,000.00.

Salary range: $32,000.00 to $46,231.00.
Closing date: February 23, 1999.
Application materials may be obtained by calling the Office of Human Resources at 425-228-3364 or visiting the web site (http://www.grccwa.org).
Tenure Track Professor and Chair Position

The Department of Special Education at the University of Florida invites nominations and applications for the position of Chair and Professor. The University of Florida is a member of the AAU, and a major public research land grant institution. It serves a wide geographic area and culturally diverse population. The College of Education has over 90 full-time faculty members with a strong tradition of excellence and visibility in teaching, research, and public service. Degree programs enrolling more than 900 graduate and 1200 undergraduate students are offered through five departments: Counselor Education, Educational Leadership, Foundations of Education, Instruction and Curriculum, and Special Education.

The Department of Special Education's PROTEACH teacher education program, a five-year combined B.A.E. and M.Ed. program is offered in behavior disorders, specific learning disabilities, mental retardation, and physical impairments and culminates in state certification in two of these areas. The department also offers the Unified PROTEACH Early Childhood and Early Childhood Special Education program, a joint program across three departments, which provides preservice students a state certification in both Birth to 4 years and age 3 to grade 3. The Department offers advanced graduate programs leading to the Master of Education or Master of Arts in Education degrees, the Specialist in Education degree, and the Doctor of Education or Doctor of Philosophy degrees. Graduate specializations include behavior disorders, specific learning disabilities, mental retardation, and physical impairments, early childhood special education, secondary/transition, teacher education special education, and special education administration.

Qualifications: The Chair is expected to provide leadership; maintain an administrative environment that promotes faculty teaching, research, and service; and represent the interests of the department at the college and university levels. Essential qualifications include excellence in research, teaching, and service, and the ability to communicate effectively with the internal and external constituencies of the department. Requirements include a doctoral degree, administrative experience in higher education, and eligibility for appointment at the rank of Professor.

Application: Complete applications consist of a letter of application addressing these qualifications, a curriculum vitae, copies of three relevant publications, and three letters of recommendation.

Deadline: Application must be postmarked no later than February 19, 1999. The anticipated start date is July 1, 1999. Nominations and applications should be sent to: Dr. Ben Nelms, Search Committee Chair, PO Box 117048, Gainesville, Florida 32611-7048.

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially welcome.
Assistant Professor of Communication

Plymouth State College, Assistant Professor of Communications, tenure-track, beginning September 1999. Qualifications: Earned doctorate in Communication; college teaching experience in communication and literature, publications, and experience with desktop publishing. Duties include teaching courses in communication, communication theory, mass media, and literature and composition. Applications must be received by January 29, 1999. Please send letter of application, curriculum vitae, and three current letters of recommendation to: Mary-Lou Hinman, Chair, English Dept., MSC #406, Plymouth State College, 17 High Street, Plymouth, NH 03264. Hiring contingent upon eligibility to work in the U.S. PVC is an AA/EEO employer and actively seeks women and minorities.

Plymouth State College
YALE UNIVERSITY

SCHOOL OF NURSING

Applications and nominations are invited for the post of
Associate Dean for Clinical Affairs

Founded in 1923 as one of the first university-based nursing programs, the Yale School of Nursing has a long tradition of leadership in clinical scholarship, faculty practice, and participation in health policy formation and evaluation. As the School moves into the next century, we seek an individual whose vision matches our mission of continuing to shape the health care system through research, practice, and policy development within a rich, multidisciplinary environment. The School’s University-affiliated strategic direction includes expanded collaboration with other faculties, an increased presence as a national and international leader, and the development of centers of excellence in practice, research, and policy.

Yale School of Nursing offers graduate education exclusively, preparing master’s students for practice as clinical nurse specialists, nurse-midwives or nurse practitioners as well as roles in management and policy. Our rapidly growing doctoral program prepares students for clinical research and teaching careers.

The newly created position of Associate Dean for Clinical Affairs of the School of Nursing will lead the faculty in the development of the policies related to faculty practice and clinical scholarship. The Associate Dean for Clinical Affairs will also be an active member of the larger University community, responsible for the relations of the School with professional practice communities at Yale New Haven Hospital, the Yale University School of Medicine, other area hospitals and community agencies.

Applications and nominations and supporting materials may be sent to

Ann Williams, Ed.D., R.N., F.A.A.N.
Professor of Nursing
Chair, Associate Dean for Clinical Affairs Search Committee
Yale University School of Nursing, M.C. 305
100 Church Street South, Box 9740
New Haven, Connecticut 06520-0740
Fax: (203) 785-3554
E-mail: Yale.Nurse@yale.edu

Yale University is an Equal Opportunity, Affirmative Action Employer.
The interest of men and members of minority groups is encouraged.

Position available: July 1, 1999
Application Deadline: February 15, 1999

GRINNELL COLLEGE

Director, Grinnell College Art Gallery

Applications are invited for the directorship of a new art gallery to be opened in the fall of 1999 at Grinnell College in Grinnell, Iowa. The gallery is located in the new Matthew and Carolyn Swartz 51 Buckingham Center for the Arts, designed by the world-renowned architect Cesar Pelli. The center includes a gallery (17,420 square feet) as well as excellent music, studio art, and theater facilities. Preliminary discussions among College faculty and the Board of Trustees has advanced the concept that the Gallery will serve as a space for traveling exhibitions of contemporary art, including sculpture. The exhibition budget will be secured through a grant from Grinnell College’s Fund for Excellence, an innovative funding mechanism developed by Grinnell’s Board of Trustees to encourage innovation and excellence at the College. The Gallery is also part of a larger effort by the College to project itself more effectively in the region and nation. Although Grinnell College has holdings of prints, paintings, and other art, it does not intend, at the present time, to purchase art actively but hopes to develop a long-term acquisition strategy to be crafted by the Director.

The College is looking for a person excited about working in a high-intensity environment in which the Director will have both the opportunity and responsibility to build a first-rate gallery and exhibition program. The new Director will participate in developing the Gallery’s mission statement. There may also be the possibility of some teaching in appropriate circumstances. The College already has a small staff attached to the Gallery which will likely be augmented after discussions with the new Director. The Director reports to the President of the College. Candidates should possess an appropriate master’s degree, an advanced degree in the fine arts, or equivalent experience. Previous experience in a museum or gallery environment is strongly preferred.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College’s primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student: the top twenty in the nation; the top ten in the nation; and the top ten in the nation in the nation. Grinnell College is an equal opportunity affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

APPLICATION PROCESS: To be assured of consideration submit a letter of application, a resume, and a list of three employment references to Ms. Jan A Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112 by February 10, 1999. The position will remain open until filled.

MT. SAN JACINTO COLLEGE

SUPERINTENDENT/PRESIDENT

The Board of Trustees of Mt. San Jacinto Community College District invites application for the position of Superintendent/President of the district.

Mt. San Jacinto Community College District services a 1,700 square mile area in Riverside County (southern California). Population within the district exceeds 400,000, and supports seven K-12 districts. For the past three years, the District has had the highest growth rate in the State, in terms of both student and adult population.

The area provides a diverse geography that includes recreational lakes, mountains, desert and open spaces. The College is located about 100 miles southeast of Los Angeles and 50 miles west of Palm Springs. There is freeway access to ocean beaches, skiing and cultural offerings in San Diego, Los Angeles, and Orange County.

A highly qualified staff of 88 full-time faculty, approximately 270 associate faculty, 18 administrators and 140 support staff provide a comprehensive academic program.

The desired qualities applicants should possess are successful teaching and administrative experience, preferably in a community college setting, an in-depth understanding of the role of the college and of the role of the superintendent/president in the communities the college serves, a commitment to the principle and practice of shared governance, and a commitment to the concept of affirmative action and cultural diversity. A master’s degree from an accredited institution and eight (8) years of recent administrative and/or management experience is required, an earned doctoral degree from an accredited institution is preferred.

For application materials contact:
Mt. San Jacinto College
Human Resources Dept.
1499 N. State Street
San Jacinto, CA 92583
(909) 487-2543 (872.3100000)
E-mail: HR@msjc.cc.ca.us
Website: www.msjc.cc.ca.us

Applicants will be accepted until the position is filled. However, to ensure consideration, a completed District application packet must be received in the Human Resources Office no later than Friday, January 29, 1999. Resumes will not be accepted in lieu of completed district application form.

AA/EQ
Highline Community College
Des Moines, Washington
1999-2000 Faculty Tenure Track Positions

Highline Community College, located in Des Moines, Washington, is accepting applications for full-time tenure track faculty positions for the 1999-2000 academic year. Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College's diverse, multicultural understanding and student success. Instructor positions available are:

Screening of applications will begin on February 22, 1999 for:

- Biology
- CIS/Computer Science
- Office Occupations
- Physical Education
- Social Science
- Writing

Screening of applications will begin on March 22, 1999 for:

- Engineering-Occupational
- Engineering-Transfer
- Math
- Nursing
- Physics/General Science
- Speech

For a detailed job description and application materials visit our College website at www.highline.ctc.edu, or call/write:

Sue Williamson
Director of Human Resources
Highline Community College
P.O. Box 98000
Des Moines, WA 98198-9800

E-MAIL ADDRESS
personnel@hcc.ctc.edu

APPLICATION REQUEST/OIBLINE
(206) 870-3751

OFFICE NUMBER
(206) 870-3710 ext. 3320

FAX NUMBER
(206) 870-3773

HCC is an Affirmative Action/Equal Opportunity Employer

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CSU Cleveland State University

The Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio has the following tenure-track faculty positions available:

**Assistant Professor**

**Curriculum and Instruction**

**DUTIES:** Teaching undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in methods of classroom management; supervising limited class-related field experiences; and advising students. **REQUIREMENTS:** Earned doctorate or an emphasis on curriculum, teacher education, secondary education, or educational policy, or post-doctoral field completed no later than Aug 31, 1999; postdoctoral work in or related field completed no later than Aug 31, 1999. Applications are encouraged from candidates who have completed at least three years of experience teaching secondary schools; professional experience in multicultural and/or urban settings; evidence of potential for scholarly productivity; and experience in curriculum innovation and collaborative teacher education programs. **PREFERRED QUALIFICATIONS:** Evidence of excellence in teaching and curriculum; evidence of scholarly productivity; and experience in curriculum innovation. **SALARY:** Competitive. **APPLICATIONS:** Send letter of application, curriculum vitae, three current letters of references, and official transcripts. Applications will be reviewed until the position is filled. **APPLICATIONS:** Send applications to Dr. Frank Peterman at the above address.

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**Assistant Professors**

**Urban Teacher Education (2 positions)**

**DUTIES:** Teaching graduate courses in a school-based master's program in urban secondary teaching; supervising program-related field experiences, including a practicum and student teaching; advising students; working closely with supervising teachers and their administrators; developing the master's program; and managing the school partnerships that support the program. **REQUIREMENTS:** Earned doctorate in teacher education, curriculum, foundations of education, subject area curriculum, or education; evidence of excellence in teaching and curriculum; evidence of scholarly productivity; and evidence of collaborative teaching and program development. **SALARY:** Competitive. **APPLICATIONS:** Send letter of application, curriculum vitae, three current letters of reference, and official transcripts. Applications will be reviewed until the position is filled. **APPLICATIONS:** Send applications to Dr. Frank Peterman at the above address.

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**Salary and Benefits:** Competitive with entry-level appointment at the rank of assistant professor. Nine-month, tenure-track positions include a comprehensive benefits package and frequent summer appointments. **APPLICATIONS:** Send letter of interest, current vitae, and three letters of reference to Dr. Frank Peterman. **APPLICATIONS:** Send applications to Dr. Frank Peterman at the above address.

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**Division of Student Affairs**

**DIRECTOR OF ADMISSIONS AND RECORDS**

12 Month Position with Competitive Salary

Anticipated Starting Date: July 1, 1999

The Director of Admissions and Records provides professional leadership and managerial direction to the management and supervisory staff in the administration of the Office of Admissions and Records. Works closely with the Associate Vice President for Student Affairs in managing the campus student enrollment plan. Represents the Division of Student Affairs on the appropriate committees.

**DUTIES AND RESPONSIBILITIES:**

- Develops, implements, monitors, and evaluates system and local admissions and records policies and services, in compliance with federal and state regulations.
- Manages the counseling and advising program for students.
- Recommends new and revised programs and policies as needed.
- Provides advice and guidance to students, faculty, and staff.
- Serves on various committees.

**QUALIFICATIONS:**

- Must have a bachelor's degree in a related field and at least two years of experience in the field of admissions and records.
- Must have excellent communication and interpersonal skills.
- Must have strong organizational and management skills.

**APPLICATION:**

- Send letter of application, resume, and the names of three professional references to: Human Resources Management, California State University, Dominguez Hills, Room ERC B-518, 1000 East Victoria Street, Carson, CA 90747.

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**Equal Opportunity, Affirmative Action. Section 504, Title IX Employer**
The College Board seeks a President to lead the organization at the beginning of the Board’s second century. The Board is a national not-for-profit association of schools, colleges and universities founded to aid the transition of students from secondary school to higher education. Its mission, “Educational Excellence for All,” emphasizes both high academic standards and an energetic effort to cross the lines of race and socioeconomic status to strengthen the academic preparation of all students, and to promote a more diverse and inclusive undergraduate student body in the country.

Among its best known products and services are the Scholastic Assessment Tests (SAT-I and II), the Advanced Placement Program (AP), CSS Profile, Piscatecet, and Equity 2000. The College Board membership represents 3,600 schools, school systems, colleges, and universities. The Board has an annual budget of approximately $250 million. It pursues its work through a staff of 350 in its New York headquarters and regional offices throughout the country and through contractual partnerships with the Educational Testing Service (ETS) and others.

The College Board’s new President should have a deep and informed understanding of education: the variety of its values, practices, and the policy issues that affect it. The presidency will also require a powerful commitment to promote educational equity, the ability to play a high profile, public role representing The College Board and its educational values and issues. The President must be knowledgeable about uses of technology, possess significant management experience, have the capacity to guide a values driven and market sensitive, technical business, and the ability to work fruitfully with a highly competent professional staff in the context of a membership organization. The successful candidate will have demonstrated ability to exercise leadership inside and outside the organization. Compensation is competitive and appropriate to the seriousness of these responsibilities.

We believe this to be one of the most important and interesting positions in American education. We invite your interest and assistance in helping us fill it appropriately.

The Search Committee for the next President of The College Board is chaired by Peter W. Stanley, President of Pomona College and past chair of the Board of Trustees. Inquiries, applications and nominations should be addressed to:

Ms. Jenny Gelber, Issacson, Miller,
334 Boylston Street, Suite 500,
Boston, MA 02116-3805.
Tel: 617/262-6500, Fax: 617/262-6509.
Email: jgelber@imsearch.com

The College Board is an Equal Opportunity Employer.
George Mason University
Director of University Police

George Mason University, a public university in the Commonwealth of Virginia, with an enrollment of 24,000 students on three campuses, is seeking a Director of University Police, responsible for a comprehensive law enforcement program across all campuses. The Director will lead a department accredited by the CALEA with 48 sworn officers and additional security and support personnel. Responsibilities include developing and directing comprehensive programs in law enforcement to ensure a safe and secure environment for living and working, consistent with the laws of the Commonwealth and policies of the University. Developing budgets, allocating resources, managing personnel, representing the University as the law enforcement liaison with other law enforcement agencies, and directing security and traffic for special events. Minimum qualifications: Masters degree in a relevant field desirable. Certification or eligibility for certification by the Virginia Department of Criminal Justice, and progression in responsible law enforcement experience is required. Significant experience at the command level; experience in law enforcement in higher education desirable. Equivalency combinations of education, training, and experience may substitute for the stated qualifications.

Starting salary range $65,000-$80,000 plus comprehensive benefits package. Interested individuals should submit a letter of application and resume, no later than January 22, 1999, to Director of University Police Search, Human Resources, MS# LC3, George Mason University, Fairfax, Virginia 22030

AA/EOE

The Los Angeles Community College District invites applications and nominations for the following positions:

- PRESIDENT, LOS ANGELES HARBOR COLLEGE
- PRESIDENT, LOS ANGELES PIERCE COLLEGE

FILING DEADLINE: JANUARY 99, 1999 - The Los Angeles Community College District is seeking Presidents to serve at Los Angeles Harbor College and Los Angeles Pierce College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS: Applicants must have an earned master's degree or an advanced degree of at least equivalent standards from a recognized college or university. Also required are three years of full-time experience as faculty or management in accredited institutions of higher learning, and two years of full-time experience in administrative or management positions in business, industry, education or government.

SALARY - Salary and benefits will be negotiated between the Board and the candidate selected.

FILING AN APPLICATION - To apply, send a resume, a letter of intent for each position for which you are applying, and three letters of recommendation to: The Board is committed to providing a competitive salary.

RIVERSIDE COMMUNITY COLLEGE

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and south of beaches near the San Bernardino mountain range and ski resorts, and just an hour’s drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 25,000 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 45% at Riverside Civic Center Campus. Riverside Community College District is seeking outstanding candidates for the positions of:

DEAN OF INSTRUCTION
ENGLISH INSTRUCTOR
MATHEMATICS INSTRUCTOR
Deadline: February 3, 1999

HISTORY INSTRUCTOR
WRITING & READING CENTER COORDINATOR
ENGLISH INSTRUCTOR
Deadline: February 11, 1999

POLITICAL SCIENCE INSTRUCTOR
READER INSTRUCTOR
Deadline: February 11, 1999

ADMINISTRATION OF JUSTICE INSTRUCTOR
MICROBIOLOGY INSTRUCTOR
CHILD DEVELOPMENT CENTER SITE SUPERVISOR
Deadline: February 25, 1999

AUTOMOTIVE TECHNOLOGY INSTRUCTOR
PHYSICIAN ASSISTANT INSTRUCTOR
CLINICAL COORDINATOR
Deadline: March 4, 1999

NURSING INSTRUCTOR
Deadline: March 13, 1999

For additional information and to request a required District application form, please contact: Riverside Community College District, Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506. Phone: (951) 222-8518. Fax: (951) 222-8025. Website: http://www.rc.edu. A completed District application form, a current resume or vitae, current professional reference letters, transcripts verifying college work, and degrees/copies of transcripts may be submitted. Official transcripts required upon employment, must be submitted to: Human Resources, P.O. Box 1930, Riverside, CA 92502.

AA/EOE
OHIO UNIVERSITY
School of Health Sciences
Assistant/Associate Professor (Tenure Track)
Community Health - 2 positions Fall, 1999

QUALIFICATIONS: Earned Doctorate in applicable discipline (Community Health, Public Health). Previous university teaching required, preferably at both a graduate and undergraduate level. Applications from those whose interests span broad areas of Community/Public Health are encouraged.

RESPONSIBILITIES: Teach undergraduate/graduate courses in the School of Health Sciences; advise students; conduct research; publish; participate in university and community service.

TO APPLY: Review of completed applications will begin January 15, 1999 and will continue until the position is filled. Completed applications should include a curriculum vitae, a letter describing how qualifications and accomplishments fit the requirements of the position; and names, titles, addresses, and telephone numbers of three current references. Send application materials to:

Paul E. Fitzgerald, Ph.D., Director
School of Health Sciences
Ohio University
417 The Towser
Athens, OH 45701-2979
E-mail: fitzgera@oak.catd.ohiou.edu

Ohio University is an Equal Opportunity/Affirmative Action Employer committed to an aggressive program of affirmative action.

UNIVERSITY OF ALASKA SOUTHEAST

CAMPUS DIRECTOR

University of Alaska Southeast (UAS), Sitka Campus. A master's degree is required. Provides campus leadership as well as direct supervision of academic programs, student services, budget, personnel and physical plant as determined by the Chancellor and university policy and regulation. The successful candidate should have well-rounded education and experience to develop education and training programs for the Sitka community (pop. 8,500). Demonstrated experience with technology-aided instruction and distance delivery or educational programs must. Experience in team building with faculty, staff, the community, university colleagues and other educational institutions. Experience working with both traditional and non-traditional students; must value the cultural diversity of students, faculty and the community and develop student recruitment and retention programs. Ability to increase campus resources by grant writing, fundraising, and development of partnerships. Salary DOE and includes an excellent package of medical and retirement benefits.

Submit UAS Employment Application Form, current resume, educational transcripts, six references and a cover letter describing your qualifications for this position. For detailed position description and application instructions, forms or other information, contact the University of Alaska Southeast, 11120 Glacier Highway, Juneau Alaska 99801. Attn: Tom Dienst. telephone: 907-465-6263 or e-mail: djipers@cadl.alaska.edu. A detailed position description and other information on UAS is available on the home page at: http://www.junu.alaska.edu. Application material must be received by January 30, 1999.

UAS is an AA/EQ employer and educational institution.

CHANCELLOR

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles, California

The Board of Trustees of the Los Angeles Community College District invites applications and nominations for the position of Chancellor of the District. The District includes nine colleges with a budget of half-a-billion dollars, serving 100,000 credit students annually. The Los Angeles Community College District is governed by an elected seven-member Board of Trustees, plus a student trustee. The Board seeks an accomplished leader to work with the District in addressing major organizational and fiscal issues.

The District faces significant challenges. The new Chancellor will be expected to work with the nine college presidents in implementing a decentralized system for delivery of educational services.

Application Information:
A brochure with information about the District and the Chancellor Search may be obtained by contacting Mr. Lucian Carter, Liaison to the Chancellor Search Committee, Los Angeles Community College District, 770 Wilshire Boulevard, Los Angeles, CA 90017; Phone: (213) 891-2282; Fax: (213) 891-9411; Internet: carteric@laccd.cc.ca.us. Applications and nominations should be sent to the same address. PLEASE FILE IMMEDIATELY.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

COLLEGE OF SAINT BENVEDICT/SAINT JOHN'S UNIVERSITY

Department of Education

The Education Department of the College of Saint Benedict and Saint John's University invite applications for a full-time, tenure track position beginning Fall 1999. Qualified candidates must have a doctorate in literacy education, extensive course work in language arts, at least three years of teaching in grades K-8, and licensure to teach elementary and middle school. Experience teaching college as well as knowledge of the Minnesota Graduation Rule and instructional technology are preferred. Successful candidate must be an effective communicator in both oral and written language. Personal characteristics should include initiative, well honed interpersonal skill, and willingness to be part of a team.

Teaching responsibilities include: 1) Reading/Writing and Language, Grades 4-8, and 2) Middle School Literacy and Pedagogy all of which require a clinical/teaching experience for the students. Additionally, supervision of a clinical experience during the January Term is required as is student advising.

The Education Department operates in the belief that learning should be active, constructive and developmentally appropriate, and happen in an atmosphere that promotes personal growth and well-being.

Saint John's University, a liberal arts college for men, and the College of Saint Benedict, a liberal arts college for women, are coordinate institutions located in central Minnesota lake country, 70 minutes northeast of Minneapolis/St. Paul. Additional information is posted on our website www.csbsju.edu.

Send letter of application, curriculum vitae, graduate transcripts, three recent letters of recommendation, and evidence of teaching effectiveness to:

CSB/SJU Director of Human Resources
Saint John's University
Collegeville, MN 56321

Applications received after January 15, 1999 cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. EEO/AA Employer.
OSWEGO STATE UNIVERSITY
ASSISTANT PROVOST FOR SOCIAL EQUITY
AND DIRECTOR OF LEARNING SUPPORT SERVICES

Oswego State University invites applications and nominations for the position of Assistant Provost for Social Equity and Director of Learning Support Services. Oswego State is a comprehensive academic institution with a undergraduate and 1,000 graduate students being served in the College of Arts and Sciences, the School of Education, and the School of Business. Oswego is located on the shores of Lake Ontario, forty miles north of Syracuse and sixty miles east of Rochester. Oswego is the City of Central New York with 20,000 residents.

The Assistant Provost for Social Equity and Director of Learning Support Services is a single position reporting directly to the Provost. The Director seeks a staff of twelve full-time teaching and counseling professionals and numerous graduate students in a program which provides academic and personal support services to nearly 900 students admitted to the University through special criteria, including the Educational Opportunity Program. The Office of Learning Support Services offers a comprehensive program that includes academic development counseling, financial aid and monitoring. The Director's responsibilities include program development and staff development, budget management, and ensuring that the program fulfills the expectations of the University's mission.

Minimum qualifications include a Masters degree and at least five years of progressive administrative experience at the college level, including a record of supervising professional staff, developing programs, managing budgets, demonstrating commitment to multicultural education, and the ability to work with a diverse population. Teaching experience at the college level and familiarity with the operation of a public university system are desirable.

Salary will be commensurate with qualifications and experience. Review of applications will begin February 15, 1999 and continue until the position is filled. Minority, women, persons with disabilities, and women are encouraged to apply. Nomination or letter of application, resume, and names, addresses, and telephone numbers of three references should be sent to: Howard Gordon, Administrative Assistant, Assistant Provost Search Committee, 700 Culkin Hall, Oswego State University, Oswego, New York 13126.

Oswego State University is an Affirmative Action/Equal Opportunity Employer.

University of Florida
College of Education
1999

Irving and Rose Fien Endowed Professorship in Elementary and Special Education

The College of Education at the University of Florida seeks a distinguished scholar in the field of education. This position will be filled by a distinguished scholar in the field of education. The position is available immediately, and the search will continue until the position is filled.

Application. Submit a statement presenting evidence of contributions to the field of education, including research, teaching, network and professional leadership, and scholarship. Submit a letter of reference.

Application materials should be sent by February 15, 1999, to Elizabeth G. Wittmer, Search Committee Chair, PO Box 11704, Gainesville, FL 32611-1704. Phone: (352) 392-0731, ext. 235. Fax (352) 846-2697.

The University of Florida is an Equal Employment Opportunity Employer. Applications from women and minorities are especially welcomed.

MT. SAN JACINTO COLLEGE
TENURE-TRACK VACANCIES

San Jacinto College announces the following full-time, tenure track faculty vacancies available Fall 1999:

- Information Systems
- Computer Networking
- Counseling (CSPS)
- Geography/GIS
- Health Science
- Math (2 positions)
- Sociology
- Biology
- Speech

San Jacinto College District serves a 1,700 square mile area in Riverside County (southern California). It is the 4th largest community college district in the nation. The District has over 200,000 students in 11 districts. For the past three years, the District has had the highest growth rate in the State, in terms of both adult and student population.

San Jacinto College District is located about 100 miles southeast of Los Angeles and 50 miles west of Palm Springs. It is easily accessible to ocean beaches, skiing, and cultural offerings in San Diego, Los Angeles, and Orange County.

A complete application will include a San Jacinto application form, resume, current resume, and letter of reference addressing your educational philosophy, transcripts for all college level work, and three current letters of reference. No additional application materials will be accepted. Send a copy of the San Jacinto application to:

Ms. Beth R. Pence
San Jacinto College Human Resources
1499 N. State St.
San Jacinto, CA 92583
Tel: (909) 787-5672 ext. 1110
Fax: (909) 594-5911
e-mail: brpence@msjc.cc.ca.us

Application review will begin March 1, 1999 and continue until positions are filled. Visit our website at www.msjc.cc.ca.us for more information.

The University of Florida is an Equal Employment Opportunity Employer. Applications from women and minorities are especially welcomed.
California State University, Bakersfield
SCHOOL OF EDUCATION

Cazenovia College
Institutional Research Officer

Cazenovia College, an independent two- and four-year coeducational college, seeks a qualified candidate for a full-time Institutional Research Officer. The successful candidate will provide and coordinate the production of data-driven reports to many offices on campus. Responsibilities include research support for student learning outcomes assessment, preparation of all required State, Federal, and other external data requests, and data support for admission, retention, strategic planning, and grant activities.

QUALIFICATIONS: Bachelor’s degree and three years experience in institutional research. Masters degree in research-based field desirable. The successful candidate will also possess a commitment to the mission and direction of the College, ability to work independently and in teams, proficiency in statistical analysis and survey design, excellent oral and written communication skills, high energy and the ability to self-direct.

Candidates should submit a detailed letter of application addressing these qualifications, current curriculum vitae, and the names and telephone numbers of three references. Review of applications will begin immediately and will continue until the position is filled. The position begins as soon as practical. Send application to:

Institutional Research Search
Cazenovia College
10 Seminary St.
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at www.cazenovia.edu

AA/EEO

Buffalo State College
State University of New York

Tenure-track faculty positions pending final budgetary approval

Elementary Education and Reading- 2 positions, Assistant and Associate Professor. Required: Doctorate in elementary education curriculum, or related field from an accredited university; experience may be as a generalist or have specialization in mathematics, science, or social studies education; must be committed to site based teacher education, have strong potential for, and demonstrated competence in, scholarship in education; must have excellent writing skills. Send applications to: Dr. R. Bruce Bauch, Chair, Professional Development Committee, Buffalo State College, 1300 Elmwood Avenue, Buffalo, New York 14222. Application review begins Jan. 26, 1999. Buffalo State is an affirmative action, equal opportunity employer. The college serves more than 11,000 students and offers 155 undergraduate and graduate programs.
VICE PRESIDENT FOR ACADEMIC AFFAIRS
McHenry County College

McHenry County College invites applications for the position of Vice President of Academic Affairs. The Vice President serves as the chief academic officer of the college, reports to the President and serves as a member of the President’s Cabinet.

McHenry County College is a public comprehensive community college offering credit and noncredit programs and services. Annual headcount enrollment is 20,000 (100,000 credit). The permanent 108 acre campus is located in Crystal Lake, Illinois which is approximately one hour’s drive northwest of Chicago and south of Milwaukee. McHenry County is the fastest growing county in Illinois and the college is experiencing steady enrollment increases. As it grows, the College maintains its commitment to the values of each individual.

The Vice President is responsible for the academic leadership of the college including, but not limited to, academic planning and evaluation, enhancement of programs and curriculum, accreditation, recruitment of faculty and development. Likewise, the Vice President is responsible for academic and student services and the use of these services to promote student success.

Minimum Qualifications: An earned doctorate from a regionally accredited college or university and a distinguished record of teaching and service, with a minimum of five years of full-time classroom teaching, preferably at the two-year college level; eight years of progressively more responsible administrative experience, preferably at the two-year college level; professional record documenting an understanding of changing trends and issues in higher education, particularly teaching and learning strategies utilizing instructionally-related technology, demonstrated ability to manage fiscal and personnel resources to plan and evaluate programs, and to think creatively, strategically and proactively, superior interpersonal and communication skills.

Application process: Candidates should submit: (1) a letter of application outlining their educational philosophy and addressing the minimum qualifications, (2) a current resume, (3) names, addresses, and phone numbers of at least 3 references. Materials must be received by February 12, 1999 (Fax and E-mail not acceptable) to Ms. Nancy Loomis, Assistant Vice President of Human Resources, McHenry County College, 8900 U.S. Highway 14, Crystal Lake, IL 60012-2761.

Effective Date of Employment: Jul 1, 1999
McHenry County College is committed to diversity in its college community, particularly in its professional staff, and is an equal opportunity employer.

FACULTY POSITIONS

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications from qualified individuals for tenured-track faculty positions at the nine colleges of the District. Selections are made from open and continuing pools of 57 academic and 57 vocational fields. Approved applications are valid for three years. Candidates may reapply at the end of this period to request a renewal application. Visit our internet home page http://www.lacco.edu for information. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

REQUIREMENTS
Applicants must meet State minimum requirements either by a credential or degree. There may be additional District requirements beyond the State minimum.

SALARY
The current salary range is $38,780 to $51,040 for new employees, with a potential maximum of $60,910, for a 40-week academic year. New employees to the District will be allocated within the salary range according to previous training and experience. Employee benefits include 25 paid holidays/vacation days annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy. Regular faculty who retire after a vesting period have Medicare coverage if Medicare enrollment is maintained after age 65

FILING AN APPLICATION
For each subject field, a separate application must be filed. Applications may be obtained (specific fields only) by calling (213) 891-2211 or FAX: (213) 891-2211. Email is available for faculty positions. Photocopies of transcripts are accepted for the application of selected official transcripts will be required. Applications may be filed in person or mailed to the Academic Selection Unit, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017.


In accordance with its strong commitment to diversity, the District encourages all qualified candidates, including members of underrepresented groups, to apply in all subject areas. All they qualify the LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

SPANISH INSTRUCTOR

Tenure-track positions available August 1999. Full-time instructor of Spanish. Applicants must possess a Masters degree in Spanish or be university-educated native-level speaker. Qualifications to teach French or German also highly desirable. Applicants will demonstrate minimum two years' successful teaching experience in foreign languages at college or secondary level. Rock Valley is a comprehensive community college in one of Illinois' largest cities, located 90 miles northwest of Chicago and serving a population of 300,000. Responsibilities include instruction in beginning, intermediate, and advanced course work. Desirable qualifications include 15 hours of upper-level foreign language, proficiency in Spanish, and ability to teach all levels of Spanish. Salary: $25,000 to $35,000, plus summer loads. Available to teach in Rockford, IL. Email or call L Farmer at L Farmer@acs.rockval.edu or 330-263-2133. rockval.edu for more information.
**ARTIST-IN-RESIDENCE**

Skidmore College, an undergraduate liberal arts institution, is inviting applications to share a three-year, renewable position. The appointment will be full-time for the Fall semester only. Candidates should be familiar with different approaches to the teaching of acting, with special emphasis in textual analysis, with a basis in Stanislavski. The accepted candidate will share academic advising, assist in the student-directed workshop program, and participate in other departmental activities. Candidates must have college teaching experience with an MFA or professional experience.

Position begins September 1999. Review of application will begin February 1, 1999. Applicants should submit cover letter and three letters of recommendation to: Chair, Department of Theatre, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.

Skidmore encourages applications from women and men of diverse racial, ethnic, and cultural backgrounds. Visit our website at http://www.skidmore.edu

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**Community College of Philadelphia**

**PRESIDENT**

The Community College of Philadelphia is seeking a new president to succeed Dr. Frederick W. Caplan who died in June 1998 after providing outstanding leadership for four years. The new president will want to build on the college's abundant strengths as he or she seeks to move the College to an even higher level of excellence.

Community College of Philadelphia enrolls 66,000 students. The college is a member of the American Association of Community Colleges and the National Institute for Academic Leadership. It is accredited by the Middle States Commission on Higher Education.

The ideal candidate will have the following qualifications and characteristics:

- Enthusiasm for carrying out the College's mission.
- Substantial administrative experience and a demonstrated record of success.
- Ability to lead a complex and growing, multi-campus urban institution with multiple internal and external constituencies.
- Experience in institutional financial management.
- A management style that includes consensus-building and decisiveness, with the ability to energize and engage the College community.
- Political skills and personal style that will enable effective external relationships with civic, state, and federal governments and corporate leaders, and that will build visibility and financial support for the College.
- Skills necessary, work effectively within a collaborative environment.
- Awareness and experience in working with people from diverse backgrounds.
- Knowledgeable about educational accreditation and curriculum.
- Excellent written and oral communication skills.
- Experience in working with faculty, staff, and students.
- A commitment to excellence in education.
- A commitment to diversity in hiring and in program development.
- A commitment to lifelong learning.
- An understanding of the College's mission and programs.
- A commitment to the College's values.
- A commitment to the College's vision.
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CHIEF INFORMATION OFFICER
The American Council on Education
Washington, D.C.

The American Council on Education (ACE) is seeking a Chief Information Officer (CIO) who will position ACE at the leading edge of information technology.

Founded in 1918, ACE is the nation's umbrella higher education association. Its approximately 1,700 members include accredited degree-granting colleges and universities from all sectors of higher education, and other education and education-related organizations.

The CIO reports to the Vice President for Administration and is responsible for information systems and services that serve the diverse needs of an organization with 170 staff and an annual budget of $35 million. The CIO oversees the operations of the Information Technology Services (ITS) Department, ensures systems security, supervises staff, develops and implements policies, procedures and training programs.

The successful candidate will have at least ten years progressively responsible experience in the management of information technologies, preferably in an academic or another large professional association. Demonstrated leadership and human relations skills are critical. Candidates should have excellent communication and consensus building skills, a proven track record with project management, a strong customer-service orientation, the ability to thrive on challenge and work effectively with diverse constituencies.

The search is currently underway and will continue until the position is filled. Nominations and applications may be submitted to the consultants supporting ACE in this search.

Ace Chief Information Officer
C/O Janet M. Worth, Educational Management Network/With/Kieffer
5420 LJF Freeway, Suite 460
Dallas, TX 75240

More information about ACE is available on their website at http://www.ace.org. Requests for copies of the Position Prospectus and questions or confidential inquiries must be made to Janet M. Worth, 972-490-1170 or Gary J. Passer, 915-665-3388 or via email: ace@emmtnm.com.

Fashion Institute of Technology (SUNY)
F.I.T.® An internationally known leader in career education, is a college of art and design business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., B.F.A., B.S., and M.A. degrees.

Tenure Track
Faculty Position
(Search Reopened)

Cosmetics and Fragrance, Marketing and Management

seeks dynamic, creative marketing professional with management experience and a passion for cosmetics and fragrance to train industry leaders for the 21st Century. The person selected for this faculty appointment as instructor will be expected to provide leadership in curriculum and course design, specifically in such general management areas as strategic planning, organizational design, corporate finance, human resource management, production and supply-chain management, and global marketing. The appointee will also be expected to work directly with the Dean for Graduate Studies in shepherding the program through the College and State University approval process and in maintaining ongoing communication with an emerging and committed industry advisory board and with key College faculty. Appointment will begin in Spring 1999, with a projected start date for the program of June, 2000. Master’s degree required; experience in the cosmetics and fragrance industry preferred, teaching experience desirable.

Send resume, cover letter, the names and telephone numbers of three references, as well as any supporting materials to Dr. Bruce W. Chambers, Dean for Graduate Studies, F.I.T., Seventh Avenue at 27 Street, Rm E-315, New York City 10001-5992 or fax to 212-217-5156. Application deadline January 24, 1999.

F.I.T. is an equal opportunity/affirmative action employer.

Vice Chancellor for Fiscal Affairs
(Extended Search)

Application materials are being accepted for this key administrative position. The Alamo Community College District (ACCD) is the parent organization for four community colleges located in the River City of San Antonio, Texas, with a diverse faculty, staff and student population and a multi-million dollar annual operating budget. The Vice Chancellor for Fiscal Affairs will report to the Executive Vice Chancellor; direct annual accounting and finance management activities and work closely with the Chancellor and Board of Trustees in developing long-range financial plans, annual budgets. The successful candidate will have:

• Comprehensive knowledge of financial principles and practices applicable to a large and complex organization
• Considerable knowledge of all community college federal, state and local financial accounting and reporting requirements
• Excellent communications skills
• Proven experience in project management, and computer-based financial analysis/reporting in a multi-college organization
• Preference administrative experience in higher education, governmental fiscal affairs or business management functions
• Master’s degree in Finance, Business Administration, Accounting or Economics and CPA license
• Eight (8) years financial management experience to include 3 years administrative/supervisory level

Further information about the ACCD and this position is available on our web site at www.acc.edu. Submit the following by February 12, 1999: cover letter outlining your organizational role (e.g. Fiscal Affairs and your management style); comprehensive resume to include education, professional experience, training, certification and significant achievements; three letters of recommendation and copies of transcripts. Incomplete packages will receive no consideration.

James R. Dickerson
Alamo Community College District
201 W. Sheridan, Suite A60
San Antonio, TX 78204
(210) 208-8051 EXT 8051

Anne Arundel Community College
Students First

PROGRAM DIRECTOR, TEACHER EDUCATION
Responsible for the overall planning, development, implementation and evaluation of credit and noncredit programs in Teacher Education, including supervision of credit curricula for the training of teachers and programming to further the continuing professional education needs of teachers in the early childhood education through secondary education system. Qualifications include: master's degree in Education or related field; five years experience in developing, implementing and evaluating educational programs preferably in a post secondary setting; supervisory and fiscal management experience; conversant with current issues and state requirements for teacher certification in the Early Childhood Education through secondary education system. Doctorate and college level or K-12 teaching experience a plus. Review of resumes will begin on February 1, 1999.

Send letter and resume to:
Office of Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

For further information, visit our website at www.aacc.cc.md.us
NEW JERSEY COMMISSION ON HIGHER EDUCATION
Trenton, New Jersey
EXECUTIVE DIRECTOR

The New Jersey Commission on Higher Education invites nominations and applications for the position of Executive Director. The Commission was established in 1994 as part of the new coordinating structure for higher education in New Jersey. New Jersey's higher education governance structure has three principal components: Pre-existing institutional boards of trustees, the Presidents' Council (representing presidents from all degree-granting institutions of higher education in New Jersey), and the Commission on Higher Education (replacing the previous Board of Higher Education, which was a regulatory body rather than a coordinating body). The Commission is responsible for statewide policy, planning, coordination, and advocacy, including a specific mandate to conduct research on higher education and develop a comprehensive higher education master plan. New Jersey's location, on the heart of the Boston-Washington corridor, and its leadership by Governor Christine Todd Whitman, contribute to making it a growing and highly dynamic state. The Commission has 221 staff members, including five directors for various functions.

The ideal candidate will have significant familiarity with educational policy issues, familiarity with all of the major sectors of higher education and with issues of common concern to them; an understanding of the balance between institutional and statewide issues, an understanding of the mission of access and educational opportunity for all citizens, and comfort working within the diversity of the state.

Compensation for the position is competitive with that of other similar SHEEOs in the region. The position is available immediately. Inquiries, applications, and letters of recommendation will be treated confidentially; they should be sent to Jean A. Dowdall, Vice President, A. T. Kearney Executive Search, 225 Reinekers Lane, Alexandria, VA 22314; Phone (703) 739-4761; Fax (703) 518-1782; e-mail jean.dowdall@atkearney.com. Candidates should provide a curriculum vitae, the names and phone numbers of five references, and a cover letter describing their interest in the position and their experience. Additional information about the search is available at www.state.nj.us/uh/hereducation/edcrdi.htm. For fullest consideration, materials should be received by January 31, 1999, although the position will remain open until it is filled.

The New Jersey Commission on Higher Education is an Equal Opportunity Employer.

RESIDENCE HALL DIRECTOR

Office of Residence Life, 9 1/2 month, academic year appointment. Provides leadership in creating an atmosphere conducive to student development and diversity education. Responsible for programming and hall council advisement, residence hall administration, supervision of resident assistants and multicultural advisor, and academic career advising. One position available January, 1999, other vacancies anticipated beginning June, 1999. Bachelor's degree required. Master's preferred. One year of residence hall work experience and one additional year of professional work experience since obtaining Bachelor's degree desired. Minimum semi-monthly starting salary of $983, commensurate with qualifications, plus apartment and meals. Opportunities exist for temporary assignments during the summer. Submit resume and cover letter to Kim Voisin, Assistant Director of Residence Life, 201 Bovee University Center, Central Michigan University, Mt. Pleasant, MI 48859. Please indicate in cover letter if you will be attending OPE in March, 1999. Screening of applications begins immediately and will continue until all positions are filled. CMU provides a flexible benefits, an excellent retirement program with tax deferred investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/div.html).
Georgia Perimeter College (formerly DeKalb College) is a public, two-year multi-campus community college in the University System of Georgia. Located in the eastern suburbs of Metropolitan Atlanta, with a total enrollment of approximately 30,000 students, the College is the State’s third largest higher education institution.

ASSISTANT DIRECTOR FOR BUSINESS, INDUSTRY, & TECHNOLOGY

This Assistant Director will work in cooperation with team members in the Center for Continuing & Distance Education to actively identify, develop, promote, and coordinate the delivery of business, industry, and technology training. Must have a demonstrated knowledge of workforce development issues and of the fiscal management of training programs. Experience with distance learning technologies and grant writing highly desirable. Successful candidates must be detail oriented, possess strong communication, presentation, organization, consensus building, multi-tasking, and computer skills.

Position requires a Bachelor’s degree with a minimum of five years or Master’s degree with a minimum of three years progressively responsible experience in sales, marketing, workforce, and economic development. Salary: $39,500+. Salaries are commensurate with education and experience with excellent benefits. BACKGROUND INVESTIGATION REQUIRED. Application deadline 02/08/99.

Applicants should reference position number 99-126 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcripts, and (4) list of five professional references (names, addresses, telephone numbers) to: Judy Chastonay, Human Resources, Georgia Perimeter College, 3251 Panthersville Rd., Decatur, GA 30034 or Fax (404) 244-5774. For detailed information on this position, please visit our web site at www.gpc.peachnet.edu.

An Associate Degree Granting College of the University System of Georgia

GA IS AN OPEN RECORDS STATE

Department of Management

(3 positions)

The College of Saint Benedict/Saint John’s University seek candidates for the following positions in the Department of Management beginning Fall 1999:

TENURE TRACK. Applicants should be prepared to teach courses in undergraduate CORPORATE FINANCE and INVESTMENTS.

TENURE TRACK. Applicants should be prepared to teach courses in ORGANIZATIONAL BEHAVIOR and HUMAN RESOURCE MANAGEMENT as well as an INTRODUCTION TO MANAGEMENT.

TENURE TRACK. Applicants should be prepared to teach courses in COMPUTE APPLICATIONS IN BUSINESS along with functional area courses in OPERATION OR FINANCE.

MBA or equivalent required; Ph.D. or DBA preferred. Undergraduate teaching experience strongly desired.

The Management Department offers a generalist management degree integrated with a liberal arts education. Active and an innovative pedagogy is a hallmark of our faculty. For more information contact: Virginia Arthur, chair of the search committee, at VARTHUR@csbju.edu.

Saint John’s University, a liberal arts college for men, and The College of Saint Benedict, a liberal arts college for women, are coordinate institutions located in central Minnesota lake country, 10 minutes northwest of Minneapolis/Saint Paul. Additional information is posted on our website www.csbju.edu.

Please submit letter of application, vitae, three recent letters of recommendation for undergraduate and graduate transcript along with supporting materials explaining your teaching philosophy or summarizing any available student feedback about your previous teaching experience.

CSB/SJU Director of Human Resources
Saint John’s University
Collegeville, MN 56321

Please make reference to specific position you are applying for in the letter of application.

Applications received after March 1, 1999 cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply.

UNIVERSITY OF PENNSYLVANIA
DEAN, SCHOOL OF LAW

The University of Pennsylvania invites nominations and applications for the position of Dean of the Law School. The Dean is the chief academic and administrative officer of the Law School, overseeing 37 standing faculty and over 800 students in four degree programs: J.D., Master of Comparative Laws, Master of Laws, and Doctor of the Science of Law. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

The University of Pennsylvania Law School enjoys a strong position among the top tier of American law schools. It possesses a highly interdisciplinary, intellectually diverse, productive and research-oriented faculty; a tradition of leadership and active involvement in law reform and exponential methods of teaching and learning, and an outstanding student population drawn from around the country and the world. As one of the 12 schools of the University of Pennsylvania, the Law School has strong research and teaching connections with other outstanding professional schools and academic departments.

The mission of the University of Pennsylvania Law School is, through research and teaching, to generate intellectual and human capital for the leadership of the legal profession in the 21st century. The Dean should have a distinguished record of scholarship and professional achievement; an academic leadership experience is desirable. The successful candidate should expect to assume office on or before July 1, 1999.

Letters of inquiry, application and nomination should be accompanied by curriculum vitae and be received no later than February 15, 1999. Correspondence may be directed to:

Dr. Richard J. Herrington, Chair
Law School Dean Search Committee
236 S. 33rd Street, 4th Floor
Philadelphia, PA 19104-3804

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.
Geneseo is a highly selective, primarily residential public liberal arts college with approximately 5000 students. The campus is located in an historic village in the Finger Lakes region of Western New York just south of Rochester. Recognized for excellence in undergraduate education, Geneseo is consistently ranked among the best colleges and universities in such publications as US News and World Report's Best Colleges. It offers a full range of liberal arts programs, selected professional programs, and a wide variety of co-curricular and cultural activities. Geneseo is a member of the Council of Public Liberal Arts Colleges.

Geneseo seeks a chief student affairs officer who will provide creative leadership in the setting of a public liberal arts college that combines a rigorous curriculum and a rich co-curricular life in an integrated learning-centered environment. As one of four vice presidents reporting directly to the President, the Vice President for Student and Campus Life is the senior officer responsible for three major areas of College activity: residential life; student services; and student activities. Within those broad areas of responsibility, the following departments are included: Office of the Dean of Students; Residential Life; Student Health Services and Education; Counseling; Athletics; Student Union and Activities; Career Services; Multicultural Affairs; Orientation and Greek Life. The Dean of Students reports directly to the Vice President.

Successful candidates will have a record of progressively more responsible student affairs or general administrative experience; a commitment to the values and purposes of a liberal education and an understanding of issues of student development; excellent communication skills; the ability to work collaboratively with faculty and staff in academic affairs to make student life outside the classroom an integral part of Geneseo's educational mission. Prior experience at the Dean or Director level in student affairs is preferred as is experience in one or more of the following: teaching at the college or university level, auxiliary operations, human resource and/or budgetary management. Candidates must demonstrate achievement in fostering a diverse community, maintaining a healthy and safe campus environment, managing significant human and fiscal resources, and working as part of an administrative team. Preferred: Master's degree preferred.

Applications, including a letter of interest, curriculum vitae, and the names and telephone numbers of at least three references, should be sent to:
Professor David K. Geiger, Chair
Vice President for Student and Campus Life Search
Office of the President
State University of New York at Geneseo
1 College Circle, Geneseo, NY 14454

Review of applications will begin February 1, 1999, and will continue until position is filled. AA/EEO.

State Center Community College District
Fresno, California
Fall 1999 Recruitment

ADMINISTRATIVE POSITIONS
Associate Dean of Instruction
Associate Dean of Instruction
Dean of Instruction
Director of Arts, Honors, and Student Services

FACULTY POSITIONS
Agricultural Business (sabbatical replacement)
English (sabbatical replacement)
Art (2 positions)
Auto Collision
Auto Technology
Barnes
Business/Information Systems
Business and Technology (2 positions)
CADD/CAM
CAD/WORKS Counselor
Chemistry
Child Development
Coach/Instructor (4 positions)
Counselor/Assessment Center Coordinator
Counselor, Athletic Counseling Emphasis
Counselor (2 positions)
Counselor (IDLE Program)
Counselor (PUENTE Program)
Counselor, International Scholars Program
Counselor, Southeast Asian Program
Counselor, Student/Athlete Support Program
Counselor/Trainer, Academic Probation Program
Developmental English
Electronics
English (4 positions)
ESL
Forensics/Speech
French and Spanish
General Biology/Anatomy & Physiology
General Biology/Natural History
Geography
Geology
History (3 positions)
Information Systems
Information Systems/Office Technology
Librarian (2 positions)
Mathematics (4 positions)
Mechanical Engineering
Medical Assistant/Multi-Skilled Health Technician
Music (Choral/Vocal)
Office Technology
Philosophy (2 positions)
Physics/Engineering
Political Science (2 positions)
Sociology/Psychology
Spanish (3 positions)
Speech (2 positions)
Theatre Arts (Drama)
Women's Basketball Coach, Student Activities Coordinator

For an application package please contact our Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call us at (559) 226-0720, FAX us at (559) 229-7039, or visit our website at www.scccd.cc.ca.us.
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By 2050, it is said that one in every four U.S. residents will be Hispanic. The states leading the growth charge are those with the largest Hispanic populations—Florida, California, and Texas.

Here in Florida, where Hispanics last year became the largest single minority group, we anticipate welcoming 65+ million new neighbors over the next 25 years, many of them Hispanic.

They will face a country far better prepared to welcome them than the United States of 100, 50, even 25 years ago. Laws nationwide now ban discrimination based on ethnicity and country of origin. ESL is routinely available in most districts, the better to help students of any nationality succeed academically and prepare for a future in the U.S. Hispanic immigrants, in particular, should be inspired by the growing number of government, education, and business leaders who share their heritage.

Higher education leaders—especially those at public universities—have begun to grasp the role we can and must play. We must help prepare those from disparate cultures and countries to lead in our society, even as we help them preserve their heritage and values. Pure classroom instruction is the most important part of the answer, but it is not the only part. We can do much more.

Hispanics have been strongly represented in Tampa since it was incorporated more than 100 years ago. Yet the University of South Florida, which opened its doors in 1960, had no Hispanic agenda until the current decade, when we began to commit more financial and intellectual capital to our Hispanic community.

Much of what we have done over the past five to ten years has built on our strengths—hiring multicultural admissions officers, forming a community-based advisory committee, seeking out Hispanic media and publications, creating an Office of Latin Community Advancement, etc. As our fundamental commitment to the Hispanic community becomes more broadly realized, it spurs initiatives and ideas that are transformative.

Simply put, the relationship between USF and the Hispanic community is no longer "us" and "them." There is simply "us." Together we have forged new developments.

USF's 1995 Latin American & Caribbean Initiative grew two years later into the Latin American & Caribbean Studies Program, which, in its brief history, has hosted the International Conference on the Americas, established distance learning courses in the circum-Caribbean, and organized first-ever presidential trips to Costa Rica and Mexico, and faculty development seminars in Brazil, Colombia, Panama and Cuba. State approval was just won for a master's degree program in Latin American & Caribbean Studies.

Our office of Latin Community Advancement established a program for Hispanic students that in six short years awarded $33,000 in need-based scholarships to more than 100 students—a program funded entirely through local community gifts, including an additional half million in pledged endowments.

Launched in '87, our Center for Migrant Research has helped more than 500 students from migrant or seasonal farmworker families to attain high school diplomas. The only one of its kind in the Southeast, the Center has earned more than $5 million in federal grants.

Through our archives and community outreach, we've created programs to preserve and promulgate local Latino/Hispanic culture. Our Library's Special Collections is home to historically important papers about the Latino mutual aid societies that served the workers who built Tampa's turn-of-the-century cigar industry.

USF's location has played a pivotal role in this Hispanic-related activity. But these things can happen elsewhere. And as the Hispanic community continues to grow nationwide, citizens will increasingly—and justifiably, I think—demand that similar initiatives take place at public universities, whether those institutions are in New England or the Pacific Northwest.

Institutions that are sensitive and responsive to demographic shifts will be rewarded with enriched campuses and programs. All students will benefit, and by creating universitities that are more reflective of Hispanic and other cultures, we certainly will attract even larger numbers of diverse students.

National Council of La Raza chairman Ramon Marguiles recently told the Kansas City Star, "We need to train young Hispanics for leadership now."

That might be one of the most important preparations we can make for the 21st century. And that's a call that America's public universities are uniquely positioned to answer.
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Seminars and Institutes for Teachers

SEMINARS
Each seminar includes 15 participants and involves collaboration with one or two leading scholars. Participants will have access to the major library collection, with time reserved to pursue individual research and study projects.

Societies and Culture in Roman Egypt
June 14–July 19, 1990 (6 weeks)
Robert S. Bauman
Information: Continuing Education and Special Programs
Columbia University
353 W. 120th Street, Suite 903
New York, NY 10027-6902
(212) 854-5970
e-mail: nehagn@cornell.edu

The Twentieth-Century Bible: Death and Return of the Author
June 26–August 6, 1990 (10 weeks)
Leslie Brown
Information: Yale University
26 Church Street, Suite 101
New Haven, CT 06511
(203) 432-2340
tel. 1-800-432-2345
e-mail: summer_programs@yale.edu

Nature and Human Societies on Three Continents: North America, South America, and Africa
June 1–July 10, 1990 (6 weeks)
Donald E. Grimes and Virginia Radford
University of Maryland, College Park
Department of History
4001 New Hall
701 S. Wright Street
Prince George’s County, MD 20742
(301) 495-4154
e-mail: denniiu@unc.edu

The Literature of Islamic Mysticism
June 1–July 10, 1990 (5 weeks)
Carl J. Ernst
University of North Carolina at Chapel Hill
Department of Religious Studies
Box 625, 104 Saunders Hall
Chapel Hill, NC 27599-625
tel. (919) 962-8008
e-mail: carniiu.edu

Folk Psychology vs. Mental Simulation: How Minds Understand Minds
June 14–July 16, 1990 (5 weeks)
Robert M. Gordon
Department of Philosophy
258, 450 W. 120th Street
New York, NY 10027-6902
(212) 854-5970
e-mail: nehagn@cornell.edu

How to Apply
Detailed information and application materials are available from project directors. Use the telephone numbers and mail e-mail addresses given below to request information on seminars and institutes in which you are interested. When using e-mail, include your regular mailing address because directors will send application materials through the mail. You may request information about as many projects you like, but you may apply to no more than two projects.

Information
Direct all questions concerning individual seminars and institutes to the appropriate director (general questions concerning the NIH program may be directed to [Mailing Address] or e-mailed to [Mailing Address]).
Moriarty and Society
June 1-July 16, 1999 (10 weeks)
Alan Wolfe
Information: Michael Feller
Boston University
The University Professors
7 Commonwealth Avenue
Boston, MA 02215
(617) 353-2883
e-mail: mfelder@bu.edu
http://www.bu.edu/people/wolfe/

INSTITUTES
Institutes provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculty distinguished in their fields of scholarship. Lasting between four and six weeks, institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities.

The Built Environment of the American Metropolis: Public and Private Realms, 1900-2000
June 28-July 23, 1999 (4 weeks)
Director: Robert Brazer
Department of Art History
Institute for Humanities, M/C 290
"01 South Morgan
University of Illinois at Chicago
Chicago, IL 60607"
Paving the Road to Scholarships

BY MICHELLE ADAM

There's a Latina working around the clock with her husband in San Antonio, Texas. Fifteen- to 18-hour days are typical for the couple, the price they pay for starting a business from home nine years ago, and as a result of being, as they describe themselves, obsessively compulsive about helping students nationwide afford the college of their dreams.

Cynthia Ruiz McKeel and Phillip McKeel, authors of Cash for College and owners of College Resource Materials, help students and their parents find the necessary scholarships to go to universities whose soaring costs would otherwise deter them from attending. Aside from providing students with potentially the largest database on scholarships in the country, currently at 400,000 entries, the McKeels conduct workshops for all ages and provide individual consultations that include tips on interviewing, writing essays, staying organized, building resumes, and developing student careers and opportunities from as early as kindergarten. They've worked with local Hispanic groups such as MAPA (Mexican American Physicians Association) and WANCE, as well as the Pentagon and Department of Defense, and have assisted students from the local level to students from places as far away as the Congo and Argentina.

What sets the McKeels apart from so many others is their strong desire, above all else, to help students achieve their college dreams in the same way they helped their own son prior to beginning their business. While in high school, their only son, Phillip, had his eyes set on Harvard, Yale, and Princeton, but his parents knew they couldn't afford to pay $20,000 (now closer to $35,000) annually for his education. "We always knew Phillip could get into any schools he wanted, and we knew we wouldn't get financial aid of any kind," said Cynthia Ruiz McKeel.

Phillip McKeel doubted his parents' ability to find the funds through scholarships. But the McKeels took nearly three weeks of their vacation time and spent every possible minute of it in the library, from open to close, researching each data entry they could find on

College
The Ultimate Guide to College Scholarships

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- Step-by-Step Instructions on How to Apply
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FROM TWO PARENTS WHOSE STRATEGIES HAVE HELPED THOUSANDS

Vered and Michelle McKeel

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potential scholarships for their son.

"We knew that if you were interested, it was out there. But we didn’t realize the enormity of what we were tackling," said Cynthia.

What they ended up with—after 100 hours of researching, after sending out 150 requests for applications, filling out and writing approximately 27 applications and essays, and nagging their son to join volunteer efforts, clubs, and other organizations to make him a well-rounded student—was more than $342,000 in scholarship money; above and beyond what he needed to cover his tuition for Yale undergraduate and Harvard graduate school. To this date, Phillip has earned more than $500,000 in scholarships and internships and intends to reach the million mark to fund law school in the upcoming years.

With an estimate of $28 billion available in private scholarships, according to Money Magazine, September 1997, and with only 10 percent of those funds awarded for academic achievement, Phillip isn’t the only one capable of receiving adequate funds for the college of his dreams. As Cynthia noted: "Students, despite color, gender, and class, can achieve scholarships. What they need to hone in on is what they are good at." While she’s seen students at the bottom of their class achieve scholarships equally as well as those on top, she also knows that it takes persistence and work to get there.

"I grew up Hispanic, disabled, and female in south Texas. You can’t do that—is all I heard. I didn’t want that for my child," said Cynthia.

Phillip received scholarships based on his leadership abilities, as well as on his Hispanic background. The McKees urge others to find their unique strengths—and the earlier, the better. They are disheartened when they encounter parents and students who don’t build on those strengths in their search for scholarships. And what’s most upsetting to Cynthia, as a Hispanic, is that many Hispanic parents aren’t aggressive enough.

"It saddens me when Hispanic students come to me senior year and say they’ve always wanted to go to an Ivy League," said Cynthia. "I find that Hispanics want a great deal but they don’t always prepare the path because they don’t know how. Many are waiting for high school teachers and counselors to do it."

The McKees’ own persistence in finding tuition money for their son snowballed into something much greater than the couple ever imagined. Friends and co-workers were soon asking for help finding scholarships for their children, and after having published their story only once in the local newspaper, the McKees, while out of town, received more than 200 messages on their answering machine within two hours of the article’s publication.

"We had to hire someone to answer phones," said Cynthia, and the hiring took place that very day. "Parents needed to know where to turn. Since then, we’ve never turned back."

They started their business that year, 1989, with $300 and a donated computer. And while at first the McKees believed they would be helping the poorer students, they discovered that the greatest need for scholarships was among that part of the middle class that wouldn’t receive federal assistance yet didn’t earn enough to pay for college.

Cynthia, a former medical researcher, and Phillip, an architect, had the good fortune of extensive research and computer experience before embarking on the journey. And Cynthia, as a Hispanic woman in Texas, limited by gender and race as well as by polio, knew what it took to achieve what she calls "realistic goals." She was able to complete graduate school because of her physical limitation but she hasn’t let that stop her from helping others do it.

For a lot of people, however, applying for college, whether undergraduate or graduate, can be an overwhelming process. As McKees have learned, there are many different kinds of scholarships available for various groups and interests. There are even scholarships that begin early as kindergarten, which will be listed in the McKees’ upcoming book, Kids’ Cash for College.
savings bonds for their college years. Throughout middle school, students are asked to give speeches, write essays, and produce artwork. While competitions designed for earning undergraduate monies are more general in nature, those for graduate school are often essays and works geared toward specific subjects.

"We've taken it as a personal challenge to let parents know that you've got to start early," said Cynthia. "We teach them how to prepare for competition."

The Mckees consider it crucial for students to become actively involved in organizations, sports, and volunteer efforts as early on as possible in order to build themselves as well-rounded individuals. Even students going to graduate school after years in the workforce must do a minimum of one kind of volunteer work each year to be considered a good scholarship candidate, said Cynthia. Although there are fewer graduate scholarships (they are publishing their two-volume book, Cash for Graduate and Professional School, in late 1999) than undergraduate, there are also fewer students applying. And among the scholarships available, the greatest number are for women, minorities, and those students pursuing degrees in science, math, or engineering.

"There's a lot of money out there for Hispanics. You have some areas that you will be able to use for your advantage," said Cynthia.

As for pointers in applying for scholarships, the couple offered the following:

**For undergraduate school:** 1. Make certain to apply for as many scholarships as you can. "You never know what you are good at and what the pool is like." 2. Stay organized. Keep on top of deadlines. 3. Look at the qualifications of the entire student (GPAs, tests, activities, classes, etc.). 4. Put together a good resume of all activities. "A lot of students shoot themselves in the foot on this one." 5. Have three good essays (250 words each) on goals, role models, and an experience that affected your life. These essays will need to be modified for each application.

**For graduate school:** 1. Write an alive and informative personal statement (1,000-1,200 words). 2. Develop a strong four-year resume. Include all activities, volunteer efforts, and community participation. There are many scholarships for women who have done volunteer work. 3. Be more focused than you were with the undergraduate application process. Quality vs. quantity. 4. Stay motivated. 5. Stay alert for opportunities on bulletin boards, in newspapers. Because there are fewer scholarships, you have to look more carefully.

Thousands of people work with the Mckees every year, in addition to those who have bought their books. Cash for College is already on its 12th imprint, with more than 60,000 copies sold. An updated version book will be published in April of this year, as well as Write It Right, a book detailing the process of producing effective essays which will be published in late 1999. They also published Inmerso Para la Universidad in 1993, said to be the first book published by Hearn in Spanish, but it is no longer on the shelves, after failing to sell more than one thousand copies. "We give them away," said Cynthia. "It bothers me how few Hispanic high school students go on to college, much less go on to graduate school." The book, she said, "provided them with a form of attack."

At least two to three days a week, the Mckees scout from one group to another giving workshops in their predominantly Hispanic hometown of San Antonio. Although they have traveled throughout the country making such presentations, their primary focus has been to assist locals, from kindergartners to grandparents. It's during these times that they have an opportunity to inspire students and families, giving them hope and possibility.

"Most students become so ill from listening to two-hour workshops," said Phillip Mckee. "They receive so much information, they come out awed, some frustrated, and they stop and ask dozens of questions walking out the door. The workshop is like trying to take a drink from a fire hydrant."

He recalled specifically one third grade student who told him...
that he wouldn’t go to college because his family couldn’t afford it. It’s great to see the same kid with a different look on his face after giving him hope,” said Phillip.

We try to light a fire.

Every year the McKeeps conduct a workshop for students enrolled in MIND PREP, a 12-year program developed by the Mexican American Physicians Association of South Texas to assist predominantly poor Mexican American inner-city students through high school and on to college. When you bring in the McKeeps and their resources, it opens doors for young people who have not had them opened before,” said Executive Director Bobby Martinez.

While these students, about sixty each year, need coaxing to believe they are smart enough to even consider college, they also need to know that going to college is an affordable possibility. “Money is the second largest obstacle they see in their minds,” said Martinez.

In our cultural communities, the pursuit of an education is not always seen as a wise investment,” Cynthia said. “Let them know—college is expensive, but it’s an obstacle that can be overcome. This year, every one of MAPS’ students has gone on to college.

The McKeeps have been written up in Hispanic Business, Hispanic Magazine, Multicultural Magazine, and Adoro de Sesame Street, and have been broadcast on NPR, CNN en Espanol, Telemundo, Ocurrió asi, and many local radio stations throughout the country. They are quick to give advice or names of scholarships that might benefit listeners who call in to talk shows for advice. College financial aid offices often refer people to the McKees, as do national sororities.

Cynthia is working long hours from a wheelchair, but she always makes time for students who call for advice. “We want students to know they can approach us,” she said.

Jean-Paul Daemen, a Cuban American who received $80,000 in scholarships for college, was one of those students who benefited greatly from Cynthia’s ongoing support. She helped him complete his college essays five hours before they were due, and was always available when he was faced with extremely negative input from his counselors and teachers. He is now a sophomore at the University of Texas, with his tuition paid up and money for extra expenses.

“She went out of the way...she helped me incredibly,” said Daemen. “When it came to graduation, I had the most scholarships. It made me smile.”

While Daemen was a strong student, on, who achieved good grades and high SATs and was actively involved in school activities and sports, his teachers and counselors didn’t believe he was worthy of college or scholarships that would pay his way. “You would not believe how horrible my recommendations were,” he said. Even the principal questioned the validity of the scholarships that Daemen received.

Amazed by Cynthia’s support throughout the process, he said, “There isn’t a month that goes by that I haven’t called her.”

Phil Twile, owner of the United States Education Group in Rochester, NH, has also been working with the McKees, assisting students on the East Coast with scholarship information and support. In six months, after helping 40 to 50 students, he too has been seeing the results. One student, who escaped Vietnam by boat as a child, has already accumulated $50,000 in scholarships to go to school in this country. “If the kids will take the time, and the parents will take the time, there is no question they’ll get the money,” said Twile.

Knowing where to go and how to get there is not always easy. Many students and parents have had bad experiences working with groups that promised scholarship information and support, very little. It takes extensive leg work and knowledge to get the right information and to know what to do with it. On the road to scholarship success, however, the results can be outstanding.

Cynthia always knew she would one day help others, but how was much a surprise to her as to anyone else. “Now I realize this is what I was meant to do. This is such fulfilling and rewarding business: All the long hours are worthwhile,” she said. The couple have watched thousands of students make the step.

When you have a kid that calls because they have the money to go to the school of their choice, it’s great feeling,” said Phillip.

It’s the fact that the McKees walk the talk, as Martinez points out, that makes them and those they help a success story.

“You give them wings,” said Cynthia. That’s what it’s all about.
McKees on Writing Essays

1. Choose your words carefully. What you don’t say is as important as what you do say.
2. Don’t repeat yourself.
3. Explain yourself fully. Don’t mention an accident without stating who was involved.
4. Don’t generalize or state the obvious. Example: People judge success by their earning potential. Change to: Sometimes people are judged....
5. Progress through your essay logically. Don’t jump around all the time.
6. Keep your viewpoint consistent. If you’re telling your story in the first person, don’t include another person’s thoughts, and don’t warn the reader.
7. Use contractions, except for emphasis. Essays must sound as though the student is talking to the interviewer.
8. Use active voice, not passive voice. Not: The college I attend will be chosen by me.
9. Maintain sentence variety. Don’t start each sentence with “I plan,” “I will,” or “My goals are.....”
10. Be creative. Don’t use clichés such as “hot as the sun” or “cold as ice.”

Avoiding Common Mistakes Made on College and Scholarship Applications

1. Don’t forget to sign the application.
2. Answer all the appropriate questions. If it does not pertain to you, fill in “Not applicable.”
3. Be sure to submit a complete application. This includes the school transcript and recommendations.
4. Don’t submit a recommendation letter written for another scholarship or award.
5. Don’t submit a recommendation letter that’s more than one year old.
6. Don’t submit an inappropriate recommendation letter. Once you’ve completed one college semester, you should never have a high school teacher write a recommendation letter. Letters can be written by university professors, employers, volunteer supervisors, pastors or priests, or even a family friend.
7. Don’t submit something that wasn’t requested, including letters, pictures, resumes, or portfolios.
8. Follow all the directions. Read the application guidelines before submitting. If the directions clearly state that an essay should be on one sheet of paper, don’t submit two or three. Don’t exceed the word count.
9. Proofread all parts of the application. Have someone else read it before sending it in.
10. Don’t send a smudged, dirty, or wrinkled application. An application represents you.
Coalition Says
“College Is Possible”
Targeting Parents and Students Nationwide

BY PAT HANSI

University of San Francisco will join with some 1,200 colleges
across the country, both public and private, in a national edu-
cation campaign, “College Is Possible,” to enhance public
knowledge about financing an education. More than a score of
Bay Area colleges also are participating.

According to Susan Murphy, USF director of financial
aid, “At first look, the $16,000 USF tuition sticker
price might scare prospective students. It is part of
my job to get the word out that more than 64 per-
cent of USF’s currently enrolled students receive
financial aid and that the average
financial aid award here
is more than $10,500
annually. I think these
figures help place the true
cost into perspective.”

Every student in
America who works hard
and makes the grade has
lots of choices about where
they go to college, how much
they want to pay, and the ways
in which they finance their
college studies,” said Secretary of
Education Richard Riley at the
launching of the “College Is
Possible” campaign.

The Coalition of America’s
Colleges and Universities, a group of
nearly 1,200 colleges and universities
as well as associations, is part of the
campaign. “College Is Possible” will
include efforts by local campuses to
reach students and parents in their region, supported by a Web site
www.CollegeIsPossible.org, the U.S. Department of Education’s special toll-
free number for college information (1-800-433-3243), and a comprehensive
resource guide. Information is being offered on costs, financial aid, sources of
assistance, and what students should do to prepare themselves for college.

Announced to the press in October at the Martin Luther King Mem-
Library in Washington, D.C., the campaign is in response to survey res
conducted early last year showing that 40 percent of parents and stud-
ents value a college education, many dramatically overestimate price, often by as much as 200 percent. The campaign is about getting the re-
sources that are available to them to help pay for college.

The danger that the Coalition hopes to avoid in this campaign is that many
parents will miss out on the opportunity to send their children to college because they do not have adequate information about range of options and sources of help.

The students most at risk are minority students, families with low income, and students whose parents did not attend college.

Overall, Latinos were 70 percent more likely than Whites to not go to college last year—and who will pay the price for lower incomes and lost opportunities—were not held back by bad grades or low test scores or even the fact that they are poor. Rather, they believed they could not afford a college education.

Colleges and universities have an obligation to help all Americans open
door to opportunities—and this is especially true for the Hispanic commu-
nity, said Stanley E. Hershberg, president of the American Council on Education.

Far too many studies have shown that Hispanic Americans and others
are getting left behind when it comes to higher education. We must redouble
efforts to let students and families know that college is possible. To that end, over 1,200 campuses are engaged in a national campaign to reach out to students and families and give them the tools they need to make college possible," Ikenberry said.

"The Hispanic Association of Colleges and Universities and the White House Initiative on Educational Excellence for Hispanic Americans have been actively involved in planning the campaign. We also plan to extend the campaign to include church and community organizations. No deserving student should be deprived of a college degree because he or she doesn’t have the right information," he said. "We think this nationwide campaign will help close the information gap.

Findings from a survey released in May revealed that many Americans are not aware of the wide range of tuition prices and academic experiences among the 3,500 colleges and universities in the United States. Most people do not realize that $60 billion is available to students in financial aid from federal, state, local, and institutional sources to help them meet college bills.

"Seven out of 10 full-time students in recent financial aid packages receive a substantial amount. At private colleges, for example, the average undergraduate receives $9,000 to help pay for college, reducing their expenses by almost half. At public colleges, students also receive significant amounts of student aid, further reducing the price of attendance."

The survey research also demonstrated that parents and students need more information on the components of college costs and why they are on the rise. The "College Is Possible" campaign is intended to encourage colleges and universities to adopt creative and innovative cost-cutting measures and to better communicate with the public about the complexities of college financing.

"Despite the fact that tuition increases have stabilized in recent years, the higher education community must continue to find ways to contain costs and control tuition increases," Ikenberry said. "However, we also should fill the information gap with respect to actual versus perceived tuition prices, as well as educate people about why college costs what it does."

"A college education, unfortunately, is not cost-free. But it’s far less costly than many believe. And for all motivated Americans, there is another cost to consider: the cost of not going to college," said C. Peter McGraw, president of the National Association of State Universities and Land Grant Colleges.

"College Is Possible" is slated to run through the year 2000. Coalition members have committed to engage their communities on the issues of tuition prices, the wide availability of student aid, and campus efforts to improve cost management through advertising and outreach at the local level and a toll-free number and Web site available nationally. The Coalition wants to get a simple three-word message out to the American people: College Is Possible.

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**Who can afford college? You can!**

Think college is out of reach? The truth is, not at all. In fact, last year American college students received $60 billion in grants, scholarships, and low-interest loans.

Seven out of ten full-time students across financial aid packages received an average of $7,000 to help pay college bills. This aid comes from federal and state governments, colleges, corporations, and private charities. You may qualify.

To learn more about the many ways that you can make college affordable, call the U.S. Department of Education's special toll-free number for college information: 1-800-433-3243. Ask for the "College Is Possible" brochure or visit us at our website: www.collegeispossible.org.

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**COLLEGE IS POSSIBLE**

$60 billion is available to help you pay for college.

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**THE COALITION OF AMERICA'S COLLEGES AND UNIVERSITIES**

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**ASSOCIATION JOIN CAMPAIGN**

American Association of Community Colleges
www.aacc.nche.edu

American Association of State Colleges and Universities
www.aascu.org

American College Personnel Association
www.acpa.nche.edu

American Council on Education
www.acenet.edu

Association of American Universities
www.tulane.edu/aau

Association of Governing Boards of Universities and Colleges
www.agb.org

Association of Jesuit Colleges and Universities
www.ajcnet.edu

The College Board
www.collegeboard.org

The College Fund/UNCF
www.uncf.org

Council for Advancement and Support of Education
www.case.org

Council of Independent Colleges
www.cic.edu

Hispanic Association of Colleges and Universities
www.hacu2000.org

National Association for College Admission Counseling
www.nacac.com

National Association for Equal Opportunity in Higher Education
www.naeo.org

National Association of College and University Business Officers
www.nacubo.org

National Association of Independent Colleges and Universities
www.naicu.edu

National Association of State Universities and Land-Grant Colleges
www.nasulgc.org

National Association of Student Financial Aid Administrators
www.nasfaa.org

National Association of Student Personnel Administrators
www.naspap.org

National Collegiate Athletic Association
www.ncaa.org
Two reports issued late last year add both light and weight to the information pool surrounding college tuition. Both were prepared by The Institute for Higher Education Policy, a Washington-based nonprofit education research group.

It’s All Relative: The Role of Parents in College Financing and Enrollment, commissioned by the USA Group Foundation, a research and philanthropic organization, is the first monograph published in its New Agenda Series. The parent USA Group is a nonprofit company based in Indianapolis, Ind., and the nation’s largest administrator of student loans.

A second report, Do Grants Matter: Student Grant Aid and College Affordability, was prepared in collaboration with TERI, the Education Resources Institute, a Boston-based, not-for-profit organization providing education information and financing services.

It’s All Relative blends recent research by NCES, the National Center for Education Statistics, with a new, nationally representative survey of 50 parents who had at least one dependent child enrolled in college during 1997-98. The study examines the parental role in order to help clarify fiscal responsibilities among the federal government, states, institutions, philanthropy, parents, and students.

Data Sources
Inputs from the National Center for Education Statistics included NELS, the National Education Longitudinal Study; and VPSAS, the National Postsecondary Student Aid Study. NELS provide trend data following the 1988 eighth-grade cohort through graduation from high school and transition into postsecondary education or the labor force, with the most recent follow-up survey conducted in 1994. VPSAS describes postsecondary students at all institutions, types and class levels, with particular attention given to student financial aid and educational expenses. Each survey, says the report, students and parents of a sample of students were interviewed by telephone regarding issues that could not be gleaned from institutional records. The VPSAS study was administered in academic years 1986-87, 1989-90, 1992-93, and 1995-96, though not always in precisely the same manner.

Student Grant Aid by Source

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<tr>
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<tbody>
<tr>
<td>Federal Grants (Pell, SEOG, SSIG)</td>
<td>49%</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>State Grant Programs</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Institutional and Other Grants</td>
<td>17%</td>
<td>39%</td>
<td>53%</td>
</tr>
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Source: Coretta Bask 1997

In the last 10 years, while the average price of attending a four-year institution has risen by an inflation-adjusted 38 percent, parental support has actually dropped by 8 percent.
Telephone Survey

In addition, the Institute in 1998 commissioned Rickman Research & Communications of Silver Spring, Md., to conduct a telephone survey of parents. A list of currently enrolled students obtained from the American Student List Company, Mineola, N.Y., which included home telephone numbers of more than two million students, was the basis for the random selection of 3,000 names. Using the “nth number” selection process, the survey was conducted in June and July of 1998. The telephone interviews averaged 12 minutes; a total of 50 interviews were completed, yielding a margin of error of approximately plus or minus 5.5 percent at the 95 percent confidence level.

Findings

The report reveals a shifting landscape of who pays for college and how they are paying for it. Parents over the last decade are covering less of the growing price of their children’s college education. In the last ten years, while the average price of attending a four-year institution has risen by an inflation-adjusted 38 percent, parental support has actually dropped by 8 percent.

Overall, parents are relying on current incomes more, saving at far lower levels than needed to pay for college, and—for those who take out loans—borrowing higher amounts.

The report states that parents on average contribute 55 percent of the price of attending college, a decline from 69 percent in 1980. Student loans and other sources are making up the difference. Two thirds of parents rely mainly on current income to finance college. The average total amount now saved for that purpose is $20,560, or only about one third of the average price of a public four-year college.

For the 25 percent of parents who borrow for college, the average loan amount is up 50 percent over the last five years.

The study indicates that most parents are not going into debt to pay for college education, but do contribute substantially, two-thirds of the cost in the form of cash gifts, and 10 percent extend loans to their children. A full 80 percent of parents provide food, clothing, and transportation. The report also shows a high level of involvement by parents in their children’s efforts to select, enroll, and plan financially for college.

The widening gap between higher prices and the levels of parental support, according to the report, results from prices climbing faster than available funds. In addition, other factors such as low levels of saving for college, increased reliance on current income, and widespread availability of student loans, may be contributing to this trend. Parents also might not be realistic about how to pay for college and about how much they should expect to pay for it, suggests the report. Despite the reality that current income is the parents’ main source, recent studies indicate that parents of high school students anticipate using savings and grants as their primary source, with current income a distant fourth choice.

This report confirms both the increasing burden on families stretching to meet college expenses and the considerable efforts by parents to keep pace financially, said Robert J. Dickinson, head of the USA Group Foundation. “It also raises broader questions for our future about how to balance the relative burden of paying for college.”

Student Grants Report

A 20-year erosion of student grant aid, says the second report, threatens to undermine college affordability and to widen the disparity of access to college among students from differing income levels. Student grants are covering a significantly diminishing proportion of the price of attending college. Both average and maximum Pell grants cover about half of what they did two decades ago.

More than 3.6 million students currently receive a Pell grant. In 1976-77, the average Pell grant covered 19 percent of the annual price of a private four-year institution. In 1996-97, it covered only 9 percent. Similarly, in 1976-77, the average grant covered 30 percent of the price of a public four-year school. In 1996-97, only 22 percent.

Similar downslopes hold for the maximum Pell grant in the same time frame, from 33 percent to 15 percent for private and from 22 percent to 34 percent for public.

In addition, while the average Pell grant award declined by 25 percent (after inflation) between 1976-77 and 1996-97, college prices rose by 49 percent, and family incomes inched slightly higher, 10 percent. This has resulted in a reduction in the overall affordability of college—that is, whether the net price that students and families actually pay is within their reach.

The Sticker Price

The net price of college—the sticker price minus the total grant aid received—has increased for
most families in the 1990s. For example, the average net price of attending a private four-year college for a student from a family with income less than $10,000 rose from $8,178 in 1989-90 to $11,159 in 1995-96, an increase of 42 percent in just six years. The growing gap between net prices and families' ability to pay highlights the critical role of grants and the serious consequences of the low levels of grant aid, according to the study.

Between 1976-77 and 1996-97, the average price of attendance at all institutions increased by 304 percent. Differences exist by the type of institutions: prices increased by 365 percent at private four-year, 300 percent at private two-year, 279 percent at public four-year, and 196 percent at public two-year. In comparison, consumer prices increased by about 171 percent over the same 20-year period, and median family income increased by 178 percent.

After adjusting for inflation, the average price of attendance at all institutions increased 48 percent, and median family income rose 10 percent.

One indicator of the erosion in grant aid is that while college enrollment rates have increased in the last two decades, the gap between low-income and high-income students is still wide. In high-income families, 78 percent of the children go on to college. In low-income families, only 49 percent.

These trends, the study reports, are leading students to seek out other funding sources, including student loans, which are up 10 percent after inflation), other consumer borrowing, and credit cards. They are also a factor in changing the ways that students participate in higher education: working part or full time, using “distance learning,” or limiting their education to two-year public institutions.

Despite recent increases in funding for grants by institutions, by states, and by the federal government, the purchasing power of grants has deteriorated. The maximum Pell grant award, which was increased to $3,000 in 1998, would need to double to $6,000 to pay for the same proportion of college prices that it did two decades ago.

Recommendations

"In many ways, these are good times for higher education. Overall, enrollments are up, the public is supportive, and funding has modestly increased," said Jamie Merisots, president of the Institute for Higher Education Policy. "These trends mask the fact that there is a gap of almost 50 percentage points in enrollment between low-income and high-income students. Shoring up grant aid is best way to improve affordability for these students and close the gap in enrollments."

The report urges policy-makers to increase need-based grant aid at all levels, emphasizing the urge of reinvigorating the "political will for such support. The study cites erosion of support for grant aid policy-makers as part of the trend toward budget austerity, small government, and fewer entitlement programs. At the state level, the trend to non-need-based grant aid infringed upon the amount of need-based aid available, while state budget crunches put education under scrutiny, such prisons and Medicaid. At the federal level, the study points to recent creation of tuition tax credits as further evidence of this weakened political support for grants.

"For more than 20 years, need-based grants have answered the question, 'How can I afford college for millions of students and their families,'" stated Thomas D. Park, senior vice president of TERI. "I think with the declining purchasing power of grants, that question has few answers. We must reinvigorate the commitment to these students, and our own future as a country, investing in grant aid at all levels."

Do Grants Matter? Student Aid and College Affordability

Accessible via <www.theep.com> by calling (800) 255 TERI ext. 47

The 62-page It's All Relative: The Role of Parents in College Financing and Enrollment can be accessed at <www.usagroup.com> in the General Public & Media section or by calling (317) 954-5493.
The Honor Roll

University of Northern Colorado
Promising "tomorrow's frontier today"

BY ROGER DEITZ

There was a time in our nation's history when the expansion westward by those seeking a better life made the Northern Colorado frontier an exciting place to live. It still is. Much of that pioneer spirit remains in the way people in this region approach the issues affecting their future, and in the way Colorado residents look to education to improve their prospects. Nowhere is this Colorado frontier spirit more evident than in the higher education policies of the University of Northern Colorado, where it is promised that a student will encounter "tomorrow's frontier today." How appropriate that the university, a school that takes a frontier approach to addressing sophisticated educational challenges, is located in Greeley—a frontier town named for journalist and politician Horace Greeley, who encouraged the great American move westward with the words, "Go West, young man."

Greeley is a town of 65,000 where the Old West meets modern America. On one hand, Greeley is host to a 15-day Stâmpede, complete with rodeos and big-name entertainment, an event that culminates in a great deal of hoopla on the fourth of July. On the other hand, the high technology firm of Hewlett-Packard is located right down the street, and nearby, the North Colorado Medical Center offers the finest medical care and medical research in the region. Only an hour west, one can visit Rocky Mountain National Park. There's so much in Greeley to inspire the mind and spirit, more than enough to place the University of Northern Colorado on the Hispanic Outlook Honor Roll.

UNC already has been listed by the Hispanic Outlook as one of the top 100 colleges and universities graduating Hispanics and has been selected to The Student's Guide to America's 100 Best...
Honor Roll Facts in Brief

INSTITUTION:
University of Northern Colorado

LOCATION:
Office of Admissions
University of Northern Colorado
Carter Hall 3006
Greeley, Colorado 80639
(970) 351-1890

ESTABLISHED:
1889

ENROLLMENT:
10,670

DEGREE OFFERINGS:
Bachelor’s
Master’s
Doctorate

ANNUAL TUITION:
(Resident) $2,616 for 12 credit hours

NUMBER OF FACULTY:
460 Full-time

A FEW SPECIAL OR NOTABLE DEGREE PROGRAMS
Biological Sciences
Black Studies
Communications Disorders
Hispanic Studies
Human Rehabilitative Studies
Interdisciplinary Studies
Theater Arts

HISPANIC-SERVING ORGANIZATIONS:
César Chávez Cultural Center
Cumbres Innovative Teacher Education Program
International Center
Third World Center
Women’s Center

HISPANIC ENROLLMENT (UNDERGRADUATE):
~10%

INTERNET ADDRESS:
www.unco.edu

College Buys as well as Barron’s Best Buys in College Education. 5th Edition. Former Colorado Senator and Congressman Hank Brown became the 11th president of the University in July 1998. Brown has lived in Greeley with his family since 1969, having moved there shortly after serving in the U.S. Navy and being decorated for his service in Vietnam.

“While national recognition is a great tribute to UNC,” says Brown, “our greatest source of pride comes in the quality of teaching that takes place across campus. With more than 90 percent of our classes taught by full-time faculty rather than teaching assistants or graduate students, we place greater emphasis on direct contact with individual students than do many other institutions. UNC’s faculty-to-student ratio is one of the lowest in Colorado, and we have avoided very large classes.”

President Brown says that UNC undertook a new set of distance-education initiatives last fall and that the school will continue to pioneer the use of technology to “bring the world to our campus.” But, he says, “Change never comes easy. We must understand that it is a process, not an event. The pace of change requires that we have a strong sense of where we have come from and where we are going.”

Colorado entered the union in 1876 as the 38th state. It was still a frontier state when, on April 1, 1889, the governor of Colorado signed the bill creating the State Normal School to train qualified teachers.
for the state's public schools. Greeley citizens raised the necessary money for the first building, and the cornerstone was laid on June 13, 1890. The school opened its doors on October 6 with a staff of four instructors and an enrollment of 96 students. Certificates were granted after completion of a two-year course.

In 1911, the school's name was changed to Colorado State Teachers College by the state legislature. The College was then offering four years of undergraduate work and granting a Bachelor of Arts degree. By 1935, the school was renamed Colorado State College of Education to recognize the fully developed graduate program, which had begun in 1913. Early in 1957, the state legislature approved shortening the school's name to Colorado State College. To recognize the further growth of programs and offerings, in 1970, the school's name was changed once more, this time to the University of Northern Colorado.

It is a multipurpose institution offering a wide range of graduate and undergraduate degree programs in five academic colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, and Performing and Visual Arts. The College of Continuing Education extends the institution's academic programs statewide. The University offers more than 2,000 academic courses annually.

The campus in Greeley is located about an hour north of the city of Denver. UNC's 236-acre UNC campus has two distinct, adjacent parts, both of which have residence halls and classroom buildings. The central campus features older, tree-lined paths and buildings, while the west campus is distinguished by modern high-rise structures.

Last fall, UNC had a total enrollment of 10,670 students. Of these, 9,082 were undergraduates. Women made up 64% of the total, and 1,588 students were ethnic minorities. Within the subgroup, 790 students were Hispanic; 494, Asian American; 241, African American; and 63, Native American.

Student scholarships are offered, ranging from automatic $500 first-year-student awards that recognize high achievement in high school to annual $5,000 awards for high-ranking first-year resident students. Diversity awards also are available that take into account ethnicity, income, and first-generation-student status. Numerous talent scholarships are available to new students in various artistic and athletic endeavors. The University Honors Program offers an opportunity for students of academic excellence to enrich their intellectual experience at UNC. Participants have access to honors-only seminars and a senior independent research project, and are allowed interaction with select faculty. The number of full-time faculty is about 460; 110 of these are instructional faculty.

Last school year, the University of Northern Colorado celebrated the silver anniversary of its Hispanic Studies program, established in 1972. At the time, retiring President Howard Skinner remarked, 'We put the spotlight on Hispanic Studies not simply for diversity's sake, but also so we can, as an academic community, look at the accomplishments and achievements of Hispanics in all aspects of our culture.' UNC's program was the first of its kind in the west.

In 1972, the Colorado Commission of Higher Education approved UNC's Mexican American Studies major in the hopes of 'accommodating the cultural differences surfacing throughout the United States.' Also of note is UNC's Cumbres (Peaks), an innovative teacher education program that is a partnership between UNC's Hispanic alumni and its Colleges of Education and Arts and Sciences. Cumbres program aims to recruit, retain, and graduate 100 Hispanic students each year who will go into the teacher education program. The program's goal is to 'create teacher preparation for instruction of language-minority students, children of poverty, Hispanics.' Cumbres accomplishes its goal by using UNC Hispanic alumni as mentors.
By Amalia Duarte

Amalia Duarte is an editor in public relations at Lucent Technologies.

The positive trend is that just about half of the schools included in CB's Who Got In? book, published in the fall of 1998, reported higher Hispanic enrollment.

During the 1997 academic year, there was good news and bad news in Hispanic enrollment trends, according to the 12th annual College Bound survey of admissions officers. The poll found that Hispanic enrollment had dropped at some of the schools that usually earn a spot on Hispanic Outlook's "Top 100" lists. Meanwhile, at a broad range of institutions with traditionally small Hispanic student populations, there was an unexpected upswing.

While not a scientific survey, each fall the CB poll serves to highlight admission trends for high school guidance counselors and college admissions officers. In general, for 1997, this sampling of several hundred public and private colleges and universities throughout the country found that there were more applications, bigger first-year classes, and more institutions accepting electronic forms of applications. One surprise came in answers to a question about whether rising tuition costs were depressing enrollment. Most admissions officers responding said that they felt high tuition did not have a negative influence because their scholarship programs and loans kept pace with expenses.

Divergent Trends

When it came to Hispanic enrollment, the survey picked up two divergent trends. The positive trend is that just about half of the schools included in CB's Who Got In? book, published in the fall of 1998, reported higher Hispanic enrollment. This broad range of schools included many smaller universities not normally thought of as magnets for minorities, and many of them located in states with small Hispanic populations. Included in this group were Bucknell College and Lehigh University, both in Pennsylvania; Middlebury College in Vermont, and Oberlin College in Ohio. These small and excellent schools are so off the radar screen in terms of minority enrollment that not one was among the Hispanic Outlook's annual selection of "Publisher's Picks"—including Northeastern University, Boston College, where Hispanic enrollment picked up after a three-year decline; Harvard, Radcliffe, Carnegie-Mellon, and Vassar.

Hispanic students increased, too, at some prestigious institutions typically selected as "Publisher's Picks"—including Northeastern University, Boston College, where Hispanic enrollment picked up after a three-year decline; Harvard, Radcliffe, Carnegie-Mellon, and Vassar.

At 2,440-student Willamette University in Salem, Ore., admissions director Steven Dutton reported "more excellent applicants of color." Willamette currently enrolls 67 Hispanic students, which represents 11 percent minority.

Hispanic students increased, too, at some prestigious institutions typically selected as "Publisher's Picks"—including Northeastern University, Boston College, where Hispanic enrollment picked up after a three-year decline; Harvard, Radcliffe, Carnegie-Mellon, and Vassar.

Hispanic enrollment increased even at some schools where the numbers of African Americans and other minorities were down or stable. At Macalister College in St. Paul, Minn., admissions officer...
Nancy Mackenzie reported to CBS that the school had admitted more Hispanics yet fewer Native American, African American, and Asian Americans for fall 1997. McAlaster is about 13 percent minority students.

Other schools reporting Hispanic increases included "Publisher's Pikes" such as Catholic University, Northwestern University, Ohio State University, the State University of New York (SUNY) at Stony Brook, University of North Carolina at Chapel Hill, the University of South Florida, and William Paterson University.

But the second trend is a disturbing one that might have a greater impact for overall Hispanic graduation parameters in the long term. A number of schools that usually rank in Hispanic Outlook's "Top 100" lists reported a decline or leveling off in Hispanic enrollment.

Perhaps it is a one-year fluke for some. New York University, No. 5 in HIV's "Top 100" for awarding bachelor's degrees, and the University of Arizona, No. 15 in that category, both enjoy diverse student populations—about 35 percent minority at NYU and 20 percent at U.A., with half that percentage Hispanic.

"We are hoping the drop was just a blip," said Cathie Mayes, assistant director of Minority Student Recruitment. "We are very aggressive in our recruiting efforts and work with the local multimodal colleges, minority alumni, and the financial aid office to try and bring those numbers even higher. Our goal is to increase the percentages."

In California

But at other schools, political issues are limiting opportunities for Hispanic students. UC at Berkeley, which has been No. 1 in awarding doctorates to Hispanics, told CBS's "Who Got In?" about a drop in all minority enrollment in fall 1997. And this trend isn't likely to get better in the near future. The California Board of Regents and a subsequent voter referendum, Proposition 209, banned the use of race and ethnicity in the admissions process within the UC system, The aftermath has been a steady decline of black and Hispanic acceptance rates in California's public universities.

Affirmative action came to a grinding halt within the UC system this academic year, but even in 1996 there was a slight decline in Hispanic enrollment on some campuses. In academic year 1996, student residents of UC Berkeley admitted 1,258 Chicano/Latino students, down from 1,326 the previous year. In addition, with overall first-year-student applications to UC-Berkeley increased by 81 percent for that fall, the university might look to efforts under way in California to boost minority enrollment while working within the confines of Prop. 209.

UC officials have countered Prop. 209 by broadening the admissions criteria and stepping up outreach efforts to minorities. Instead of ranking students strictly by test scores, all UC schools now look at other factors such as family income and whether an applicant is the first in the family to attend college. New outreach programs for African American and Hispanic high school students also have been created, along with efforts to partner college campuses with predominantly minority high schools and middle schools. The 1998-99 UC budget added $8.8 million to outreach funding. Coupled with a potential $31 million in K-12 matching money, spending on outreach programs is expected to reach $33 million in this academic year, more than double the amount spent in the previous fiscal year.

"We have expanded our admissions guidelines and begun programs to get kids turned in the right direction to focus on being a better student," said Terry Leighton, spokesperson for the UC system. "We are becoming a process of focusing on culminating educational opportunities at middle schools and junior high schools. If we can improve the quality of education there, then these students can better compete for admissions down the road."

At the same time, other California schools included in College Bound's list, such as Loyola Marymount University in Los Angeles, a "Publisher's Pick," and "Top 100" list-maker, are putting out the welcome mat to Hispanics. Loyola Marymount, which enrolls a 45 percent minority population, brings in the states top Hispanic high schoolers for a day of tours and discussions and, hopefully, to sell them on education at LMU. Part of the pitch is the more than 2,500 internships offered in local industries, including medicine, health care, and high-tech companies. When, after Hispanic students are admitted, they're invited for an overnight stay on campus to which parents are included to ease their concerns about financial aid and dorm life. Said admission counselor Sandra Ortiz, "We offer smaller class sizes and better faculty-to-student ratios. Our pride is that we are a diverse university."
College Tuition: The Shattering Explosion

By Gustavo Mellander and Nelly Mellander

Going to college has never been inexpensive. Most families have had to plan carefully and even sacrifice along the way. There was a time, however, when parents could with some planning hope to see enough to see their children through college. A reasonable amount set aside every year for years on end went a long way toward providing an adequate nest egg.

That level of security and comfort has been shattered. Shattered over the past twenty years by an explosion in annual tuition increases. As much as they saved, as careful as they had been, most parents were not prepared for double-digit annual tuition increases. Neither were students trying to work their way through college.

Perceptions of colleges being predatory and mercenary were further exacerbated since tuition increases far outpaced the nation’s inflation increases. The public soured on colleges. Politicians, even liberals, began to believe that government should impose restrictions on colleges to keep tuition in check.

Washington

Although several governors addressed the issue, it was not resolved. In early 1997 Republican leaders in Congress sided the leadership of this popular issue. Earlier public pressure to curtail tuition hikes increased. President Clinton had suggested that colleges should be penalized for raising tuition beyond the cost-of-living guidelines. Those comments and the heightened interest in this issue throughout the land led to several steps.

In May of 1997, at the urging of Congressman Bill Goodling (R-Pa.) the Cost of Higher Education Review Act of 1997 was drafted. Proposed as an effort to curb the rapid rise in college tuition, it quickly gained bipartisan support. It called for a commission to study the factors contributing to “soaring” tuition rates and to identify potential solutions.

This commission will provide us with the information we need to begin making college education an option for more of our sons and daughters,” Goodling said. It has become very difficult for American families to keep pace with annual tuition hikes.

The Congressman and others were buttressed by General Accounting Office reports, which stated that college tuition has increased by 24 percent since the early 1980s. That rate of increase exceeded the cost of living and a rise in family income. Those figures and constituent complaints led the appointment of an eleven-member National Commission on the Cost of Higher Education.

Authorized by Congress in June 1998, the Commission members met for the first time on August and elected William E. Troutt, President, Belmont University, the chair. Membership included a state system chancellor, several college presidents, heads of state as well as national associations, and university professors, among others.

Their time frame to complete their task was a stringent 120 days. The group was charged Representative Buck McKeon (Calif.), chair of the House Subcommittee on Postsecondary Education, to "put forth bold ideas to keep higher education affordable." The Commission's work is considered particularly significant since the Higher Education Act would be reauthorized this year.

The Reports

The report, due December 19, was completed on time. Yet focus on portraying the cost higher education as a "bargain created a firestorm of criticism. Official Washington's reaction was so negative that the Commission rewrote its report and did not use the final revision until January 1999.

Entitled "Straight Talk About College Costs and Prices," it was
well-written, long (more than 50 pages plus numerous charts and reports), deliberative piece comprehensive and detailed, it covers five broad areas: Strengthening Institutional Cost Controls, Improving Information Available to the Public, Deregulation, Accreditation, and Streamlining Financial Aid Delivery Systems.

The American Council on Education placed the entire report on its Web site. In a cover letter to its membership, Dr. Stanley O. Ikenberry, president of ACE, acknowledged that a high level of public anxiety about college costs is real, and that higher education has a responsibility to engage the issue to inform the public more effectively, and to reframe our efforts at cost control.

A Veil of Obscurity

The report readily acknowledged that tuition rose exponentially between 1976 and 1996. Characterized by some as “sticker shock,” those increases have shocked a public trying to finance its children’s education. The report also noted that colleges had not been effective in explaining the realities of pricing issues. On a somber note, the Commission members warned that given widespread public concern, colleges faced both state and federal intervention if they did not reduce costs.

The report continued in the earlier vein by pointing out the high quality and accountability of American higher education. But it also criticized colleges. It said they must be more “affordable and more accountable.” It acknowledged the public’s frustration and stated that “many academic institutions have not seriously confronted the basic issues involved with reducing their costs—and that most of them have permitted a veil of obscurity to settle over their basic financial operations.”

Key Issues: Cost as Price

A key point of the report was to try to explain and clarify the relationship between costs and price. Cost is the amount expended to educate a student, which is different from the price charged. Price is what a student pays, cost is the actual expense. Costs are very high, but the price charged a student is much lower. Further, the role of financial aid alleviates the impact since many students do not pay the full cost of their education. The average undergraduate student pays two-thirds of the actual cost; in some institutions only half. That is not well known—not even at universities.

Five Recommendations

The recommendation section was long, carefully written, painfully honest, and specifically prescriptive. Academic institutions should intensify their efforts to control costs and increase institutional productivity.

The academic community is called upon to provide the leadership required to develop better consumer information about costs and prices and to improve accountability to the general public.

1. Governments should develop new approaches to academic regulation, approaches that emphasize performance instead of compliance, and differentiation in place of standardization.

2. The academic community should develop well-coordinated, efficient accrediting processes that relate institutional productivity to effectiveness in improving student learning.

3. Congress is asked to continue the existing student aid programs, and simplify and improve the financial aid delivery system.

True to the exhaustive nature of this report, each recommendation was explored in great detail. Considerable data, past history, and a clear rationale explaining the present circumstances were presented, just as importantly, a foundation for future changes was included. Each recommendation also had a detailed implementation recommendations section. These succinctly spelled out precise policy issues to be addressed, changed, modified, and even created afresh.

Colleges must do two things first: become more efficient, keep costs down; Second, colleges should provide the public with more and better information.

Sharing more consumer-oriented information on costs and prices long overdue.

Reaction

The report caused a stir in Washington. It was well written and engaging. Painfully honest and prescriptive, it was generally accepted as one of the most comprehensive studies ever written on this issue. It was factual and extensive. At times critical of financial aid restrictions and the academy as well, it pointed out how complex America’s higher education system really is—a system that has served millions and one that would suffer were restrictive governmental mandates imposed.

Desired to be analyzed and discussed by many constituencies, for years, it had an immediacy in Washington.

Congressman Gougly mirrored the feelings of many on Capitol Hill when he told HBO that he is determined “to curb soaring tuition increases.” He stated further, “It’s plain and simple: it costs too much to go to college. While Congress and the Administration can take steps to help higher education institutions contain costs, this issue is primarily in the hands of colleges and universities administrators.”

Congressman McKeon quoted Gougly in recommending that colleges reduce their efforts to contain and cut costs. Secondly, the academic community must provide the leadership required to develop better consumer information.

Dr. William Trout, the Commission’s chairman and president of Belmont University, told HBO that he and other Commission members were very pleased with the broad
based support the report received.
Congressional sponsors, both Democrats and Republicans, Secretary of Education Richard Riley, and the national education associations all responded positively. Clearly there was work to be done and specific recommendations appeared throughout the report. He noted that the necessary data were not readily available at most institutions: "College costs are far too opaque: there is a need for fiscal transparency and cost containment."

Dr. George Walder, a Commission member and president of York College of Pennsylvania, noted that colleges, even those very efficient ones, must do more. He said all could benefit from an "efficiency review" that could be done by locally appointed task forces made up of parents, students, and community members as well as college faculty and staff.

NACU, the Washington-based independent college association, called the report "sobering news." Its president told HO, "Hundreds of private colleges are already cutting costs, reorganizing, downsizing, and finding new sources of revenue. At the same time, they are increasing the amount of student aid earmarked for low-and middle-income students."

"However, there is still much progress to be made. Institutions nationwide must continue improving the efficiency of their operations while maintaining the integrity of their academic programs."

Ikenberry told HO that given its importance. ACE had decided, in collaboration with OREX, to publish the entire report. Ikenberry also characterized the report as "fair and balanced."

It addressed "an incredibly complex issue and did so in a credible fashion even though they only had 120 days to complete the task."

He further noted that many colleges had for the past 15 years studied their pricing policies and actual annual reports on cost increases and to suggest which burdensome federal regulations might be eliminated to cut unnecessary costs to colleges universities.

At this writing, a year after the report's release, the tuition topic is still hot. Politicians are continuing to pursue it: pressure from students and parents continues to grow. Colleges are being defensive, trying to explain the side of the story, and indeed, there has been a barrage of explanations emanating from many a college explaining its costs, why tuition is at its present level. And it is not all public relations. They do have a point. Higher

December. Secretary Riley asked colleges and universities not to automatically raise tuition fees or cut back on scholarships now that Hope Scholarship money is available to virtually all. Riley said that colleges should keep tuition increases to the cost of living.

Here in Virginia, tuition is decidedly a political issue this year. In the late '80s, under Democratic Governor Douglas Wilder, tuition in Virginia's public institutions increased at a double-digit pace, 12 to 15 percent per year. Republican George Allen ran for governor in 1993, promising to hold down tuition increase. He was elected and did so. Now, given the good times, high tax collections, and such, the Democrats in the legislature are pressing for a tuition reduction. It is rumored that Governor Jim Gilmore, a Republican, is going to steal the issue and announce it as one of his goals for 1999.

The Commission report might not have been intended to be a Pandora's Box—but its effect will be far-reaching and hopefully beneficial to all.

As much as they saved, as careful as they had been, most parents were not prepared for double-digit annual tuition increases. Neither were students trying to work their way through college.

Dr. Stanley O. Ikenberry, American Council on Education, Washington, D.C.
Clinton's Record in Higher Education

Long Term Lobbyist Shares Views

by Adalyn Hixson

Something about Lyndon Johnson always made me feel he sincerely cared about giving poor people a shot at the American dream. Johnson, it seemed to me, actually acknowledged that minorities existed, a rarity among politicians of his generation and region. No other 20th century president struck me quite that way until Clinton came along.

While governor, Clinton played a key role in a national conference of governors called by President George Bush to address education problems. One result was Goals 2000, a program of priorities aimed at raising standards, a program emphasizing basics such as reading and math. But Goals 2000 languished for five years, unsupported by significant funding, until Clinton's election. Early in his presidency, he signed Goals 2000 into law.

Frances C. Fowler, writing in 1995 about federal educational policy, cited economic growth, community, and equality as the policy values most emphasized by Clinton, calling it a change from the conservative emphasis on efficiency and liberty, and from the emphasis in the 1960s on equality.

In 1996, President Clinton appointed a 25-member White House Initiative on Education Excellence for Hispanic Americans with five research priorities covering considerable territory, ranging from improved access and dropout prevention to school finance reform.

Last month, on the eve of the Clinton impeachment vote, HNO spoke with career lobbyist Terry Hartle, senior vice president of the American Council on Education (ACE), about the president and his record on higher education.

Transforming Power of Education

"I think Bill Clinton is unusual among American presidents in two respects," said Hartle. "One, he understands at a deeply personal level the transforming power of higher education. Bill Clinton grew up in lower-middle-class circumstances in Arkansas, and access to world class higher education fundamentally changed his life. I think that at a gut level, the president understands that in a way that most politicians do not."

"Two, President Clinton... came into office having had extensive experience in education policy as a result of his efforts in Arkansas, particularly in elementary and secondary education. President Clinton had been a leader among governors. He had proven himself willing to tangle with the teachers' unions in an effort to pursue what he thought was good public policy."

Early Challenges

From the beginning, said Hartle, access to higher education was a matter of considerable concern to Clinton. But his administration faced two political problems immediately. First, it had to reduce the cost of student loan defaults. Second, it faced a huge shortfall in the Pell funds.

"Recall that the economy was in a recession and that means more people go to college," said Hartle. "Access to higher education tends to be counter-cyclical."

Because Pell is a quasi-entitlement, all financially eligible students receive their grants. But the cost far exceeded the appropriations passed by Congress in '91 and '92, and Clinton had to pay off more than a billion dollars in Pell Grant debts accumulated during the Bush administration.

President Clinton moved very quickly too, said Hartle, to propose a major change in the federal student aid programs. "Historically, the feds have paid a subsidy to banks to make loans to financially needy undergraduates. President Clinton proposed to replace the bank-based program and have the federal government make the loan directly."

Congress was unwilling to go that far, he said, and wound up creating two loan programs on separate tracks—one bank-based, one government-based. Clinton's administration thus had to pay off the Pell debts, implement the bank-based program, and implement an entirely new student loan program all at the same time.

Preserving Student Aid

In 1995, "a newly-elected Republican Congress had iden a large number of possible cuts in federal spending, including reductions in federal student aid told HNO."

"The Clinton administration indicated early on that they would fight to defend access to higher education." In February, CI delivered what Hartle called a strong defense of federal student assistance at the meeting in San Francisco.

'97 and '98

"The president led the effort to lower the interest on federally-serviced student loans...and was active in the effort to expand the modest grant program for HSIs (HCl Served Institutions), said I
And the president led the effort to establish what is called the Gear Up Program, an early information and awareness program for low income and minority youngsters about higher education," Gear Up has been funded and will start this year, Harlctold HO.

The default rate has dropped dramatically on federal student loans—a clear success for the administration. It is the sort of thing that never gets headlines because it is the nitty gritty nuts and bolts work of government.

"The Pell Grant Program loans have been paid off, Harlctold. "The Pell Grant maximum has increased significantly. And the visibility and importance of the Pell Grant Program has grown during this administrations tenure."

Direct Loan Program

The Direct Loan program, said Harlctold, didn’t replace the bank-based program, as the administration had anticipated, and hasn’t grown as large as the administration suggested it would, "but the federal government is now far and away the largest lender of student loans in the country, and despite occasional glitches, the program works."

Moreover, said Harlctold, the creation of direct lending stimulated an enormous improvement in the quality of services available to students and schools under the bank-based program. "Competition works, and banks improved the quality of their service and the nature of their product because they wanted to continue to attract customers. Direct lending is a considerable success.

Income-Contingent Student Loan Payments

Harlctold noted that when the Clinton administration created Direct Lending in 1993, it also created an income-contingent student loan repayment program—an idea that had been talked about in scholarly and analytic circles for two decades. Indeed, it was first discussed by Milton Friedman in 1962.

President Clinton managed to put it in place in 1993, thirty years later.

"Thus far, Harlctold, a relatively small number of students have taken advantage of it, thus it is not yet as popular as anticipated, "but it is nonetheless an option."

"With income-contingent payment fluctuations depending on income the preceding year. It is a clear idea analytically. It is a very, very complicated thing to put in place administratively—like going to an adjustable rate mortgage where the variables are not just the interest rate but also your income."

Tax Credits

In 1996, Clinton proposed the HOPE tax credit and what became the Lifetime Learning tax credit. Congress enacted both in 1997.

"Ultimately these tax credits have worked as the administration wanted, " said Harlctold. "Put money in the hands of middle class voters. The higher education community has always wished that some of that money would have been put in the hands of low income students, but that was simply never in the administrations plan."

98 HEA Amendments

"The Higher Education Act amendments of 1998 are by and large a very good piece of legislation," Harlctold. "Most notably, the formula used to calculate the interest rate of federal student loans has been changed in a way that has lowered the interest rate charged to new borrowers by three quarters of one percent.

"This is the lowest level of student loan interest rate in two decades.

"The interest rate fell for multiple reasons, but at the top of the list is the strong position the administration staked out on this issue early in 1997—we think the interest rate can go down this far."

"Congress didn’t want to go that far, but with the administrations aggressive position on interest. Congress lowered it more than they would have. To me a lobbyist. I want the students to have the best possible interest rate, and that is what happened."

As noted in some but not all media coverage of the HEA debate, the American taxpayer is picking up the tab for the reduced rate. not the banks, an outcome opposed by The American Association of University Professors, which had stated: "We have expressed a preference for direct subsidies to students over supports for the profit margin of the banking industry."

Americorps

HO asked Harlctold about Americorps—Clinton’s program, launched in 1993, in which young people receive minimum wages for working on community projects for up to two years and are given a voucher of about $5,000 a year toward educational expenses. IBM economists reported that Americorps yields benefits of $160 to $2,000 for every dollar invested in it, but the program has not received Republican support.

"Americorps is a go," said Harlctold. "We have never seen it as a student aid program, but it is very beneficial in some ways."

Criticism of Pell Growth

"If there is a criticism of the administrations presence, it is that the federal Pell Grant program has not grown as rapidly as advocates would like," said Harlctold. "The political system favors the middle class and it does not do all that it should for the financially needs among us, and so people like me and others would very much wish that the Pell Grant program would have gone up more rapidly than it has."

"A lot of the credit for the boost in student aid spending has to go to the Republican Congress. In 1995 the Republican Congress recommended draconian cuts in student aid. In ’96, ’97, and ’98, the Republican Congress proved very supportive of federal student aid."

"I think this happened for two reasons. First, the democrats process worked. that is, in 1998 when the Republicans were talking about cutting student aid, they were hearing from a lot of voters. This is important for me—this is something we want the federal government to do. They shifted their position. The shifted their response."

"The second thing that happened is that the design of the student aid program has some intuitive appeal to Republicans. The Pell Grant program is a voucher. It put the money in the hands of the student. The student decides how to use it. This is the model that Republicans would like to use at the elementary and secondary level."

"Because they like it there, they were generous in terms of the Pell Grant program. In each of the last three years, they have put more money into the Pell Grant program than Clinton requested."

"Republicans also like the work study program that involves working your way through college. They also have funded that program generously."

Bipartisan Support

"Both the Democrats and the Republicans have been very committed to federal student aid. Harlctold HO. "Federal student aid has done better with a Democrat President and a Republican Congress than it has with Democratic President and Republican Congress."

"The one thing I would simply say is that I am not a Republican, I am Democrat—the Republicans deserve enormous credit for reassessing the position on student aid and for putting significant resources into it. The higher education community has been fortunate to have people like Josh Porters of Illinois. Buck McKeon, ..."
California. Bill Goodling from Pennsylvania, and Arlen Specter from Pennsylvania in leadership positions.

HQ asked Harlce about the performance of Hispanics in Congress.

"Well, there aren't very many," said Harlce. "But Henry Bonilla of Texas has been a very strong advocate of the TRIO Program. Henry Bonilla was a TRIO participant and he, like Bill Clinton, knows first hand how education and access to high quality education can transform lives. Ultimately, we come back to the fact that it comes down to individuals.

"The Clinton administration came in with a traditional Democratic commitment, but Clinton, I think, was absolutely decisive," said Harlce.

Affirmative Action

One of the amendments of particular concern to the higher education community when the HEA was being debated in '98, said Harlce, was the proposal from Frank Rigger of California, to eliminate affirmative action.

"The administration opposed it very, very vigorously and it was decisively rejected. So in addition to appropriations support and policy initiatives such as the expansion of funding for the HSIAs, Hispanic Serving Institutions, and the lowering of interest rates on student loans, you also have to give the administration very strong credit for its willingness to defend affirmative action.

"We face a grave situation with respect to affirmative action because the legal cases are going the wrong way pretty consistently. But I think that the Clinton administration, thanks to its leadership and the hard work of the education community—has made sure the repealing of affirmative action will not succeed at the federal level. That national legislation will not eliminate affirmative action through the political process.

All Not Rosy

Asked about Clinton's interest in national standards, Harlce said: "I didn't want to impose anything is ross with the administration. There were several efforts to expand the regulator reach of the Department of Education into the academic affairs of colleges and universities that we opposed vigorously. We were ready to kill them."

"In '92, '93, '94, a new administration was moving aggressively. In some of the areas, they implemented too aggressively and overstepped the traditional authority of the federal government in a way that threatened the academic autonomy of colleges and universities. Big and small, public and private. HBCUs and HSIs and white institutions—maintaining academic autonomy of the institution, especially with regard to the federal government, is critical. They overreached regularly."

HQ mentioned the headline-grabbing conflicts last year involving New York's state and city university systems. Mayor Giuliani and opponents of Governor Pataki.

"The dynamic between state governments and public colleges," Harlce responded, "is different than the dynamic between the federal government and public and private colleges. The state governments do have a case that they have some control over public colleges and universities. New York's public colleges and universities are creatures of the New York government."

But, he added, "academic freedom is a bedrock principle of ACE. There is no rationale, there is no history, and there is no principle involved in the federal government's truage to control what goes on in the classroom or what goes wrong in the classroom, but in keeping the federal government out of the classroom."

Under the Clinton administration, the DOL got a little too close to a bedrock principle. We tossed with them several times very vigorously in this regard, even considered suing them. That became unnecessary."

Helping the Disadvantaged

"Many of my colleagues would say [Clinton and his administration] simply have not done enough for low income citizens, for those who don't have access to higher education. They could have done more, but they have made a huge difference."

HQ mentions a study showing that the U.S. now leads the industrialized world in the disparities between rich and poor. And that poor children in the U.S. have a lower standard of living than poor children in fifteen other industrialized nations.

"If we look, says Harlce, the analytic case is very clear about who goes into higher education. Low income individuals are badly underrepresented in higher education. Low income individuals, relative to more well-heeled persons, are much less likely to be prepared to succeed in higher education. They don't take the courses that prepare them."

"The analytic evidence is unambiguous. We need to put more resources into the hands of low income and minority individuals."

"But the fact of life at the end of the 20th century in American politics is that the middle class holds the whip hand. Income disparities in the United States have grown more acute over the last twenty years. That's not something that just happened in the Clinton administration. You can look at the income disparities and at the growing gap between the most well to do and the least well to do."

Asked why he uses the phrase middle class instead of upper class, Harlce says: "Because there is no telling where some people would draw the line between the middle and upper class."

"Asked who is pushing for the lower class," he says, "The challenge for advocates has always been to work in the political environment—that is a given—and to ensure that we do all we can to help the lowest income individuals. So therefore I am very pleased with the Pell Grant increases, and the enormous growth in the TRIO programs. It should be more. I wish there were more. But we've done OK. The challenge that we are facing today is to hold on to that over the next couple of years."

Harlce and people like him, he says, are very worried about what's in the president's budget report which comes out February 3. Despite the fact that we've had a very good two year period in Washington, people like me are working late on Friday nights late to see if we can increase federal support for Pell and TRIO focused on lowest income citizens.

"We're fighting. I've had years when we haven't done anywhere near this well."

The Big Picture

"The Department of Education is moving more smoothly than it was. The quality of student loans has improved, the cost to taxpayers of student loans has fallen. The maximum Pell Grant has increased considerably for millions of middle class families. That is the big picture," Harlce told HQ.

"So far this administration has a very strong record in higher education. The higher education lobby in Washington is very deeply concerned about what we see in the president's FY 2000 budget and whether the president's commitment to higher education will continue. Information we have been getting leads us to be deeply concerned."

Bill Clinton has made a very big difference in the framework of education policy—a very significant and positive difference."

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REGARDING HISPANICS

The following excerpts from 110's Outlook on Washington columns highlight some of the proposals, progress, and stances in the Hispanic struggle for educational equity under the Clinton administration.

9/15/95 Getting Up to Date
Republican efforts to merge or eliminate the U.S. Department of Education have been thwarted.

9/29/96 National Round-up
The House Appropriations Committee had approved more than $59 billion in cuts to the education budget and $10 billion in cuts to student loan programs. The proposal included reducing funding for bilingual education by $100 million. President Clinton was threatening to veto the legislation unless funding was increased.

"This short-sighted and politically motivated action sacrifices our children's future for a tax break for the wealthy," said Education Secretary Richard A. Riley.

10/27/95 States Might Lose with Block Grants
Republican Congress was using block grants to return control of social programs, including education, to the states. But the grants are controversial in Washington and across the country.

"The purpose of the federal government's role in education is consistency and equity in the treatment of children," asserts Margaret Hovos, a government relations specialist for the Washington, D.C.-based NEA. "Some states do a good job of taking care of their children, and others don't."

6/21/96 Counting on Cooperation
The case before the Supreme Court rose from a decision by Bush administration Commerce Secretary Robert A. Mosbacher not to adjust the 1990 population count after Commerce's Bureau of Census acknowledged that a disproportionate number of Blacks and Hispanics had been undercounted. An estimated 4.8 percent of the Black population and 52 percent of the Hispanic population were missed in the 1990 count.

8/30/96 Commission Calls...
President Clinton's Advisory Commission's recommendations include: strengthening its office support; actively cultivating preschool education for Hispanic Americans; empowering all teachers to deal effectively with multicultural populations; monitoring student progress K-12; and beyond to decrease school drop-outs and postsecondary attrition.

Former Chairman Raul Yzaguirre resigned in April in frustration and anger, saying that the commission would be unable to rise above the bureaucratic morass and partisan politics to deliver a substantive and independent report.

11/22/96 Financial Aid Spared Cutting Block
One of the biggest winners was the federal work-study program which received a nearly $200 million increase in funding. "The combination of the President making student aid increases a priority and the public's disenchantment with the Republican attempts to cut aid was ideal," said Becky Timmons, director for congressional relations with the American Council of Education.

2/21/97 Coming Season in Congress
The federal government has been turning to loans as a way to provide aid to students, shrinking the amount of federal grant money. Borrowing via student loans rose to $27 billion in 1996 from $16 billion in 1992. Of about $35 billion that the government spends each year on students aid, 90 percent goes to loans and only 30 percent in grants.

7/25/97 Nation at Risk.....
In Texas, 41 percent of Hispanic students read at a "basic or above" level on the NAEP. Only 22 percent of the Hispanic students in California scored at that level.

Are Latino students in Texas that much smarter? Of course not. A bar graph...clarified the issue. In Texas, 90 percent of the teachers had fewer than 25 children, ranking it number two in the U.S., right behind Oklahoma. By contrast, 9 percent of the teachers in California had class sizes under 25, the worst percentage in the entire nation.

8/22/97 Technology and Education
"We know, purely and simply, that every single child must have access to a computer, must understand it, must have access to good software and good teachers to the Internet, so that every person will have the opportunity to make the most of his or her life," President Clinton.

9/5/95 A Sea Change in Admissions
While the nation, led by Texas and California, has begun to dismantle affirmative action in higher education and other segments of society, Washington remains home to a president whose official stance on this issue coheres around the slogan: "Mend it. Don't end it." Champions of affirmative action have found in Clinton a sympathetic, if at times wavering, voice.

The issue is upon us, and hundreds of thousands of Hispanics await opportunities long denied past generations.

10/17/97 Budget, Higher Education & Hispanics
"...the heart of this balanced-budget agreement is its historic commitment to education—the most significant increase in education funding in 30 years," President Clinton.

"This budget meets my goal of making education America's number one priority on the edge of the 21st century," President Clinton.

Few can disagree with that assessment. On the question of its fairness to low-income Hispanics, many would disagree. The battle to pass the budget is over, but the war to ensure equal educational opportunity in high education continues.

10/31/97 Tomorrow's Teachers
Clinton has clearly identified education as a major concern during his second term in office. The $350 million initiative to attract talented people from all background into teaching at low income schools across the nation is yet another indication of his determination to provide education opportunities to all.

12/26/97 Tackling Dropouts
Yet the record shows that proportionately, Hispanics have been well served by TRIO.

7/17/98 Offering High Hopes to All
Dubbed the "High Hopes" initiative, it would encourage children to believe that going to college is not a distant dream or a thing others do.

The President's budget calls for $140 million investment in "High Hopes" partnerships in 1999.

8/14/98 A Turning Point in Dropout Prevention
The administration intends to provide in 1998: $47.8 million grants to states and municipalities to boost skills of 630,000 Hispanic students and others lacking English skills; $150 million to local education agencies to train 500,000 immigrant children and youth; $305 million toward education of migrant workers; $18 million in higher education institutions and local agencies to train 2,000 teachers in ESL or bilingual education.

The administration proposes for fiscal year 1999 some $62 million in Pell Grants...to benefit more than 500,000 Hispanics.
The Consummate Student

Faculty Profile: Luis Gómez, University of Michigan

Some of his colleagues talk about his aura. Others call it his mystique. Buddhist studies professor Luis Gómez is something of a legend in his field. His ability to do scholarly work in six Asian languages (Sanskrit, Japanese, Chinese, Tibetan, Pali, and early vernacular Indic languages) is intimidating to scholars who've struggled to master one or two languages--especially when they find that he learned several of them on his own. The fact that he also knows Latin, German, French, Italian, and, of course, his mother-tongue Spanish, makes him seem even more imposing.

Gómez's linguistic ability has enabled him to analyze texts and do comparative studies over the entire spectrum of the Buddhist tradition. While most scholars of Buddhism specialize in a single geographic area, such as East Asia or South Asia, and a language or two from that area, Gómez covers them all. Experts in Indian Buddhism consult with him as do experts in Japanese Buddhism. "The range of his knowledge is astounding," observes Ralph Williams, chair of Michigan's Program on Studies in Religion, who points out that Gómez also is familiar with Western religious traditions "in a wonderfully detailed and precise way. He has a habit of mind and discernment which is never pedantic, but always fresh," Williams says.

While Gómez's training in philology is reminiscent of that of 19th- and early 20th-century scholars, he doesn't have the methodological conservatism that one would associate with them," observed U-M colleague Donald López, who specializes in Tibetan Buddhism. "He's very innovative."

Gómez's opus magnum thus far is a translation and comparative annotation of two Buddhist texts from Chinese and Sanskrit. The Sukhāvatīyavrah Patterson, texts describing the "Land of Bliss," or paradise of the Amitabha Buddha, are found in long and short versions in both Sanskrit and Chinese.

Gómez brings to his teaching and scholarship perspectives from a stunning spectrum of historical, cultural, and philosophical traditions. His lectures are rich in insights from art history, anthropology, and psychology, from visits to museums and religious pilgrimage sites, from opera or theater performances, and from conversations with his three-year-old grandson, Andrew.

Despite his intimidating academic credentials, Luis Gómez is an unimposing, gentle man whose initial polite reserve bubbles into enthusiasm as soon as he becomes engaged with an idea. He enjoys relating his encounter at a famous Buddhist pilgrimage site with an Indian tour guide who narrated in vivid color the story of the Buddha's attainment of enlightenment, pointing out the exact spot where the Buddha is supposed to have sat, along with other details. And just about everyone who has taken a course with Gómez knows about "Bharati's pizza effect" on Buddhist practice. That is, just as Americanized pizza has influenced the pizza now being eaten in some places in Tibet, so has North American Buddhism influenced Buddhist practice in some places in Asia.

"He has a way of generating excitement about what he teaches," says Robert Sharf, a formal doctoral student who is now one of Gómez's colleagues in the Buddhist Studies program at Michigan. "While he is a demanding taskmaster, he is also a compassionate human being."

"He's the consummate student," says Harvard's Charles Hallsey, who feels that the power of Gómez's scholarship lies in his eagerness to learn.

While it's common for an academic to excel in one of three areas--teaching, research, or administration--Gómez has excelled in all three, notes Don López. He holds positions in the Department of Asian Languages and Cultures as well as in the Program on Studies in Religion and the Department of Psychology, and he has created literally dozens of courses. A small sampling of his undergraduate courses includes Mystical Literature of Spain and India, Gender and Spirituality, Psychology and Religion, and Geographies of Death, as well as...
more basic introductory area courses in Buddhism. He also taught several courses with the late Ron Krapaport, a U-M anthropologist widely renowned for his work on religious meaning and ritual.

Gómez is also responsible for building, single-handedly, Michigan's graduate program in Buddhist Studies. Graduate courses have ranged from Theories and Controversies about Religious Experience to Buddhist Ethics and Readings in Buddhist Literature in Sanskrit and Chinese.

Many now consider Michigan's Buddhist Studies program to be the best in the country, says Don López, and it is also among the most highly regarded centers for the study of Buddhism in the world. One indication of excellence in an academic program is the success of its graduates, and it is notable that Gómez's former students have done extremely well in the job market. Sharp points out that in a recent job search for a Buddhist studies position at Yale, all three candidates on the short list had earned doctorates at Michigan.

The presence of Gómez and López in the same program is a source of both amusement and confusion, López notes. Some scholars have nicknamed it the "Gómez program," and the two Buddhologists with Hispanic surnames are often mistaken for one another and frequently receive mail discussing the other's work. López recalls a letter that arrived at the Department of Asian Languages and Cultures addressed to "Luis López." Unsure of whom it was for, they asked the secretary, Karen Munson, to open it and read it aloud. Even after hearing it read, no one could really say who the intended recipient had been.

Luis Gómez isn't content, however, to just sit back and be a Buddhologist. He is now completing a second doctoral degree in clinical psychology. His dissertation is an empirical study of the cognitive style of obsessive-compulsive persons. The spill-over from Buddhist studies into psychology isn't surprising in the light of Buddhism's emphasis on mental awareness and Gómez's interest in adding a social science dimension to his teaching interests.

His interests in psychology are multifaceted. One interest, not surprisingly, given his background in religious studies, involves ideas of psychological constructions of reality. "Some of the extremes in our notions of reality show the fragility of our grasp of reality," he explains. "Certain elements of reality construction in religion can be seen as deception or as creative imagination—it depends on what your personal inclinations are.

Another interest is the psychology of ritual, an area where Gómez has done research and teaching relevant to the study of religion. "I'm interested in the fact that you can have a number of rituals that are adaptive and healthy as well as rituals that are pathological," he explains.

A third focus is the development of notions of religion in individuals at various points in their life. "How do children acquire notions of religion, and how might those conceptions change in adolescence or in the aging process?"

Gómez's study of psychology has affected the way he teaches his courses in religious studies. He explains that he used to look at the biography of the Buddha as doctrine or as a philosophical statement about the nature of things. Now he looks at it often as a myth of human development, as confrontation with death, and transition from an adolescent view of death to a mature view of death.

If you ask Gómez how his career choices all came about, he is likely to give you a choice of answers. First, there's the Zen teacher's response: "It just happened! This is the one he prefers, he'll tell you, with his characteristic one-sided grin and quiet little laugh." This is the intuitive side of him, arguing that things don't necessarily happen in a rational, logical way.

The other is the psychologists' response, which begins with his childhood in Guaynavia, Puerto Rico. Growing up in a household that wasn't particularly religious, Gómez found going to church with aunts and uncles a special treat and became fascinated with religious ideas. "When I was about five, I got into comic books and with diverse cross-cultural experiences. A great-aunt, who was one of the pioneering faculty at the University of Puerto Rico, gave him books for every birthday and Epiphany, which, instead of Christmas, was celebrated with gift-giving. Of one of Gómez's favorites from that group was a volume on psychology.

The son of a physician, Gómez lived in places as diverse as Peru, Illinois, and Mexico City, Mexico, while his father was a medical student and intern. When he returned to Puerto Rico, he realized that aspects of Mexican culture had rubbed off on him, including a Mexican accent that his Puerto Rican classmates found amusing.

Gómez credits a high school Spanish teacher in Puerto Rico with opening up worlds of ideas to him. "She was what I'd call an ideal teacher," he says. "She wrote poetry and really believed that all human cultural productions are of interest, even if they are different from what we are used to." Students in her classes read selections from world literature, including the writings of Confucius and the Indian epic Ramayana.

When he entered the University of Puerto Rico at 16, Gómez hoped to major in philosophy and foreign languages. He recalls eagerly asking his philosophy professor when they were going to study Indian philosophy. "That's not philosophy, he was told. He headed for the library immediately after class because I knew that wasn't true."

After graduating in 1965, Gómez married Ruth Maldonado, whom he calls his best friend, and who now has a high school Spanish teach. That same year he began working on a Ph.D. in Buddhist studies at Yale. He finished in only four years in part to a response to the responsibilities of supporting his young family, which by then included three-year-old son. After a year at the University of Washington, a year in Asia, and four years at the University of Puerto Rico, where he was chair of the Department of Philosophy, he began teaching at the University of Michigan in 1979. Though only in his mid-50s, he has been regarded as a senior scholar in Buddhist studies for 20 years.

Gómez's achievements haven't gone unnoticed at Michigan. Since 1986, he has held the Charles Hucker Professorship. The college offered him the honorary post as support for an additional position in the Buddhist Studies program established in the early 80s at Stanford. When Stanford launched a "star-wars" effort to lure him away, he was one of five faculty members named by Arthur Thurnau Professorship, awarded for outstanding contributions to undergraduate teaching. Thurnau Professorships extend for three years and include a grant to support teaching activities. The previous year, he received a John H. D'Arms Faculty Award for Distinguished Gradui Mensening in the Humanities.

In his free time, Gómez loves to go to museums, the opera, the theater, and Disney films. Lately, he has been teaming up for these activities with his grandson, which allows him to see many things in a who new light. He often shares with his classes insights gleaned from the time together on "Andy-days which have become a regular part of his routine."

Romney Breerton earned a PhD in Asian Languages and Cultures at the U-M. He is the author of Thai Telling and Phra Malai.
Yale Divinity School Honors Ayala

Erickson A. Ayala is serving as a Coffin- Forsberg Fellow at the Yale Divinity School (Conn.) for the 1998-99 academic year. Having been elected by the Divinity School General Faculty, Ayala and four others were honored at a November installation ceremony.

Ayala is a substance abuse counselor for an outpatient treatment services group. He has a decade of commitment and service to those struggling with the demons of alcohol and drug addiction. His work has led him to serve populations in New Haven, Conn., such as the homeless and those with AIDS, as well as to undertake prevention work with Latino children. He has been described as a person who gives first priority to helping his clients recover from addiction and start living productive lives.

The other four Fellows honored were Rabbi Herbert Brockman, Elsie Gofield, Andrea Cole, and the Rev. Dr. Edwin R. Edmonds.

Sister Dianna Ortiz Speaks at Ramapo


In 1989, Ortiz, an Ursuline nun originally from New Mexico, was kidnapped in Antigua, Guatemala, taken to a secret prison in Guatemala City, and tortured by the Guatemalan military. Since then, she has sought the release of information from the Guatemalan and United States governments, and worked to end torture and bring those responsible to justice.

Reyes Elected Treasurer of National Hispanic Bar Association

Karen Reyes, a second-year law student at St. Mary’s University, in San Antonio, Texas, was elected treasurer of the law student division of the National Hispanic Bar Association at its convention held in Albuquerque, N.M.

Reyes and nine other St. Mary’s law students represented the largest group from across the country at the convention.

A native of San Antonio, Reyes is treasurer of the Hispanic Law Students Association at St. Mary’s. She works at the Immigration Clinic at the Center for Legal and Social Justice on campus, and participates in public interest work such as the VITA tax program, helping poor people in the Laredo area file tax returns.

Macias New UCLA Chicano/o Studies Chair

Reynaldo F. Macias has been named chair of the University of California-Los Angeles (UCLA) Cesar Chavez Center for Interdisciplinary Instruction in Chicana and Chicano Studies. Macias specializes in bilingual education and policy analysis, intercultural language demography, teacher preparation, and multicultural curriculum issues.

Macias has written several books and authored hundreds of articles on Chicanos in higher education, bilingualism, language minorities, and the changing demographics in schools.

Among his many goals at UCLA are to incorporate community service and applied research into the Chicano studies curriculum—through internships, learning experiences, student-initiated programs, and education abroad programs.

He earned a bachelor’s degree and master’s at UCLA. He also received a master’s and a doctorate at Georgetown University.

As an undergraduate at UCLA in the late 1960s, he was part of a student group that helped develop the Chicano Studies Research Center and the interdepartmental Program in Chicana and Chicanos studies.

Cabrera Speaks to Hispanics at Garden City

A youth motivator who served as one of six keynote speakers at last October’s United States Hispanic Leadership Conference in Chicago, came to Garden City, Kan., to address high school students from throughout Western Kansas.

Jimmy Cabrera, who talks about values, self-discipline, and cultural awareness, was the keynote speaker at the 1998 Hispanic Student Day at Garden City Community College (GCCC).

Ruiz Awarded National Humanities Medal

President William J. Clinton and First Lady Hillary Rodham Clinton awarded the 1998 National Humanities Medal to Ramon Eduardo Ruiz and eight other distinguished Americans at a special ceremony on the South Lawn of the White House in November.
The National Humanities Medal honors individuals or groups whose work has deepened the nation's understanding of the humanities, broadened citizens' engagement with the humanities, or helped preserve and expand Americans' access to important humanities resources. The humanities are areas of study such as history, literature, philosophy, and language that form the record of human cultural heritage.

Ruiz, an emeritus professor at the University of California-San Diego, is a distinguished historian of Hispanic America. Author of a dozen books and numerous articles, he has written on multiple aspects of Mexico's history and on the two most important upheavals in Hispanic America, the Cuban and Mexican revolutions. These studies are now reference works.

**UNM's Fernández Wins Government Buyer Honor**

Chris D. Fernández, a buyer in the University of New Mexico (UNM) Purchasing Department, was honored as one of the “1998 Government Buyers of the Year” by the Rio Grande Minority Purchasing Council, Inc. in November.

A letter from the Council's Executive Director, Elinor B. Ochoa, informed Fernández that he was selected because of his “advocacy of small business within the UNM purchasing organization is truly extraordinary. From your participation in our Council to your community involvement, you carry the message that doing business with small business is good business.”

Ochoa further cited Fernández and UNM for “playing an active role in the economic development of our local minority and women-owned businesses.”

The Council is a 22-year-old nonprofit organization that specializes in developing commerce between minority or women-owned businesses and corporate and government entities.

**UNM’s Cyrino Awarded for Teaching Excellence**

The American Philological Association (APA) recently honored Mónica Cyrino, an assistant professor of Classics in the University of New Mexico (UNM) Department of Foreign Languages and Literatures, with its 1998 Excellence in Teaching Award. Each year, the APA honors three professors teaching undergraduate courses in Greek and Latin language, civilization and culture in universities and colleges in the United States and Canada. Once a staple of college curriculums, enrollments in classical courses have declined steadily since the 1960s. In order to reverse this trend, the APA created the award to encourage new and innovative approaches to the discipline.

She received a master's degree and a doctorate from Yale University.

**Peña Representing Texas A&M System**

Amado M. Peña, Jr. well-known Texas artist and Texas A&M alumus, was featured in The Texas A&M University System advertisement in the magazine Texas Monthly last November.

Texas A&M-Kingsville’s "Distinguished Alumnus” for 1997. Peña has been active in art since the fourth grade. Reportedly, after coming to Texas A&M University, now Texas A&M University-Kingsville, in 1965, Peña won the design contest for the Javelina battle flag that was adopted in the fall of 1965 and is still used today.

Peña decided to devote all his time to his art in 1980. He communicates his vision of a land, a people and their art through serigraphs, etchings, and paintings that convey his mastery of color, strong graphics, spatial relationships and form. His work is owned by collectors throughout the country as well as Mexico and China.

He earned his bachelor's and master's degrees from Texas A&M-Kingsville University.

**Torres Named to Endowed Chair**

The Johns Hopkins University (Md.) board of trustees has accepted the recommendation of university president William R. Brody that Sasha Torres, a faculty member of the Krieger School of Arts and Sciences, be appointed to an endowed chair in her field.

Appointed in July as an assistant professor in the Department of English, Torres has been named to the Second Decade Society Faculty Development Chair. She is highly regarded in her field of television and the meaning of ra in the United States.

**Cumpián, Chicano Poet and Performer, at North Park University**

Carlos Cumpián, Chicano poet and performer, read and interpreted selections from his works, Coyote San, Lati Rainbow, and Armadillo Charm, at Nor Park University in Chicago last November.

Cumpián's poetry has been published in many small press journals and numerous anthologies, including Telling Stories: A Anthology for Writers: Chaos, Creativity, at Culture: A Sampling of Chicago in the 20 Century: Real Things: An Anthology Popular Culture in America, and Haystac and Skyscrapers: An Anthology of Illino Poetry. He is editor-in-chief of MARCH/Abra Press, celebrating more than 15 years of publishing. He has led creative workshops for youth and adults at schools and libraries, and conducted seminars on Latino and Native American literature in local and nation venues. Since 1992, he has worked as adjunct instructor in the English Department at Columbia College in Chicago.

**González Among 100 Most Influential Hispanics**

U.S. Under Secretary of Agriculture I. Mil González, former associate agriculture dean, New Mexico State University, has been named among the 100 Most Influential Hispanics by Hispanic Business magazine.

González was recognized in the magazine's October 1998 issue along with successful Hispanics from around the nation such as White House Deputy Chief of St Maria Echevarría, movie star Cameron Di author Sandra Cisneros, and kellogg President Carlos Gutiérrez.

"I appreciate the honor bestowed upon me by Hispanic Business magazine. My commitment to strengthen our country's agricultural research and education portfolio is strong. It is imperative that our country attract young people, particularly from groups that are underrepresented in agricultural and natural resource sciences.
meet the demands of a workforce for a global marketplace,” González said.

He earned a bachelor’s degree and a master’s from the University of Arizona and a doctorate from Pennsylvania State University.

**MCC’s Dowdy Named Teacher of the Year**

Elizabeth Vargas Dowdy, associate professor of English, reading, and foreign languages at Manatee Community College (MCC) in Florida was selected “Teacher of the Year” by the Florida Foreign Language Instructors in Community Colleges at the Florida Foreign Language Association conference held in Tampa in October.

Dowdy was also one of 78 from among 600 applicants nationwide to receive a $5,000 scholarship award from the American Association of University Women.

Working in the Manatee County school system, she became one of the first to teach English for speakers of other languages. As an instructor at MCC, she founded and served as faculty advisor for the Hispanic-American Organization and helped develop a mentor program for migrant students.

She has a master’s degree from the University of South Florida and is pursuing a doctorate at the University of Sarasota.

**Scambia Developing Program Curriculum for IEP**

Dr. Elena J. Scambia has joined Innovative Educational Programs (IEP) as Vice President for Curriculum and Instructional Services. Scambia has been a consultant to IEP since its official launch in 1997.

She is responsible for development of curriculum in all program areas for IEP.

IEP is a new venture that provides creative approaches to partnerships with school districts and communities in the development of customized programs for early childhood education; special education; alternative education, including option, magnet, and charter schools; and programs for at-risk youth and adults in the correctional systems.

“-going into the next century, our schools need to be more creative,” said Scambia. “Public/private partnerships offer far-reaching opportunities to prepare students at every level and in every situation for the world of tomorrow in a more cost-effective and comprehensive manner.”

**Senior Health Forum at UT Pan American**

The University of Texas-Pan American (UTPA) Center on Aging and Health, in collaboration with the National Hispanic Council on Aging and Anacito del Valle, hosted a two-day community forum titled “A Voice for Hispanic Seniors in the Health Care Debate.”

According to Armando G. Domínguez, forum coordinator and research assistant for the UTPA Center on Aging and Health, the forum was designed to provide information about important health care issues through speakers, exhibits, and workshops.

The forum offered participants an opportunity to obtain information on health care issues as well as interact with people who are concerned with improving the health and health care services for the Hispanic elderly.

**UCSB Latino Mobility/Graduation Rate Study**

The University of California-Santa Barbara study, “The Hazards of Changing Schools for California Latino Adolescents,” has found that, for California Latino teens, even one school change doubles the odds of their dropping out before completing high school.

The study focused on Latino teens and their families because Latinos are the largest and fastest growing segment of the state’s population. It showed that among Latino secondary students, 80 percent of those who made no school changes graduated from high school, compared to 63 percent who made one school change and 50 percent who made two or more.

The numbers also indicated that disciplinary problems predicted school mobility among Latino students, but not among other non-Latino white students.

And compared to non-Latino white students, research showed that almost twice as many Latino secondary students changed schools without changing residences.

**Bilingual Education Addressed at USF Forum**

Delaine Eastin, California superintendent of public instruction, addressed bilingual education issues at a University of San Francisco (USF) presidential forum last November.

Panel respondents were Dr. Alma Flor Ada (picted here), USF professor of international and multicultural education; Dr. Rosa Apodaca, San Francisco Unified School District assistant superintendent; Marian Joseph, member of the State Board of Education; and Dr. Yehudi Webster, associate professor of sociology, Cal State-Los Angeles.

**Spelman Symposium on Black Christ Statues**

Spelman College (Ga.) recently hosted a multidisciplinary international symposium addressing the presence of black Christ figures and statues found in South America.

“Our perception of Jesus Christ has been constructed in large part by images created by the great masters of the Italian Renaissance, and more recently, Hollywood.”
Loyola Marymount Mexican American Alumni Honored

Attorneys Raúl Francisco Salinas and the Parking Company of America (PCA)—owned and operated by the family of Alex Chaves, Sr.—were honored last fall by the Loyola Marymount University (Calif.) Mexican American Alumni Association at its 17th annual Scholarship Benefit.

Salinas (pictured here third from left), a partner in the law firm of Alvarado, Smith, Villa & Sánchez, was honored as an alumni role model. He established the California Hispanic Corporate Council, which encourages the advancement of women and minorities to senior management positions in large public and private corporations. He is also chairman of the East LA Classic Theatre, which exposes youth to Shakespearean and other classical works.

The PCA and the Chaves family were honored for distinguished service to the community. Chaves, Sr., developed and patented an innovative collection system for daily parking operations which is now used throughout the United States. His work in a number of local, national, and international issues led to his appointment to a task force working on the North American Free Trade Agreement.

Border Rights Issues Examined at Conference

Human rights activists from 11 southern states convened at the University of Texas-San Antonio (UTSA) to examine border rights issues at the Amnesty International 1998 Southern Regional Conference, hosted by the Division of Bicultural-Bilingual Studies.

A pre-conference tour of the U.S.-Mexico border at los dos Laredos enabled participants to see aspects of life at the border first-hand. The tour included U.S. Border Patrol offices and a private jail under contract to the U.S. Immigration and Naturalization Service.

Tom Ricento, associate professor of bicultural-bilingual studies and UTSA's liaison with Amnesty International, said he hopes students can get engaged in human rights and border issues so that they can become proactive and not just read about those events in the newspaper.

Carmen Valenzuela, a Guatemalan physician who was abducted and tortured by the Guatemalan military and eventually released after an international human rights campaign, was among the featured speakers.

Symposium on Latin America at OU

James R. Jones, former United States ambassador to Mexico, headlined the first symposium on Latin America, "Nationalism in Latin America at the Crossroads of the 21st Century," at the University of Oklahoma (OU).

Other participants in the symposium included: Elena Poniatowska, distinguished Mexican journalist, essayist, and novelist; Sergio Ramírez, author and former vice president of Nicaragua; Lupe Andrade, journalist and columnist, and fellow advisor on communications and media to the president of Bolivia; Max V. Castro, senior research associate at the North-South Center at the University of Miami; and Eduardo Gamarr, professor, author, and the editor of Hemisphere: a magazine on Latin American and Caribbean affairs.

Ismael P. Márquez, OU director International and Area Studies, said the symposium was to be a unique opportunity for the university to be part of an event that will bring into focus Latin America, an area critical to the United States.

Southern Colorado's Aviña Design Holiday Logo

Maya Aviña, assistant professor of art at the University of Southern Colorado, had one logo selected for the Millennium Holiday Christmas Tree in Washington, D.C., in the year 2000.

The U.S. Forest Service has chosen a 65-foot Blue Spruce from Pike National Forest that will be transported to Washington along the Santa Trail, tying into the trail’s 150th anniversary. Aviña’s logo will be carved into the end of the trunk of the spruce and will be seen as it travels enroute to Washington visiting mini-feasts occurring in communities along the way.

Once it arrives in Washington, the tree will be placed in the D.C. Mall and will be decorated by Colorado fourth graders with 4,000 handmade ornaments and 6,000 lights.

In Florida, Impact of Treaty of Paris Examined

In November, scholars from across the globe took part in a two-day conference in Miami that examined the historical and political impact of the 1898 Treaty of Paris—the treaty that concluded the Spanish-American War, set Cuba on its path toward independence from Spain, and transferred the former Spanish colonies of Puerto Rico, the Philippines, and Guam to the United States.

The conference, co-hosted by Florida International University (FIU) and the University of Miami (UM), featured historic political scientists, and other experts on the Spanish-American War, the Treaty of Paris, and its ramifications.

According to conference co-chair Iva Aragon, assistant director of the Cuba Research Institute at FIU, conference participants were going to take a look at the results of the peace treaty and what it meant for
countries involved, with an emphasis on Cuba.

Juan Carlos Espinosa, coordinator of the UM Cuban Studies Association, said: "The Treaty of Paris sets a pattern of national frustration for Cubans, a situation where foreign powers determined the fate of the Cuban nation."

**Documentary on Cotton in NM**

Once cotton, not chile, was King of New Mexico Agriculture.

At one time more than 300,000 acres of white gold covered the sector of the state Acala 157, a brand of cotton developed in the 1930s at New Mexico A&M College (New Mexico State University.) led the way.

"Acala Gold: The Rio Grande Cotton Kingdom," is an hour-long radio documentary that explores how cotton changed the social and environmental landscape of the southern Rio Grande. It was produced by Kent Paterson of KUNM—the University of New Mexico public radio station—in both English and Spanish. It looks at the history of Acala 157, the cotton that spurred the state industry and was credited with being the parent seed of the massive California cotton business as well. Paterson also tackles rarely discussed episodes of New Mexico and West Texas history such as the 1930s farm worker strikes, the Dust Bowl migration to New Mexico, and the Bracero Program of farm labor between Mexico and the U.S. from 1942-64.

Dennis Valdés, Professor of Chicano History at the University of Minnesota, and Yolanda Leyva, Professor of History at the University of Texas-San Antonio, are among those providing commentary in the film.

**New Job Posting Web Site Announced**

DiversiLink, the Official Career Development and Job Posting Web Site of the Society of Hispanic Engineers (SHPE) has announced the availability of a new and improved Job Posting Resume Database. The new software offers increased functionalities for the job seeker and recruiter alike by integrating both components. Job seekers, with the click of a button, can now submit their resume, which they have previously stored in the database, to any number of jobs retrieved from a search result. Job seekers select a login and password at the time of resume submission, allowing them to return to the database for the purpose of updating their resumes when needed.

Since November 1996, DiversiLink (http://www.diversilink.com) has been the SHPE's medium for distributing careers-related information to the 6,000 student and 1,500 professional members nationwide. SHPE is the largest and leading Hispanic engineering organization in the country, with 35 professional chapters and 135 student chapters in many major cities and universities.

For more information on DiversiLink, contact: Pedro G. Medrano ( pictured here) President of Innovative Human Resources Solutions, (650) 962-0225.

**PVCC in International Workforce Development Partnership**

Dr. Raúl Gómez, president of Paradise Valley Community College (PVCC) in Phoenix, Arizona, has announced that PVCC is part of a new International Workforce Development Partnership that will bring together the resources and expertise of the college, the Universidad de Tecnología de Tabasco (UTTAB) in Mexico, and the Partnership for Environmental Technology Education to train environmental technicians in the Tabasco area.

The three-year agreement, funded by a grant from the American Association of Community Colleges, supports the U.S. Agency for International Development's strategic goal of protecting the world's environment for long-term sustainability by creating a qualified cadre of workers in Mexico who are knowledgeable about environmental health and safety issues and prepared to assist industries, the government, and/or others in implementing practices that will protect the environment.

Bob Ireland, the Director of Training for PVCC's Environmental Health and Safety Technology Program.

**Sol Y Canto Performs at St. Mary's**

The Pan-American folk group Sol Y Canto performed at St. Mary's College (Ind.) at a free concert.

Sol Y Canto is an exuberant Latin band headed by former members of the Boston based Flor de Cama. Built upon a framework of warm, versatile Spanish guitar and crystalline vocals, Sol Y Canto music ranges from tender ballads to driving dance tunes. In addition to fresh interpretations of traditional songs, the six-member group's repertoire includes original numbers as well.

**Acculturation Conference at USF**

How interactions between different cultural groups affect individuals' well-being and the larger society was the focus of an international conference held at the University of San Francisco (USF) last month.

The free public conference "Acculturation Advances in Theory, Measurement and Applied Research" featured leading scholars who discussed such issues as ethnic identity, mental and physical health, and risk behaviors. A goal of the conference was to analyze the significance of acculturation for African Americans, American Indians, Asian Americans, and Hispanics.

Arda Hratado, of the University of California Santa Cruz discussed "Peculiar Effects of Class and Gender on Acculturation: The Case of Chicana/o in Higher Education." Luis Gerardo Marami talked about "Acculturation and Values." Daniel Santisteban of the University of Miami led "Acculturation and Family Relations." Halio Castano of the Dallas Master of Public Health Program discussed "Acculturation and Risk Behaviors." The Role of Acculturation in Physical Health in Racial Ethnic Minorities was led by Hector M. Mejia of the University.
HPRA Honors CSU-Domínguez Hills Students

Three seniors at California State University (CSU)-Domínguez Hills have been honored with $1,000 scholarships from the Hispanic Public Relations Association. (Pictured below left to right) Andy Pérez, Gabriela Cortez, and Martha Gallardo were cited by the Association for outstanding progress in their academic studies as well as in student activities.

The three students, majoring in communications with an emphasis in public relations, garnered the lion's share of scholarships awarded by the Association at its achievement luncheon.

Pérez is president of CSU-Domínguez Hills 51-member Public Relations Student Society of America chapter. Named "Outstanding Junior" by the university's Communications Department in the previous academic year, he received last year a grant from the national Public Relations Society of America for career promise in communications.

Cortez, an elementary school teacher's assistant, plans a career in community relations. Her goal is to create programs to improve the communities of children and adults living below the poverty level.

Gallardo has a special interest in advertising.

Northeastern University to Preserve 25 Years of Boston's Latino History

Northeastern University's archives and special collections department recently acquired 25 years of La Alianza Hispana's historical records. The 200 cubic feet of records document the history of Boston's Latino community and will help support Northeastern's "Preserving the History of Boston's Under-Documented Communities" project.

To mark the acquisition, WCVB-TV's Jorge Quiroga moderated a panel discussion on the historical role of Boston's Latino agencies. Panelists included: Maria Estorino, Northeastern University, Josita Fontanez, Latino y Niños Center, Gery Meriz, La Alianza Hispana, and Miren Larraneta, University of Massachusetts-Boston. Northeastern history professor Felix Matos Rodriguez served as master of ceremonies and Professor Elsa Núñez of Wheelock College delivered welcoming remarks.

La Alianza Hispana is the largest Latino educational, health, and social service agency in the Boston area. Founded in 1970, the agency works to combat the effects of poverty, discrimination, and the stresses of immigration.

8 PUBLICATIONS

Against the Multicultural Agenda: A Critical Thinking Alternative
by Yehudi O. Webster

This book offers an analysis of pluralist, Afrocentric, and postmodernist advocacy of multicultural education and multiculturalism, but suggests formidable laws in their conceptions of gender, race, culture, knowledge, learning, and social change. The author claims that multiculturalism is not a remedy for problems of sexism, racism, and educational underachievement among ethnic minorities.

The War of 1898: The U and Cuba in History and Historiography
by Louis A. Pérez Jr.

In this book, Louis A. Pérez discusses the differences in U.S. and Cuban accounts of the "Spanish-Cuban-American War" (as he refers to it). It is valuable reading for those who aim to understand U.S.-Cuban relations.

Against the Multicultural Agenda
by Yehudi O. Webster

The War of 1898: The U and Cuba in History and Historiography
by Louis A. Pérez Jr.

1907
240 pgs.
ISBN 0-275-95877-0
$22.95 paper
Praeger Publishers
(203) 226-3571

Dance Between Two Cultures: Latino Caribbean Literature Written in the United States
by William Luis

This book offers insights into Latino Caribbean writers born or raised in the United States who are at the vanguard of a literary movement that has captured both critical and popular interest. Some of the writers William Luis includes are Oscar Hijuelos, Cristina Garcia, Carolina De Jesus, Miranda Alcivar, Ricardo Pau-Llosa, and more.

376 pgs.
ISBN 0-262-15002-6
$30.95 cloth
Vanderbilt University Press
(615) 322-6555

685
Scene from the Movie Giant
by Tino Villanueva

A 14-year-old boy sits in the darkness of the Holiday Theater watching a scene of anti-Mexican racism in a James Deen/Elizabeth Taylor movie. This scene, this memory, is at the heart of this remarkable book-length poem in five parts.

1993
56 pgs.
ISBN 1-88068-4+12-8
$9.95 paper
Curstone Press
(800) 423-5110

Each One Teach One: Up and Out of Poverty (Memoirs of a Street Activist)
by Ron Casanova (as told to Stephen Blackburn)

A powerful and compelling autobiography. Each One Teach One chronicles Ron Casanova’s struggle out of poverty, homelessness, and drug addiction to find dignity and purpose in his life. Through his own dramatic awakening, this Black, Puerto Rican activist ultimately finds his answer in helping other people.

September 1998
200 pgs.
ISBN 1-88068-4+13-5
$22.95 cloth
Curstone Press
(800) 423-5110

What’s College For?: The Struggle to Define American Higher Education
by Zachary Karabell

Today, nearly two-thirds of high school graduates go on to some form of higher education, the overwhelming majority being working-class people seeking education to get a job; they are not seeking a liberal education, nor planning to go on to graduate school. This book discusses the problems faced by faculty members ill-equipped to handle this changing student body.

August 1998
288 pgs.
ISBN 0-465-08770-1
$24.00 cloth
Basic Books
(800) 331-3701

Finding Money for College 1998-99
by John Bear and Mariah Bear

More than six billion dollars in scholarships, grants, loans, fellowships, and unused corporate reimbursement plans that could have gone to help needy students go unclaimed every year. This book shows students how to claim this money for themselves and their education.

1998
160 pgs.
ISBN 0-28105-1503-4
$8.95 paper
Ten Speed Press
(800) 599-1600

The Distance Learners’ Guide
by Western Cooperative for Educational Telecommunications

This user-friendly student guide provides a basic understanding of distance learning for potential students who are unfamiliar with the concept and face a confusing array of academic and technical options.

1999
892 pgs.
$20.00 paper
Prentice Hall
(800) 922-9570

CONFERENCES

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

February 23 - Chicago
February 25 - Columbus, Ohio
March 9 - Washington, D.C.
March 11 - Philadelphia
“How to Address Claims of Sexual Harassment: What the Law Demands” presented by the University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.


NAHLS - Ethnic Studies National Conference

February 9-13
Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.
In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr. (606) 789-2650

ACE - The Academy in Motion

February 15-16
Annual meeting of the American Council on Education (ACE) at the Grand Hyatt Hotel, Washington, D.C.

Contact Annual Meeting Office, ACE (202) 639-9410

NAHP - United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their...
stuffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.
Contact: NAHP, (202) 602-2250.

AAHE - Organizing for Learning: Constant Values, Competitive Contexts
March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

ASPIRA-New Jersey - Latino Education Conference
April 5-6
The first-ever Latino Education Conference in New Jersey, this one will focus on “Where are the Latino Voices in School Reform?” At Harrah’s Casino and Hotel in Atlantic City.

Florida Community College-Jacksonville - College Teaching and Learning
April 14-17
Contact: Bill Martin, (904) 632-3333; e-mail, <wmartin@fccj.edu>. Also, Jack Chambers, (904) 632-3333; e-mail, <jchambers@fccj.edu>. Visit conference Web site at <http://www.teachlearn.org>.

CSU-Domínguez Hills - Retention of Latino Students in Higher Education
April 16
Fourth annual conference, presented by California State University-Domínguez Hills: “Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success.” In Domínguez Hills, Calif.
Contact: Dr. Miguel Domínguez, (310) 243-4653; e-mail, <m Dominguez@csudh.edu>.

Associate Vice President for Information Technology
Reports directly to the Vice President for Academic Affairs - Provides leadership for information technology administration, strategic planning, and communication; assists with the planning, design, development, and implementation of all information technology services for the University.
Qualifications include: Minimum of five years’ experience in information technology administration; strong technical knowledge of computer and telecommunications; development of web page development and technologies; excellent organizational and interpersonal skills; ability to work on both technical and user environments; willingness to adapt to a rapidly changing higher education environment and experience in performance-based management of professional level staff. Graduate degree required.
Twelve-month position with salary commensurate with experience. Start date negotiable. Applications are currently being accepted.
Nominations and applications with resume and names, addresses and telephone numbers of five references should be sent to: Dr. Una Mae Reck, Vice President for Academic Affairs, SUNY Fredonia, Fredonia, NY 14063
(716) 673-3339 e-mail: reck@fredonia.edu

FACULTY POSITIONS IN ART & MUSIC

ASSISTANT/ASSOCIATE PROFESSOR OF MUSIC HISTOY AND LITERATURE
Tenure-track. Musicologist, preferably with Medieval/Renaissance-Baroque emphasis; strong record of publications; successful college/university teaching experience is required; doctorate and solo performance background are required.

ASSISTANT/ASSOCIATE PROFESSOR ART EDUCATION WITH ART HISTORY OR STUDIO AREA SECONDARY EMPHASIS
Tenure-track. Required Ph.D. or Ed.D; successful work in art education, art history or studio, and research; 3 years each at college and public school (K-12) teach experience.

CONTACT: (970) 351-2194 for camp! Vacancy Announcement on the above position

UNC is an AA/EEO committed to fostering a diverse student body, faculty and staff. Affirmative Action/EQUAL Opportunity Office, Center Hall, 2011

HENRY FORD COMMUNITY COLLEGE
3101 Evergreen
Dearborn, MI 48128

Henry Ford Community College is seeking to fill the following full-time faculty positions:
• Sociology Instructor
• Criminal Justice Instructor
• Geography Instructor
• Psychology Instructor
• Computer Information System Instructor
• Electronics-Robotics Technology Instructor
• Drafting and Print Reading Instructor
• Preventive Maintenance, Mechanical and Related Trades Mathematics Instructor
• Developmental Mathematics Instructor

Henry Ford Community College is a comprehensive, publicly supported institution enrolling more than 20,000 persons of all ages through an open-door policy. The 25-acre campus is located on the former estate of the late Henry Ford (Fairlane), a wooded greenbelt in the heart of Dearborn with easy access to all parts of the Detroit Metropolitan area.

For specific information about these vacancies, please visit our web site at: www.henryford.cc.mi.us

Henry Ford Community College is an affirmative action/equal opportunity employer.
Book Review

By John Wegner, Ph.D.


Midway through Américo Paredes George Washington Gómez, the narrator tells us that George Washington Gómez, in the eighth grade, “developed simultaneously in two widely divergent paths. In the schoolroom he was an American; at home and on the playground he was a Mexican. Throughout his early childhood these two selves grew within him without much conflict, each an exponent of a different tongue and a different way of living” (147). The eventual collision of these internal forces and the external result are at the heart of Paredes’ novel about a young boy growing up on the Texas-Mexico border between 1915 and the late 1930s.

In 1915, Texas Rangers arrest Guadalupe Gómez because of his relationship with his wife’s brothers. Both Feliciano and Lupé are seditionists working with de la Peña and the Republic of the Southwest (a little-known movement in the early 1900s that fought a guerilla-like war to create an independent Southwestern State out of South Texas and Northern Mexico). After questioning Gómez, Texas Rangers kill him while he is “trying to escape.” With his dying breath, he asks his brother-in-law, Feliciano, to take care of his wife, daughters, and newly-born son, George Washington Gómez, and he asks him to raise his son with “no hate” (21).

Feliciano takes the family from Mexico to Jonesville-on-the-Grande, Texas, where he works for the dominant political party in the city gathering the Mexican vote on election day. Lupé, however, remains steadfastly loyal to the independence movement. The novel focuses on Gómez’ development after his family moves across the border. Central to his childhood is the conflict between his Anglo education and his Mexican family and history.

While Gómez’ coming-of-age provides the bulk of the novel’s narrative, Lupé plays an integral role in Gómez’ life. When he is about to graduate from high school (during the Depression), he walks home one night and a mugger accosts him. He slips and falls, and his hand lands on a brick that he uses to hit the man on the head. Shortly thereafter, the man, Gómez’ uncle Lupé, dies. Their meeting is a quirk of fate (and perhaps a weakness in the novel). But Lupé’s death deeply affects Gómez. Because of Lupé, Gómez discovers the cause of his father’s death, and in his anger at his uncle, he lashes out at the destitute his father wanted for him, telling his uncle that “I’m not going to be a great man. I’ll just be another Mexican with the seat of his pants torn and patched up. That’s all I’ll ever be. And I don’t want to help my people. Help my people? What for? Let them help themselves, the whole lot of ragged, dirty pelados” (265).

In his anger, Gómez “was adamant about not going to college, solely because he knew he could hurt his uncle that way” (266). Despite his anger, Gómez goes to college. His return to Jonesville-on-the-Grande after school is less than auspicious. Instead of returning to help his people, he returns as a “first lieutenant in counter-intelligence” whose “job is border security” (299). In complete contrast to his uncles who fought for independence, the “leader of his people” returns “in the service of [his] country” (302). Any questions that Gómez might have had earlier about his Anglo-self and his Mexican-self are lost, and Feliciano wonders if his “country includes the Mexicans living in it” (302).

Américo Paredes began writing George Washington Gómez in 1936 and completed the novel in 1940. He left the novel to pursue other interests and did not publish it until 1990. In some areas, it reads like a first novel. The ending is abrupt, and some of his characters are hollow and one-dimensional. These weaknesses aside, the novel is fun to read, and Paredes tells an engaging story that reads as both a coming-of-age story and a critique of an Anglo educational system that requires submission of the minority self. Gómez ends the novel a “Cabrón...Vendido sanavabiche!” (294) when he rejects his old friends, his uncle, and his history. The paradox of success for Gómez is that he must capitulate to the system, but in doing so, he rejects his family.

When I teach, the novel in my Contemporary Texas Novels course, this Gordan knot interests my students. Even the Anglo students recognize that education separates them from certain aspects of their past. My Chicano and African American students especially relate to the tension between “selling out” for success and failing because the system requires education (“brainwashing” some students call it) shaped by Anglo Americans. Paredes’ novel allows us to talk about the history of education, integration, and racism and the past and present schooling system. The beauty of Paredes’ novel is that he does not make the issue a simple one. While it is difficult to sympathize with Gómez by the end of the novel, Paredes does not allow us to ignore the difficult choices Gómez had to make to “get out of this filthy Delta” (300).

Dr John Wegner assistant professor of English at Angelo State University, San Angelo, Texas, has taught the Nineteenth-Century Novel, the Contemporary Texas Novel, and other American literature courses. He is currently working with a study team to create a Studies of the Southwest and Northern Mexico program at Angelo State.

To submit a book review, please e-mail us at: outlook@aol.com (the Hispanic Outlook office for Book Reviewers’ Guidelines)
PROFESSOR OF ECONOMICS
NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES
(TWO POSITIONS)

The National Defense University invites interested persons to apply for the position of Professor of Economics. The position is available July 1, 1999, on the civilian faculty of the Industrial College of the Armed Forces (ICAF). Professor of Economics, the incumbent will lecture and conduct graduate-level seminars and instruction on defense economics policy and procedures in ICAF's core economics courses. Teach in elective courses, participate in industry studies programs, and conduct research activities.

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and is the primary land grant campus in the state. The University's most critical priorities are to enhance the research and teaching stature of the University and to receive a Carnegie classification of Research 1 and become a premier land grant university for the 21st century.

The University currently has 15,000 students and a full-time faculty of 973. The University's annual budget is currently $225 million, its endowment is valued at $180 million, and its externally funded research is $40 million annually. Two of the goals of the administration are to increase the external research funding to over $100 million and to double the annual budget within five years.

The Provost is the chief academic officer of the University and reports to Chancellor John A. White. The Provost is responsible for all seven schools and colleges at the University.

The successful candidate will have earned a terminal degree in a discipline appropriate for appointment as a full professor and will have a demonstrated record of excellence in scholarship, teaching, grant support, and professional service. This person should have a record of meaningful and successful administrating and fiscal responsibility and skills that will have been derived from management of a complex organization. This person must have an understanding of, appreciation for, and commitment to the land grant concept.

The University seeks a distinguished academic leader who will have a strong commitment to scholarship, teaching, academic freedom, and diversity and who will have a strong appreciation for the balance between teaching and research. The person must be one of unquestioned integrity and ethics with decisiveness and skill as a consensus builder. The Provost should have a high energy level and a fair, decisive, and innovative leadership style.

This is a unique opportunity for an academic leader to be part of the new administration of one of our country's premier land grant institutions.

Repeatedly rated as one of the nation's top communities, Fayetteville, Arkansas, is legendary for its beauty, livability, and safety. As we enter into the next century, it will be only miles away from the country's population center, connected to the nation by major highways and new regional airports and to the world by the University's ever-expanding information networks.

Under the state's Freedom of Information Act, individual applications are available to the public upon request. All correspondence should be directed to the University's executive search consultant.

Jerry H. Baker, Partner
Baker, Parker & Associates, Inc.
Two Concourse Parkway, Suite 775
Atlanta, GA 30328
jbaker@bpasearch.com

University of Arkansas home page: http://www.uark.edu
University of Arkansas information:
http://pigtail.uark.edu/info/briefing_book/

The University of Arkansas is an equal opportunity/affirmative action institution.

http://ndunet.ndu.edu
Temple University College of Education

Temple University is a senior, comprehensive, public research university located in Philadelphia. The current student enrollment is approximately 29,000. The College of Education seeks to fill five tenure-track faculty positions effective September 1, 1999. Salaries will be commensurate with qualifications and experience.

Educational Administration. The Department of Educational Leadership and Policy Studies seeks to fill a tenure-track position in Education Administration at the assistant or associate level. Required qualifications include: an earned doctorate in Educational Administration or a related field; evidence of scholarly productivity; ability and commitment to work with public school personnel and educational institutions and agencies; and the ability to direct doctoral dissertation research. Preferred qualifications include experience as a school administrator, especially in an urban school district. The areas of specialty are open but the successful candidate must have knowledge about principals and superintendents. Responsibilities include: developing a program of practice-sensitive, field-based research; supervising doctoral dissertation; developing and teaching graduate courses in education administration; and working with school districts.

School Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in the School Psychology program at the assistant professor level. Temple University’s School Psychology program has full APA accreditation. Preference will be given to applicants who are certified school psychologists and are licensed or eligible for licensure in Pennsylvania. Applicants should have evidence of scholarly productivity. The responsibilities of the position include: supervising doctoral dissertations; teaching graduate courses; providing clinical supervision; and establishing a program of research. Interest in education in urban schools is highly desirable.

Elementary/Early Childhood. The Department of Curriculum, Instruction and Technology in Education seeks to fill a tenure-track position in the area of Elementary/Early Childhood Education at the assistant professor level. The primary responsibility will be teaching undergraduate and graduate courses in Elementary and Early Childhood Education. Required qualifications include: an earned doctorate (Ed.D. or Ph.D.) in social studies or a related field with teaching experience and interest in middle-school. The position also requires a strong commitment to teacher preparation and field-based research.

Physical Education. The Department of Physical Education seeks to fill a tenure-track assistant at the assistant professor level. Primary duties include teaching undergraduate and graduate courses in the CAHPEP and NATA-approved Athletic Training programs, and the Department’s Anatomical and Physiology courses. Additional responsibilities include: directing the Graduate Athletic Training program; curriculum, thesis, dissertation and program advising of students; research and other scholarly and service activities. Qualifications include an earned doctorate in Athletic Training, a related field, a minimum of three years experience as a NATA-certified athletic trainer, and previous college/university teaching experience, preferably in Athletic Training and Human Anatomy and Physiology courses.

Counseling Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in Counseling Psychology at the assistant or associate professor level. Applicants should have teaching experience, a publication record in refereed journals and solid clinical skills. The program is looking for a generalist to teach beginning courses in the master’s program and a specialist to teach applied courses in an APA-accredited doctoral program. Although the area of research interest is open, preference will be given to applicants whose research concerns one of the following areas: career development, multicultural counseling, preparation and training of school and agency counselors, family studies, or teacher education. Applicants should have experience directing doctoral dissertations, conducting research with diverse populations, be student centered, and be interested in cross-cultural issues.

Applicants interested in any of the above positions should send a letter of application including a current vita containing the names, addresses and phone numbers of at least three references. Materials should be submitted to: Search Committee, c/o Dr. Trevor E. Sewell, Dean, College of Education, Temple University, Philadelphia, PA 19122.

Applicants will be reviewed beginning January 15, 1999 and continue until the positions are filled. Temple University is an equal opportunity/affirmative action employer. Women and ethnic minorities are especially encouraged to apply.

MICHIGAN STATE UNIVERSITY

SCHOOL OF SOCIAL WORK AND
THE JULIAN SAMORA RESEARCH INSTITUTE

This position is available as part of Michigan State University's ongoing commitment to strengthening faculty capacity in Latino-Chicano studies. In addition to this position being advertised in the School of Social Work, faculty positions are being advertised in Psychology, Sociology, and Anthropology, of which two will be filled.

Social Work/Latino Studies - The School of Social Work moves applications for a tenure-track faculty position (assistant professor) specializing in work with Chicano/Latino families and communities. The position will be appointed in the School of Social Work (tenure based) and will have an affiliation with the Julian Samora Research Institute, the Midwest's premier policy research and outreach center for Latino communities. The School is seeking applicants with expertise in teaching and research in curricula areas of direct practice and a second curriculum area of the candidate's choice. The position requires an M.S.W. and a Ph.D. (or D.S.W) in social work or related disciplines and demonstrated interest in the field of children, youth, and families with particular ability to work with Michigan Latinos and farm workers and/or urban communities. There are opportunities to work in the School of Social Work's accredited undergraduate and M.S.W. degree programs and doctoral program through the University's interdisciplinary Ph.D. program. The School of Social Work and the Julian Samora Research Institute are part of the University's College of Social Science. The position begins August 16, 1999; the application deadline is March 1, 1999, but will be extended as needed until suitable candidate(s) have been identified. Interested individuals should send a letter of application, vitae, and three references to Gary R. Anderson, Ph.D., Director, School of Social Work, 234 Baker Hall, Michigan State University, East Lansing, MI 48824.

Handicapped have the right to request and receive reasonable accommodations. MSU is an Affirmative Action/Equal Opportunity Institution.

Search Re-Opened

The University of Illinois at Chicago

EXECUTIVE DIRECTOR, OFFICE OF ADMISSIONS AND RECORDS

Applications are invited for the Office of Admissions and Records, University of Illinois at Chicago (UCIC). UCIC is one of six Research 1 universities in the United States. It is the leading public university in the Chicago area with 55,000 students and a $3.8 billion endowment. All UIC graduates are eligible for federal and state loans. The University is an Affirmative Action/Equal Opportunity Employer.

Qualifications: a master's degree, with a doctorate preferred, minimum requirements seven years of administrative experience in admissions or registration or records-related operations (admissions experience preferred); a record of progressive administrative/research experience in higher education; experience in supervising a large staff; demonstrated commitment to diversity; a working knowledge of marketing, enrollment management, or other preferred qualifications or the successful candidate for Executive Director, office of student services; demonstrated ability to build relationships with faculty staff and students; involvement in professional organizations; and excellent oral and written communication skills.

A resume will be required, including a position summary and the names and telephone numbers of three references. The materials should be sent in a single letter to:

Deidre Hodges
Chair Search Committee for the Executive Director of the Office of Admissions and Records
Office of the Vice Chancellor for Student Affairs and Enrollment Management
The University of Illinois at Chicago
1200 W. Harrison Street, Suite 5105 (MC 600)
Chicago, Illinois 60607-7175

Additional information about the University of Illinois at Chicago can be found at our website (http://www.mq.cis).
DePaul University
Announces a Search for
Dean of the College of Commerce

During the last decade, the DePaul University College of Commerce has emerged as one of the nation’s most innovative and successful business schools. Located in Chicago, the College of Commerce is one of eight colleges and schools of DePaul University. Offering day and evening undergraduate and graduate programs to over 5,500 students, the College of Commerce is the seventh largest AACSB-accredited graduate business school in the country. Increasingly international in orientation, the college offers degree programs on three campuses in Chicago as well as Hong Kong and certification programs in Eastern Europe. Its MBA in International Marketing and Finance (MBA/IMF) is the first of its kind in the United States and draws students from around the world. The college’s record of innovation has earned it national attention. U.S. News and World Report has regularly ranked the part-time MBA program among its top 10 in the nation, and the Wall Street Journal has ranked the college’s entrepreneurship program in the top twenty-five. Most recently, the International Herald Tribune recognized the MBA/IMF to be among the best international business programs in the world.

After a ten-year record of accomplishment, Ron Patten will step down as dean. The college now seeks a dean who will sustain and enhance the college’s momentum. The ideal candidate will be both a builder and advocate who can lead the college’s efforts to offer high-quality, multi-dimensional and readily accessible business education in innovative ways. Supported by the University’s ambitious growth objectives, the successful candidate will have the opportunity to build an extraordinary business school. Other desired qualifications include the capacity to be a strong and persuasive spokesperson for the college and the ability to champion the college’s interests to alumni, the business community and accrediting agencies; the ability to lead faculty and support them in their teaching and research; commitment to international programs and the ability to provide leadership to them; an appreciation for the Catholic, urban, Vincentian ideals that guide the University’s mission.

The University’s Search Committee, chaired by John Abern, DBA, CPA, Associate Professor of Accountancy, is assisted in its efforts by a national executive search firm. All inquiries, nominations and resumes may be submitted in confidence to: David Welch or Mario Borunda, Isaacson Miller, Box 1784, 334 Boylston Street, Boston, MA 02116, Phone (617) 262-6500; Fax (617) 262-6509; e-mail dwelch@isimsearch.com or mborunda@isimsearch.com.

To learn more about DePaul University and the College of Commerce, please contact the University’s web site at www.depaul.edu.

SCHOOL OF ARCHITECTURE and ENVIRONMENTAL STUDIES (SAES)
THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEAN

The School of Architecture and Environmental Studies (SAES), with 600 students, awards 4-year B.A. degrees in Architecture and Landscape Architecture, a 5-year B Arch and an M.A. in urban design. The School seeks to expand its graduate offerings.

The Dean, who reports to the Provost, leads the School in curriculum development, program planning and the acquisition of external funding, and maintains liaison within the campus, government agencies, related organizations, and community leaders. The successful candidate should have a Master’s degree and professional license in Architecture or Landscape Architecture, or shall have a Ph.D. in a related area of study as well as demonstrated commitment to urban architectural education, and a history of teaching, administration and/or distinguished professional accomplishment to quality as a tenured full professor. The salary range is $92,904-$112,602.

Applicants should send a letter of interest, CV, and list 4 references to be contacted at a later date by March 1, 1999 to Search Committee for Dean of SAES, Office of Affirmative Action, Harris Hall, Rm. 412A. Applications will be considered until the position is filled.

FACULTY POSITIONS FALL 1999

All positions require a Ph.D. or equivalent degree or a Master’s degree and professional license or registration. A CV should be sent by 3/1/99 to the individual listed.

URBAN DESIGN/ARCHITECTURE, Asst to Full Prof., to teach graduate level design studios with the ability to direct these programs in the future and with expertise in another core subject such as history, theory and methods. Professor Lance Jay Brown.

SPECIALIST IN BUILDING SYSTEMS TECHNOLOGY, Asst. Prof. A creative vision of computer applications in architecture and building systems technology. Professor Rosanna Palmen.

ARCHITECTURAL DESIGN, Asst. Prof. A knowledge and experience in the application of computers to architectural design is desirable. Professor Carmen Bee.

Salary ranges. Asst Prof. $30,899-$53,779. Assc Prof. $40,178-$64,226. Prof. $49,866-$77,229. See also http://www.ccny.cuny.edu/positions.

THE CITY COLLEGE OF NEW YORK/CUNY
SCHOOL OF ARCHITECTURE and ENVIRONMENTAL STUDIES
Convent Avenue at 138th Street. New York, NY 10031

EG AA Employer M/F/D/V

DIRECTOR
Center for Excellence in Teaching & Learning

Position Description
The University at Albany, State University of New York, invites applications and nominations for Director of the Center for Excellence in Teaching & Learning (CETL). Candidates should have administrative and faculty development experience. The Director holds a full-time, calendar-year position and reports to the Provost & Vice President for Academic Affairs. The position requires a dynamic and resourceful leader who will take responsibility for faculty development and advancement of a campus culture that values and rewards excellence in teaching and learning. The Director will develop and lead programs that enhance faculty teaching and learning, and develop programs to advance learning in instruction, curriculum development, and research related to pedagogical practices, collaborative with various university offices, centers, and programs. The Director will develop and administer multiple budgets, and hire, supervise, and evaluate staff.

Additional qualifications include:
Knowledge of current learning theory and effective pedagogical and technological practices, a proven track record in pedagogical innovation in higher education, excellent interpersonal, communication, and organizational skills, ability to work with diverse faculty, interests, disciplines, and cultures, and experience working with varied academic and support units. Earned doctorate preferred.

Institution and Setting
Established in 1844, the University at Albany is the oldest state chartered public institution of higher education in New York State. Albany has a broad mission of undergraduate and graduate education, research, and public service. Approximately 17,000 students are enrolled in more than 100 academic programs from the bachelor’s degree through the doctorate in eight degree-granting schools and colleges of the University. Further information is available at the University’s Web site http://www.albany.edu.

The Center for Excellence in Teaching and Learning was founded in 1994, is a central element of the University’s strategic plan to promote engaged learning and innovation through technology. The Center is instrumental in opening a range of teaching and learning technology development and leadership.

Application Deadline:
Review of applications will begin on February 1, 1999 and continue until the position is filled.

Application Procedure:
Submit a letter of application addressing qualifications and interests, a brief statement of teaching philosophy, and names, addresses, phone numbers of three references to Professor Robert Bernstien, Search Committee Chair, Center for Excellence in Teaching & Learning, ULB-34, University at Albany, SUNY, Albany, NY 12222.

The University at Albany is an Equal Opportunity Alternative Action Employer.
Education

DIRECTOR OF ADMISSIONS

Reporting to the Dean of Student Development, the Director of Admission has responsibilities which include supervising all aspects of the admission and registration process, maintenance of the student records data system, ensuring customer satisfaction with service delivery systems, assisting in development of college's marketing program, consulting with instructional staff on admissions and records issues, and preparation and maintenance of student credentials.

QUALIFICATIONS: Master's in Student Personnel Administration, Educational Leadership, Counseling, Management or other related areas; supervisory experience in an admissions and records department; excellent communication skills, both oral and written.

APPLICATIONS must submit complete application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by March 1999 for full consideration.

CONTACT Human Resources at (847) 543-2065; TDD (847) 223-561! Fax: (847) 223-0824.

COLLEGE OF LAKE COUNTY
19351 W. WASHINGTON ST.
GRAYS LAKE, IL 60030-1198

Department of Education

ONE TENURE TRACK FACULTY POSITION IN TEACHER EDUCATION A THE ASSISTANT PROFESSOR LEVEL WITH TEACHING RESPONSIBILITIES PRIMARILY IN THE ELEMENTARY AND MIDDLE SCHOOL LEVEL (Pending Board Approval)

Responsibilities include:
- Teaching Foundations courses in American Education
- Teaching Content Area Reading/Literacy Courses
- Teaching Psychological Foundations of the Middle School Course
- Supervising Student Teachers
- Advising Program Students

Requirements include:
- Earned Doctorate in Education
- K-12 Teaching Experience including Work with Special Needs Students
- Teaching Experience at the College Level Preferred
- Ability and Experience in Working with Diverse Students

Elmhurst College is a private, church-related Liberal arts college located sixteen miles west of Chicago, Illinois. The Department of Education offers undergraduate and graduate programs in early childhood, elementary, secondary, and special education. Its programs are accredited by the Illinois State Board of Education, NCATE, and the North Central Association. The College’s day and evening enrollments total approximately 2800 students.

Minority candidates are encouraged to apply.

Department Chairperson Dr. Michael Feldman
Elmhurst College, 190 Prospect
Elmhurst, Illinois 60126

Elmhurst College

DEPARTMENT OF EDUCATION

Focus on undergraduate education, with selected graduate programs based on need;
- Primary service area of Charlotte, Collier, Glades, Hendry, and Lee Counties, with distance education enabling the extension of educational opportunities beyond this region;
- Innovative ideas and technologies in distance learning in delivery of programs and services;
- Alternative learning methods to serve a diverse student population;
- Emphasis on environmental studies and international perspectives;
- Community and academic partnerships;
- Student service learning and community-based service;
- Scholarship to support teaching and service, especially applied research with regional focus;
- Mix of multiyear and tenured/tenure earning faculty appointments.

Candidates should have successful senior level experience, preferably as a university president, provost and/or vice president. Skills in fundraising, building relationships, and enhancing diversity are important. An earned doctorate and a distinguished record of scholarly and professional accomplishments are preferred. Send letter of application, request for detailed position description, or e-mail resume and cover letter to

Morris & Berger
201 S. Lake Ave., Suite 700
Pasadena, CA 91101
Fax 626-795-6330

The State University System of Florida is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the “Public Records Act” and the “Government in the Sunshine” laws of the State of Florida.
POSITION ANNOUNCEMENT

INSTITUTIONAL RESEARCH DIRECTOR

University of Minnesota Duluth

Applications and nominations are invited for the position of Institutional Research Director at the University of Minnesota Duluth.

Responsibilities include: 1) establishing and maintaining working relationships with other University departments in the development and dissemination of data in the areas of enrollment, budget and academic performance; 2) responding to information requests from senior management, government agencies, and educational groups; 3) monitoring and reporting, national and international trends in higher education; and 4) designing, directing, and supervising data collection and analysis.

Required qualifications include: a master’s degree in a research-related field including, but not limited to social science statistics, minimum of 3 years of direct experience with data collection and statistical analysis, ability to work effectively with multiple management levels and staff with diverse backgrounds. The candidate must also exhibit excellent communication skills. Desirable qualifications include: earned doctorate in a research-related field including, but not limited to social science statistics, minimum of 3 years of direct experience with data collection and statistical analysis, and professional experience in higher education.

Starting date is February 15, 1999. The position of the Institutional Research Director is a full-time, 12-month position with an initial appointment of three years. Salary is competitive and commensurate with credentials and experience. The committee will begin its review of applicants on January 15, 1999. and will continue until the position is filled.

Applications must include a letter expressing interest, availability, experience, and strengths as they relate to the position; a current resume; a personal statement detailing the applicant’s alternative approach; equal opportunity and diversity; philosophy and experience with related issues; and the names, addresses, and phone numbers of three references who may be contacted. A detailed position description may be found at: http://www.d.umn.edu/cfa/Research_Director/ird.html

Send completed applications to: John Hamlin, Chair, Institutional Research Search Committee, 109 Cina Hall, H. 10 University Drive: Duluth MN 55812-2496; Telephone (218) 726-6387; Fax (218) 726-6386; email jhamlin@umn.edu

The University of Minnesota is an equal opportunity educator and employer.

ADMINISTRATIVE POSITIONS

Associate Dean of Instruction
Associate Dean of Instruction
Dean of Instruction
Director of Arts, Humanities, and Student Services

FACULTY POSITIONS

Agricultural Business (vacant replacement)
English (vacant replacement)
Art (2 positions)
Auto Collision
Auto Technology
Business
Business/Information Systems
Business and Technology (2 positions)
CADD/CAM
CalWorks Counselor
Chemistry
Child Development
Counselor/Instructor (6 positions)
Counselor Assessment Center Coordinator
Counselor Athletic Counseling 
Counselor (2 positions)
Counselor (CDE/LEP Program)
Counselor (CHS/EP Program)
Counselor: International Scholars Program
Counselor Southeast Asian Program
Counselor, Student/Athlete Support Program
Counselor, Adventure Program
Developmental English
Developmental Reading
Developmental Writing
Electronics
ESL
Foreign Language
French and Spanish
General Biology
General Chemistry
General Physics
General Zoology
Geography
Geology
History (2 positions)
Information Systems
Information Technology (2 positions)
Librarian (2 positions)
Mathematics (4 positions)
Mechanical Engineering
Medical Assistant
Nutrition (2 positions)
Music (Choral/Vocal)
Office Technology
Office Technology (4 positions)
Physics (2 positions)
Political Science (2 positions)
Psychology
Spanish (2 positions)
Spanish (2 positions)
Speech (2 positions)
Student/Faculty (2 positions)
Women’s Basketball Coach/Sports Coordinator

For an application package please contact our Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call us at (559) 226-0720, FAX us at (559) 229-7039, or visit our website at www.scccd.cc.ca.us.
ASSOCIATE PROFESSOR FOR THE SCHOOL OF EDUCATION

Full-time faculty position beginning August 1999.

Responsibilities: teach courses in graduate Counseling and Guidance Programs including the Pupil Personnel Services credential program and College Student Personnel specialization. Assist with student admission, advisement and assessment. Supervise students in field placement. Represent the Counseling and Guidance Programs in the K-12 and college and university communities. Assist with program development. Develop and sustain an active program of research. Qualifications: Earned doctorate in counseling, educational psychology or related field. record of successful teaching in higher education and experience as a counselor. Hold PPS credential and have knowledge of contemporary school counseling and pupil personnel services. Will consider new professionals. ABD. Women and minorities are encouraged to apply. Review of applications will begin February 15, 1999 and continue until the position is filled. Send a letter of application, curriculum vita, publication reprint or article in process, and names of three references to: Dr. Gail Utellnadah, Chair of Search Committee, School of Education, California Lutheran University, 60 W. Olsen Road, Thousand Oaks, CA 91360.

VICE PRESIDENT, LARIMER CAMPUS
Fort Collins, Colorado

Front Range Community College is currently recruiting for a Vice President of the Larimer Campus. This position is located in Fort Collins, Colorado and reports to the President of Front Range Community College. Front Range is seeking an individual who possesses the vision, creativity, imagination and innovation to lead the Larimer Campus into the new millennium.

The Community and Larimer Campus
The Larimer Campus is located in Fort Collins, Colorado. The campus is approximately 107,000 (1997 est.) The Larimer Campus added 75,000 square feet of new construction in the past two years.

Position Responsibilities
The Vice President for the Larimer Campus is responsible for the operation of multiple campus sites of Front Range Community College in Larimer County. The Vice President provides overall leadership and day-to-day oversight and supervision to the Larimer Campus and represents the Larimer Campus to civic, business educational, and governmental communities of the county. The Vice President is also a member of the president's Cabinet, a group that provides leadership and direction to college wide activities. The Vice President works under broad administrative guidelines and broadly shared mission and goals from the President. The position directly supervises the campus leadership team, directs campus strategic planning including instructional programs, budget development, staffing, college foundation and facilities, and determines and communicates educational, administrative and community priorities. Evaluates programs and personnel, ensures observance of system and college policies and procedures, recommends campus personnel for employment, implements campus diversity and professional development program, and oversees the expansion, utilization and maintenance of facilities.

Position Qualifications
Required: Masters' Degree in business administration, organizational management, higher education administration or instruction, or comparable field from an institution regional accreditation status. Doctorate preferred. The successful candidate must be able to document responsibly professional experience which includes supervision of staff, college instruction, higher education administration, finance, organizational development, and curriculum design, or any equivalent combination of education and experience. At least three years of the experience cited above should include successful experience as Dean, or Vice President in a post secondary educational institution. The successful candidate must have thorough knowledge and experience in planning and budgeting. must have excellent written and oral communication skills, must have demonstrated ability to work effectively with diverse academic, staff, student and community populations. Strong teaching experience in a post-secondary educational institution or community college desired.

Salary Range: $50,000-$77,000

Selection Process: Preliminary screening will be made on the basis of completed Application Package submitted by candidate. Completed Application Packet Includes: FRCC application, letter of interest detailing experience as related to this position, resume, three letters of reference written within the past three years and copies of college transcripts. Please call for an FRCC application. Selected applicants will be invited by the screening committee for interviews. finalist will be required to furnish official transcripts. ALL APPLICATION MATERIALS BECOME THE PROPERTY OF FRONT RANGE COMMUNITY COLLEGE AND CANNOT BE COPIED OR RETURNED.

Date of Notice: December 14, 1998
Closing Date: 4:00 p.m. MST, Friday, February 26, 1999
Starting Date: Negotiable

BENEFITS: Regular administrative positions receive paid annual and sick leave, group health, dental and life insurance with college cost participation and a state retirement program.

CONTACT: Front Range Community College Human Resources Department 3645 V, 112th Avenue Westminster, CO 80030 (303) 404-5323 (303) 438-9077 FAX E-mail: fr_sear@eccs.eccoles.edu http://frontrange.rightchoic.org

Front Range Community College has a strong commitment to the principles of diversity and welcomes responses from women, minorities and persons with disabilities.
FACULTY TENURE TRACK POSITIONS
Anticipated Start Date 9/1/99

ASSISTANT PROFESSOR, SOCIOLOGY
Teach introductory and advanced Social Sciences courses, advise students, participate in curriculum development and sustain an active program of research and scholarship. Ph.D. in the Social Sciences, expertise to teach social stratification, Complex Organizations, and Sociology of Work. Experience in college teaching and ability to conduct effective research or scholarship in the discipline is required. Please reference job code: SOSCI

ASSISTANT PROFESSOR, SOCIAL WORK (2 POSITIONS)
Teach undergraduate social work courses, conduct research, supervise field experience, advise students and provide service to the university and community outside of the classroom. MSW and Doctorate in Social Work or related field. Minimum of two years post-MSW practice experience, demonstrated potential for research and scholarly publications, substantive knowledge of practice and/or HBSE. Please reference job code: SCWR

COUNSELORS (2 POSITIONS)
Handle personal, educational and career counseling. Teach academic development courses in SEEK Program. May be assigned to specific areas or counseling such as peer mentoring, special interest groups, and career counseling. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters degree in counseling, psychology, social work or related field; minimum of two years counseling, teaching experience in an entry education setting; excellent communication and organizational skills; history of scholarly publications and/or professional activities required. For appointment as Assistant Professor a doctorate in any of the above areas is required. Please reference job code: SEEKC

COUNSELORS (2 POSITIONS)
Personal, educational, and career counseling. Teach student development courses. May be assigned to specific areas of counseling such as disabled, substance abuse or international students. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters degree in counseling, psychology, social work or related field; minimum of two years counseling, teaching experience in higher education setting; excellent communication and organizational skills; history of scholarly publications and/or professional activities required. For appointment as Assistant Professor a doctorate in any of the above areas is required. Please reference job code: STUDEV

ASSISTANT PROFESSOR, CHEMISTRY
Teach undergraduate courses in organic or inorganic chemistry, biochemistry and advanced electives. Must be able to maintain an active research program in biochemistry or bioorganic chemistry, supported external funding: engage in student advisement; participate in departmental and college committees and activities. Ph.D. and postdoctoral research experience in biochemistry or bioorganic chemistry, with strong commitment to undergraduate teaching and research. Please reference job code: CHEN

ASSISTANT OR ASSOCIATE PROFESSOR, ENVIRONMENTAL HEALTH SCIENCES
Teach undergraduate courses in air pollution, epidemiology, environmental management law, environmental physiology, food sanitation, hazardous waste, public health, and vector control in the Environmental Health or a closely related discipline. In addition to teaching research, students are required to assist students, with curriculum development, participate in departmental and college committees, and all other faculty functions, including grant writing. Earned Ph.D. in Environmental Health or a relevant environmental field and expertise in environmental health. Must have experience in modern analytical methods of environmental/toxicological exposure and health risk assessment. Effective teaching, demonstrated ability to publish in peer review journals and success in grant funding are essential. Professional certificate or license, such as CE, CHI would be a plus. Please reference job code: ENV

ASSISTANT PROFESSOR, PHYSICAL EDUCATION/MOVEMENT SCIENCE
Teach courses in Movement Science, Physiology of Exercise, Kinesiology/Cardiovascular Fitness, etc. Assist in the development of the Movement Science and Health Promotion Management majors. Supervise the Human Performance Lab and the Health Promotion Center. Assist students in the Movement Science and Health Promotion Management. Doctoral degree in Physical Education, or related field; college teaching experience, excellent organizational, written and oral communication and interpersonal skills; computer skills; ability to work with a culturally diverse college community; experience in health promotion setting desirable. Please reference job code: PE/MS

ASSISTANT OR ASSOCIATE PROFESSOR, PSYCHOLOGY
Teach courses in Educational Psychology and other courses as assigned; pursue research activities in areas of interest, advise psychology majors pursuing certification in teaching; serve on departmental and college committees and participate in the implementation of the teacher education program and the college mission. Ph.D. or an equivalent degree, with specialization in Educational Psychology and two or the following areas: Child and Adolescent Development; Special Education; Learning and Cognition. Educational Research and Statistics. Teaching experience and record of scholarly achievements required; an active research program preferred. Please reference job code: PSYCH/TE

ASSISTANT OR ASSOCIATE PROFESSOR, ENGLISH/TEACHER EDUCATION PROGRAM
Teach courses and develop other courses and curricula in Elementary Literacy Education; supervise Elementary Education students in the field; advise English majors preparing to teach at the elementary school level; teach courses in Literacy reading and writing for college students; carry out other teaching, scholarship, and service as appropriate to rank. Earned doctorate in Reading; Bilingual English major preferred; experience as reading specialist preferred; three years minimum prior experience working in an elementary school setting. Please reference job code: TEACH

ASSISTANT PROFESSOR, PHYSICAL EDUCATION K-12
Take an active role in the development of teachers of Physical Education K-12, and supervision of student teachers, play an active role in the placement of Physical Education student teachers in schools for Supervised Student Teaching. Teach courses in: Curriculum and Methods at the Elementary (K-6) and Secondary (7-12) levels. Measurement and Evaluation of Physical Education, Psychology of Motor Skills, Sport and Society, Organization and Administration of Physical Education, and advise Physical Education K-12 students. Doctorate in Physical Education, or related field; New York State Teaching Certification K-12; 3-5 years teaching experience in Elementary or Secondary Education; excellent oral and written communication skills; ability to work with diverse college community; college teaching desirable. Please reference job code PE K-12

Salary Ranges:
Lecturer/Instructor $29,409 - $41,731
Assistant Professor $32,062 - $44,840
Associate Professor $41,739 - $59,831

Commenurate with qualifications and experience.

To apply, please send cover letter, resume and names, addresses, and telephone numbers of 3 references to address below by February 1, 1999. Cite job code: or please: application

YORK COLLEGE
Oll: e of Human Resources, Room 2H01
94-39 Guy R. Brewer Blvd.
Jamaica, NY 11431
Or FAX (718) 262-2143

Visit our website www.york.cuny.edu/hrmr for more details.

An Equal Opportunity/Affirmative Action/IIRCA/Americani With Disabilities Act Employer
The University of South Florida invites nominations and applications for the position of

**Dean of International Affairs**

USF is a comprehensive, metropolitan Research I University serving over 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. The University offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 26 doctoral programs, including the MD. The faculty numbers over 2,000.

**POSITION AND QUALIFICATIONS**

The Dean provides leadership, advocacy, development, and support for all central and college-based international activities. The Dean consults with a faculty-based advisory committee, reports to the Provost, and, as a member of the Council of Deans, participates in the strategic planning, priority setting, and policy development processes of the University. The Dean works in collaboration with the college and regional campus deans to promote international education, research, outreach, and service programs. The Dean oversees the Center for Latin American and Caribbean Studies, the Office of Overseas Studies and Exchanges, The Center for Africa and the Diaspora, The Office of International Student and Scholar Services, and the USF Linkage Institutes. The Dean international Affairs will be expected to lead development of academic program offerings (area studies) and services, international exchanges, partnerships with business, industry, and government both in the U.S. and overseas, and to increase the venues for international activities, and enhance faculty, student and staff training and development. Qualifications of the Dean of International Affairs include an earned doctorate; successful experience in teaching and research in the international dimensions of an academic discipline; significant record of scholarly achievement commensurate with a tenure appointment in one of the University's academic units; and academic administrative experience at the chair or higher level. Successful candidates will also demonstrate strong academic values and a commitment to academic excellence, leadership and consultation skills, and excellent written and verbal communication skills. Extensive foreign experience and a second language are required. Experience in creating and implementing international programs, interacting with government and business organizations in the U.S. and overseas, and resource development. Important qualities include a commitment to working productively with diverse populations and a commitment to the principles of equal opportunity.

**ABOUT THE COMMUNITY**

The Tampa Bay area is a growing hub of international access and activity with the 10th largest U.S. port, a world-class international airport, and growing international business community all within its domain.

**APPLICATION PROCESS**

Send letters of application or nomination to:

Dr. Mohsen Milan
Chair, International Affairs Search Committee
Office of the Provost and Executive Vice President
University of South Florida
4202 E. Fowler Ave., ADM 226
Tampa, FL 33620

Letters of application describing interest in the position and qualifications should be accompanied by a curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents supplied to the Department of the State University System of Florida.

Review of applications will begin on February 15, 1999 and continue until the position is filled.

**Additional Information** may be obtained from the department's web page at http://www.usf.edu/ac

The University of South Florida is an Equal Opportunity/Equal Access/Affirmative Action institution. For a disability accommodation contact Jane M. Reed at least five working days in advance of need at 813-974-5543. TDD: 974-2218.

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**Lake Washington Technical College**

**President**

Lake Washington Technical College

The Board of Trustees invites applications and nominations for the position of President of Lake Washington Technical College. One of Washington State's thirty-three community and technical institutions, the College is located in Kirkland, ten miles east of Seattle. The College offers technical training opportunities to a diverse student body in over forty-six programs with twenty-five A.A.S. degree areas and thirty-nine certificate programs. Accredited by the Northwest Association of Schools and Colleges, Lake Washington Technical College is now celebrating its 50th Anniversary.

The Board is seeking a dynamic and experienced individual to provide leadership in collaboration with diverse campus constituencies. Using excellent communication and listening skills, personal integrity and respect for others, the next President is expected to unite the board, students, faculty, staff and community to maintain a learner-centered college.

**Personal and Professional Qualifications**

- Strong leader and decision maker experienced in leading a diverse organization with respect, honesty and fairness
- Senior-level administrative experience in higher education is highly desirable
- Senior level administrative experience in business or industry is highly desirable
- Knowledge of or experience in technical education is highly desirable
- Understanding of technology and its use in higher education, business and industry
- Experience in organizational team building and managing change
- Experience developing partnerships with business, industry and education
- Experience working with local and state government
- Superior written, presentation and oral communication skills
- Knowledge of or experience in the areas of fund development and foundation work
- Knowledge of organizational marketing and public relations
- Knowledge of or experience with interest-based collective bargaining
- Doctorate desirable

**Application Process**

Application materials should be received by 4:30 p.m., March 15, 1999. For application materials and position announcement, please contact:

Mrs. Fredrica Denton, Trustee
C/O Lake Washington Technical College Personnel Office
11605 132nd Avenue NE
Kirkland, WA 98034

Voice: (425) 739-8209 Email: trustees@lwtc.ctc.edu
Website: http://www.lwtc.ctc.edu

An Affirmative Action, Equal Opportunity Employer
PERU STATE COLLEGE

PERU, NEBRASKA

The Board of Trustees of the Nebraska State College System invites applications and nominations for the Presidency of Peru State College, Peru, Nebraska.

Peru State is a state-supported, coeducational college committed to providing high quality instruction, personalized attention, and a supportive learning environment for students of diverse abilities. Its principal baccalaureate programs in teacher education, business, and liberal arts and sciences are supported by numerous pre-professional and continuing education programs. A master's degree in education is also offered. Peru State College is accredited by the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education.

The oldest college in Nebraska, founded in 1867, Peru State College serves approximately 1,100 full-time and part-time students on campus and an additional 800 in off-campus, video- or computer-based courses. Peru State College is located in southeastern Nebraska, approximately one hour's drive from Lincoln and Omaha, and two hours from Kansas City, Missouri.

The Board of Trustees is seeking an experienced administrator with strong leadership skills and outstanding scholarly achievements. An earned doctorate from an accredited institution is required. Administrative experience in public higher education and in a shared governance environment is required.

The Search Committee seeks individuals with the following additional qualities:
- A strong record of scholarly achievements and commitment to liberal arts education.
- Proven ability to work with the college community to promote an open, honest and objective atmosphere for policy making and management of the institution.
- Demonstrated skills in fiscal planning and management, budget development, strategic and long-range planning.
- Proven ability to work with local government, business, industry and community groups.
- Superior communication skills.
- Proven record of recruitment and retention of diverse students and faculty.
- Collective bargaining experience.
- A successful record in fund raising.

The starting date will be mutually agreed upon to be effective after May 1, 1999. The review of applications will begin March 1, 1999 and will continue until the position is filled. Candidates should provide a letter expressing interest in the position, a resume and the names, addresses and telephone numbers of five references. Interested individuals are encouraged to visit the College website page at www.peru.edu.

Send nominations or applications to Ms. Linda Moody, Secretary, Presidential Search Committee, Peru State College, Peru, Nebraska, 68821.

The Nebraska State College System is committed to equal opportunity and affirmative action.

PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

The City College of the City University of New York is seeking nominations and applications for the position of Provost and Senior Vice President for Academic Affairs of the College.

The City College offers more than 50 undergraduate, 30 masters and 10 doctoral programs. The College is composed of the College of Liberal Arts and Sciences, Education, the School(s) of Architecture and Engineering as well as 15 centers and institutes, and a wide array of Continuing Education, sponsored and honors programs.

DUTIES: The Provost and Senior Vice President for Academic Affairs is the chief academic officer reporting directly to the President and serves as Deputy President in the absence of the President. The academic duties include acting as Provost and Directors of support services such as the Libraries, the Admissions Office, various Centers, Institutes, and Programs report to the Provost. The Provost, in consultation with the Vice President for Finance and Management, prepares the budget for the division of Academic Affairs, and is responsible for academic planning, curricula, and programs.

QUALIFICATIONS: For the Provost and Senior Vice President for Academic Affairs, a candidate must have an earned doctorate or equivalent terminal degree with a record of scholarship, research, and teaching, suitable for appointment as a tenured full professor. He/she must have at least five years of successful administrative experience, at the level of Chair, Dean and or Associate/Deputy Provost at a College/University. This experience should include demonstrated ability to work with faculty, staff, and students in promoting scholastic achievement, innovative academic programs, faculty development and research, and a commitment to foster a campus environment which actively promotes diversity and excellence on all levels.

SALARY: $86,888-$115,379 commensurate with qualifications and experience. Executive Compensation Plan. Applicants should send a letter of interest and qualifications, their curriculum vitae, and should identify references, with names, addresses, affiliations and phone numbers, to be contacted at a later date with the applicant's specific permission. Nomination letters should include the candidate's curriculum vitae when possible. Review of application and nominations will begin February 15, 1999; however applications and nominations will be considered until the position is filled. Correspondence should be addressed to: VPPA Search Committee, Office of Affirmative Action/EO-12A.

The City College of New York
Convent Avenue at 138th Street
New York, NY 10031

The CCNY is an Equal Opportunity/Affirmative Action Employer, with a strong commitment to racial, cultural, and ethnic diversity and actively seeks and encourages nominations and applications from men and women of all "races" and ethnic backgrounds. The College provides reasonable accommodations to individuals with disabilities upon request.

John Jay College of Criminal Justice
The City University of New York
Announces four (4) faculty positions for Fall 1999
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship who may participate in undergraduate and graduate education Doctorate required for professional rank. For appointment as Instructor, master's degree required, ABD and teaching experience preferred. Instructors limited to five one year appointments. Salary commensurate with experience.

Department of Anthropology
Assistant Professor
Position Revised and Search Reopened

Specialization in area related to criminal justice, e.g., legal or urban anthropology, alcohol studies, comparative cultural studies or deviance.

Department of Counseling and Student Development
Assistant Professor
Search Reopened

Ph.D. in Counseling Psychology or related field required. Provide personal and academic counseling, teach freshman orientation course, coordinate sophomore advisement program, evidence of strong clinical and organizational skills and experience counseling urban students.

Department of Physical Education & Athletics
Assistant Professor/Instructor and Coach

Responsibilities include teaching classes in rifle and pistol for law enforcement and coaching both varsity sports.

Department of Sciences
College Laboratory Technician

High school diploma and a minimum of four years related education and work experience or Associate degree and minimum of two years experience. Bachelor's degree in appropriate field, minimum of two years experience preferred. To prepare and organize laboratory experiments, provide routine maintenance of scientific equipment, and supervise technicians.

Please send letter of application, curriculum vitae and three references to respective department chairpersons at John Jay College of Criminal Justice, CUNY, 849 Tenth Avenue, New York, NY 10019. For information about JJC and its programs, visit their website at http://www.jjay.cuny.edu.

John Jay College has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of individuals including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

AA/EEO/ADA/IRCA Employer
Deadline: February 19, 1999
POSITION:
DEAN OF THE COLLEGE OF GRADUATE STUDIES

DESCRIPTION:
Austin Peay State University seeks nominations and applications for a dynamic, experienced leader to serve as Dean of the College of Graduate Studies. This person will serve as the chief academic and administrative officer of the college. Austin Peay is a growing, public, comprehensive liberal arts university with a total enrollment of approximately 7,500 students on two campuses. It has four colleges covering all of the traditional liberal arts and selected professional programs including education, business, health services, engineering technology, and several others. There are 554 graduate students enrolled in 15 graduate programs, at the masters and educational specialist levels, in seven academic departments. In the midst of a physical and technological renaissance, the university sees potential for significant expansion in its programs at the graduate level. One hundred full-time faculty, out of a full-time total of approximately 300, serve as members of the graduate faculty.

The dean has leadership responsibilities in the areas of curriculum, budget, recruiting, program evaluations, program development, and research. He or she serves as chair of the Graduate and Research Council and reports directly to the Vice President for Academic Affairs. The dean must be committed to excellence in graduate education and be able to promote and enhance the research capabilities of the university. Additional duties include the construction of programs at off-campus sites, including distance learning, and enhancing the economic health of the program. Teaching by all academic administrators is encouraged. Initially, this position will carry some teaching responsibilities.

QUALIFICATIONS:
The successful candidate must have earned a doctorate; successful leadership experience in the administration of graduate programs and financial management; a documented record of experience in research management and compliance; excellent communication skills; the ability to bring to the campus innovative ideas for graduate program development as well as graduate recruitment and retention; and a documented record of scholarship, teaching, and/or creative activity sufficient to meet the standards and eligibility requirements for a tenured appointment at the rank of full professor in a discipline at APSU. Preference will be given to candidates who demonstrate a commitment to the principles of cultural diversity.

SALARY:
The salary is competitive and commensurate with experience.

APPLICATION PROCESS:
Both applications and nominations for the position are invited. Applications should include: (1) a narrative letter that explains the individual’s experience and background as related specifically to the qualifications for the position, (2) a complete curriculum vitae, (3) accompanied by an official transcript, and (3) three letters offering professional recommendations. Applicants should submit application and nominations to Dr. James D. Lester, Chair College of Graduate Studies Search Committee P.O. Box 4487 Austin Peay State University Clarksville, TN 37044

Minorities, women, and members of other protected groups are encouraged to apply APSU is an Affirmative Action/Equal Opportunity Employer

MACALESTER COLLEGE

Macalester College seeks Student Affairs Professionals with the ability to promote cultural/ethnic diversity and translate student development theory into practice.

ASSISTANT DEAN OF STUDENTS

RESPONSIBILITIES: Administer college judicial forum and mediation program; direct student handbook; sexual harassment/violence compliance; advise student government; develop parent programs. QUALIFICATIONS: Master’s degree with minimum five years of professional experience. Salary: $42,000. Priority date: 3/1/99. Interviewing at NASPA.

DIRECTOR OF CAMPUS CENTER

RESPONSIBILITIES: Participate on team for construction of new center (20+ completion date); manage facility; direct summer conference program; maintain facility reservation system; act as liaison with contract food and retail service. Reports to the Dean of Students. QUALIFICATIONS: Master’s degree, minimum of seven years in facilities management, and experience with construction renovation projects. Salary: $45,000 to $50,000. Priority date: 3/1/99. Interviewing at NASPA.

HALL DIRECTORS (2)

RESPONSIBILITIES: Facilitate community development in residence areas of 2-3 floors and evaluate 4-10 paraprofessionals. Human resources; initiate development programming; facilitate dispute resolution and student conduct process; advise hall government; participate in collaborative program efforts. QUALIFICATIONS: Master’s degree in College Student Personnel or related field, previo us employment experience in student affairs or equivalent. Salary: $24,000 to $27,000. Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

CENTRAL PROGRAMS COORDINATOR

RESPONSIBILITIES: Develop and coordinate co-curricular and academic support programming for resident student body. Serve as liaison to Academic Programs Office and College Learning Center; supervise student staff. Develop co-curricular programming; facilitate dispute resolution and student conduct process; advise hall government; participate in collaborative program efforts. QUALIFICATIONS: Master’s degree in College Student Personnel or related field and two years employment experience in Student Affairs or equivalent. Salary: $27,000. Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

CAREER COUNSELOR

RESPONSIBILITIES: Provide career counseling services, workshops and programming for the College and Alumni. QUALIFICATIONS: Master’s degree in counseling or related field; experience in career counseling; experience in organizing and presenting workshops; computer background with experience on the Internet. Salary: $25,000 to $28,000 (live options). Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

CAMPUS PROGRAMS COORDINATOR

RESPONSIBILITIES: Advise program board; work with student media; assist in leadership and multicultural competencies; develop programs; report to Direct Campus Programs. QUALIFICATIONS: Master’s degree in student development related field or Bachelor’s degree in equivalent professional student personnel experience; previous employment in a diverse activities or programming role; evening and weekend work; Salary: $25,000 to $28,000 (live options). Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

To apply for these positions, submit a cover letter, resume, names and addresses of at least three professional references to: Human Resources, Macalester College, 1601 Grand Ave., St. Paul, MN 55105. Minority candidates are encouraged to apply. Must be authorized to work in the U.S. upon employment start date. For more information, visit our website at www.macalester.edu.

Founded in 1874, Macalester College is a privately supported, nationally recognized, four-year educational, liberal arts college serving 1715 full-time undergraduate students. The academic program includes 23 academic departments, offering 35 majors and 30 minors, approximately 25% of the student body participate in international study abroad programs each year. Over 70% of students are on-campus in a variety of residence halls, academic communities and large, 59-suite houses. The College is located in an historic residential neighborhood approximately seven miles from downtown Minneapolis and four miles from downtown St. Paul, MN.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
McHENRY COUNTY COLLEGE

McHenry County College is a public comprehensive community college in Crystal Lake, Illinois, approximately one hour northwest of Chicago, with an annual headcount enrollment of 20,000. We are seeking qualified candidates for full-time teaching positions beginning in Fall 1999. Experience teaching at a community college level is preferred.

INSTRUCTOR OF HEALTH CARE

Teaching responsibilities include 15 contact hours covering course offerings in health and human performance and in the health care area. Bachelor's degree in a health related field, current R.N. license, 2,000 hours of related work experience, CPR, instructor certification and other specialized certification are required. Master's degree in health care education is preferred.

INSTRUCTOR OF HISTORY

Teaching responsibilities include 15 contact hours of lower division history and political science courses. Master's degree in history is required.

INSTRUCTOR OF BIOLOGY

Teaching responsibilities include 15 contact hours of lower division biology courses. Master's degree in biological sciences is required.

INSTRUCTOR OF CHEMISTRY

Teaching responsibilities include 15 contact hours of lower division chemistry courses. Master's degree in chemistry or in science with 15 graduate hours in chemistry and graduate research in chemistry or organic chemistry is required.

APPLICATION PROCESS: All materials must be received by February 20, 1999. Candidates should submit cover letter, resume, transcripts and three letters of reference to:

Laura Shuler; Director of Employment Services; McHenry County College; 8900 US Hwy 14; Crystal Lake, IL 60012-2761

McHenry County College is committed to diversity in its faculty, staff, and student community and is an equal opportunity employer.

For more information about VCC visit our website at:
http://www.McHenry.cc.il.us

CLAREMONT GRADUATE UNIVERSITY
CLAREMONT, CALIFORNIA

DEPARTMENT OF PSYCHOLOGY: PROGRAM EVALUATION FACULTY POSITION

The Psychology Department of Claremont Graduate University announces a search for a social or organizational psychologist who specializes in evaluation research. This non-tenure track appointment is at three-quarters time, and it is tenable 1999-2000.

Candidates with an earned Ph.D. and a strong background in evaluation research and in teaching and counseling are encouraged to apply. The successful candidate will teach psychology courses in the Department of Psychology, and counselor education. Teaching responsibilities will include courses in research methods, statistics, social psychology, and human resource management.

Evaluation of candidates will begin February 1, 1999 and continue until the position is filled. Further details and application instructions are available at the Department of Psychology, Claremont Graduate University, Claremont, Calif. 91711.

DEPARTMENT OF MUSIC: ASSISTANT/ASSOCIATE PROFESSOR OF MUSIC

The Claremont Center for the Arts, a division of Claremont Graduate University, seeks a composer for a tenure track appointment beginning July 1, 1999 as an assistant or associate professor of music. Candidates should be prepared to teach music courses in the 19th and 20th centuries with special attention to composition and music theory. Expertise in film scoring and/or computer assisted music is highly valued.

Applications are being accepted for the following full-time positions: All faculty positions are 12-month contracts beginning Fall 1999. Teaching load is 18 contact hours per year. The successful candidate will teach 12 contact hours per year and be expected to maintain research, teaching, and service commitments.

Applications should be submitted to:

Ken Stoppenbrink, Director of Human Resources
West Hills Community College District
P.O. Box 146
West Hills, CA 91307

WPC IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY/SECTION 504/TITLE IX EMPLOYER

Quinsigamond Community College

Quinsigamond Community College, located in Worcester, MA, is New England's second largest city, offers rich cultural diversity, affordable housing and typical New England charm. With an extensive menu of institutional programming, QCC plays a key role in the educational and workforce development challenges of Central MA.

As the College gears up to meet an aggressive agenda of change for its 7,500 full-time and part-time students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, deconstructing and exposing in their thinking and eager to assume the challenge of moving the College's ambitious agenda forward.

QCC offers over 40 Associate Degree and Certificate study options, modern classroom and laboratory facilities and an open, stimulating and supportive environment. A key player in the community, Quinsigamond enjoys a reputation for our outstanding caliber of teachers and professors who serve an unwavering dedication to the success of each and every student.

The following tenure track positions are anticipated for the Fall of 1999. Application must be submitted for the subject area in which the applicant is qualified.

Computer Information Systems

English/ESL Nursing

Visit our web site at www.qcc.mass.edu for an application and position description or send cover letter and resume postmarked no later than February 5, 1999 to: Human Resources, Quinsigamond Community College, 670 West Boylston St., Worcester, MA 01606. QCC is an Equal Opportunity Employer that strongly affirms the American Association of Community College's statement of inclusion. Tel: (508) 854-4259; Fax: (508) 854-4390; E-Mail: cynthia@qcc.mass.edu
DIRECTORY OF CAMPUS DIVERSITY AND COMPLIANCE

University of Alaska Anchorage (UAA)

The University of Alaska Anchorage invites applications and nominations for the newly created position of Director of Campus Diversity and Compliance. Under the general direction of the Chancellor, this senior level position is responsible for University-wide leadership in matters pertaining to equity and diversity for students, faculty and staff. This position provides administration of the University's Affirmative Action plan and monitors the University's efforts on behalf of all matters pertaining to equal opportunity. This position interacts with the University community at large and external constituents through cooperative community relations and by sponsoring presenting workshops on EEO, AA, ADA issues.

Required Qualifications:

1. Bachelor's degree in behavioral or social science, public or business administration, or related field.
2. Progressive responsible experience administering diversity, EEO programs.
3. Demonstrated ability in establishing and maintaining productive relationships with a full range of campus and external constituents that reflects a strong commitment to cultural diversity and administration of equal opportunity programs.
4. Demonstrated ability to understand, interpret and apply Equal Opportunity (EO), Americans with Disabilities Act (ADA) and Affirmative Action (AA) legislation, regulation, compliance, and an AA plan.
5. Demonstrated experience with investigation of formal complaints or informal complaints by providing competent advice on the appropriate corrective action to the appropriate parties.
6. Demonstrated experience with dispute resolution.
7. Demonstrated excellence with oral and written communication skills.
8. Demonstrated experience in budget planning and personnel supervision.

Preferred Qualifications:

1. Advanced degree.
2. Experience in higher education.
3. Knowledge of Alaska Native issues (both rural and urban).
4. Experience with creating and implementing diversity programs.
5. Experience administering, conducting, coordinating and sponsoring workshops on AA/EEO and diversity issues to faculty, staff and students.

Review of applications will begin on February 15, 1999 and will continue until a successful candidate is selected. Salary is negotiable, dependent upon experience and qualifications.

For additional information, visit UAA's job announcement web site at http://www.finys.uaa.alaska.edu/uaabs/maintie.htm or contact Ms. Cynthia Matson at ancm@uua.alaska.edu

to be considered for this position, please submit a letter of application addressing the following:

• Your experience related to each of the qualifications listed above
• Your vision of how to develop a successful diversity program
• Your leadership style

Please also attach a resume and the names, addresses, telephone and fax numbers of your current references and send to:

Human Resource Services
University of Alaska Anchorage
Administration Building, Suite 245
3211 Providence Drive
Anchorage, Alaska 99508
Voice: 907-786-4648
TTY: 907-786-1420
Fax: 907-786-4727

AA is an AA/EO employer and educational institution.
FULL-TIME FACULTY POSITIONS
September 1, 1999

EARLY CHILDHOOD EDUCATION
Tenure track. Prepare undergraduate students to teach in birth through age 5 and kindergarten through grade 3 inclusive programs. Requires a terminal degree in early childhood, early childhood special education, or a related field. Professional focus in special education or child care administration and leadership, and expertise in technology applications and integration of writing skills across the curriculum are particularly sought. Field experience with children ages birth through 8 is desired. Please send resume and two letters of reference to Undergraduate Dean, c/o Nancy Hutchins. Review of applications will begin February 15, 1999.

ELEMENTARY EDUCATION
Two tenure track positions. Prepare undergraduate students to teach in the elementary level in inclusive settings. Requires Ph.D. or Ed.D. experience teaching at college level and in schools grades 3 through 6. Experience in curriculum development in multicultural environments, and a commitment to ethnic and racial diversity. Professional focus in one or more of the following areas particularly sought: special education, technology applications and/or integration of writing skills across the curriculum. Please send resume and two letters of reference to Undergraduate Dean, c/o Nancy Hutchins.

ENGLISH AND COORDINATOR OF FIRST-YEAR PROGRAMS
Assistant Professor of English and Coordinator of First Year Programs (tenure track). Students have a liberal arts major and professional preparation in education, child life, and social work. Teaching responsibilities may include composition, literature, and composition or English with specialization in multicultural studies. Excellent excellence in teaching and experience in program coordination, integration of technology, and writing across the curriculum. Please send resume and two letters of reference to Dr. Marcus Folkson, Chair of English Search Committee. Review of applications will begin February 15, 1999.

HISTORY
Assistant or Associate Professor of History, one-year renewable position. The Humanities Program at Wheelock College seeks a historian to teach world history, European history, and one other area, preferably Africa or Latin America. Courses include introductory world history, intermediate and advanced classes in specialism and interdisciplinary humanities courses. Competence in integrating writing across the curriculum and classroom technology desirable. Ph.D. and college teaching experience preferred. Please send resume and two letters of reference to Dr. Janna Lariviere, Chair of History Search Committee. Review of applications will begin February 15, 1999.

MATHEMATICS
Assistant or Associate Professor of Mathematics, one-year renewable position. The Mathematics/Science Program at Wheelock College seeks applicants to teach all levels of Mathematics courses, from developmental mathematics to courses for Mathematics/Science majors. Applicants should be outstanding teachers who are familiar with the NCTM standards, using technology in the classroom, and innovative curricula and pedagogy. Ph.D. in Mathematics preferred. Ph.D. in Mathematics Education with Masters in Mathematics considered. Resumes and inquiries should be directed to Warner Burke, Coordinator of Mathematics/Science. Review of applications will begin February 15, 1999.

Wheelock College, 200 The Riverway, Boston, MA 02215.
Wheelock College is an equal employment/affirmative action employer.

HAMILTON COLLEGE
Assistant Professor of Physics
The Physics Department seeks applicants for a tenure track position as Instructor or Assistant Professor beginning August 1999. Candidates should have a Ph.D. in physics and a strong commitment to teaching at the undergraduate level. The position requires teaching of a full range of introductory physics courses and the ability to develop and teach new courses. The successful candidate will be expected to advise and serve on departmental committees. Salary is competitive and is commensurate with experience. Materials should be received by February 15, 1999.

WESTERN CAROLINA UNIVERSITY
Director of Housing Search Extended
Full-time, 12-month position, reports jointly to Student Affairs and Business Affairs. Provides overall leadership for university housing program serving approximately 3,000 students. Masters required; doctorate preferred. Experience in related field preferred. Salary commensurate with qualifications and experience. Applications complete with transcripts and references should be sent to Dr. Robert Caruso, Vice Chancellor for Student Affairs, 460 HFR Administration Building, Western Carolina University, Cullowhee, NC 28723.
Search for the

**PRESIDENT**

of Baruch College

The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President of Baruch College.

The City University of New York, the nation's leading urban university, is a multi-campus, publicly funded system, comprised of ten senior colleges, six community colleges, one technical college, a graduate school, a law school, a medical school, and an affiliated medical school. More than 204,000 students are enrolled in programs, ranging from associate degrees to the doctoral degree, offered at campuses throughout the five boroughs of New York City.

Established in 1919, Baruch College consists of three schools: The Zicklin School of Business, the Mildred and George Weissman School of Arts and Sciences; and the School of Public Affairs. The College is the only CUNY College offering accredited degree programs leading to the BBA, MBA and MS in several business disciplines. The College also offers accredited programs leading to a variety of undergraduate and graduate degrees, including public affairs, real estate and entrepreneurship, law, and corporate communications. Baruch also houses the University's Ph.D. programs in business and industrial/organizational psychology.

The faculty includes more than 450 full-time and 420 part-time members. The College has an enrollment of 15,000 students, of whom approximately 7,500 are in graduate degree programs. The majority of undergraduate students are full-time and 85 percent major in business disciplines. Baruch is a mosaic of cultures with students representing more than 100 ethnic and linguistic backgrounds, many of whom are the first in their families to attend college. Baruch has a rigorous program of business and public affairs study, and is committed to providing a sound, thorough liberal arts foundation for its students. By mandate of the faculty, all undergraduates must take at least half of their courses in the humanities, social sciences, and natural sciences.

The College is funded by the State of New York and has a current operating budget in excess of $170 million. Baruch is located in the Gramercy Park area of Manhattan's midtown south business district. The College's new Academic Complex, scheduled for completion in 2001, will consolidate and dramatically improve its physical facilities, housing classrooms, recreational facilities and faculty offices, it will be the hub of an urban campus and the home of both the Zicklin and Weissman Schools.

The President serves as the chief academic and administrative officer of the institution. Leading candidates will typically have:

- A demonstrated broad intellectual capacity and grounding in a suitable academic discipline. The search committee has a very considerable preference for candidates with an earned Ph.D. and/or significant academic achievement in one of the learned professions and a record of scholarly and/or professional achievement; candidates must have at least a full-time commitment to all of the missions of an academic institution.
- The capacity and desire to present Baruch's mission and program to a very wide variety of prominent audiences; a history as effective representatives of their institutions, with a clear capacity to command respect from peers.
- A history that will, over time, allow a President to gain recognition in the state, and national corporate circles as a knowledgeable and trusted advisor in management and educational markets.
- Excellent fund raising skills (with a proven record) and a commitment to the fundamental importance of development.
- A demonstration of leadership and integrity by creatively implementing a central vision in an institution that operates in a complex public environment; an understanding of the role of the college within a multi-campus system in which the President serves under the general direction of the Chancellor according to policy set by the Board of Trustees; an ability to manage the complexities of public funding.
- A track record of senior management success in complex organizations that have innate implicit and explicit reporting relationships, that serves many constituencies, and requires a service mentality.
- The strongest candidates will have experience with New York or a similar urban setting which they find congenial.
- A fundamental commitment to corporate service; an understanding of the New York economy, its politics, its finances and its institutional architecture.
- A commitment to a multi-cultural, multi-ethnic student body and to the enhancement of the quality of student life and strength of the delivery of services to students; experience with equal employment opportunity, affirmative action, and the promotion of multicultural pluralism.
- The position is available immediately. Compensation and benefits are competitive. The review of applications will begin immediately, therefore submission of additional applications and nominations is especially encouraged before February 1, 1999.

**Applications:** Applicants should send (1) a letter expressing their interest in the position; (2) their curriculum vitae; and (3) the names of five references (references will not be contacted without applicants' prior permission).

**Nominations:** Nominators should send a letter of nomination, and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:

Secretary Gessoire Mulla
Board of Trustees
The City University of New York
535 East 80th Street, Room 302
New York, NY 10021

All inquiries, nominations, and applications will be held in strictest confidence.

The City University of New York is an Equal Opportunity/Affirmative Action/ADA/Section 504/ADA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural, and ethnic diversity. The search committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

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Oswego State University

**Director of Campus Life**

The Director of Campus Life will report to the VI President (or Student Affairs and will be a member of the Vice President's Division. This is a full-time, twelve-month position responsible for management, leadership and coordination of all activities and resources related to the quality student life on campus. The Director will supervise the Campus Life Office professional, classified and student staff. The Director is the primary departmental liaison to the campus and student groups. The Director is responsible for establishing collaborative and cross-functional planning efforts implementing programs and services, and assigning use of facilities. The Director provides leadership, consultation and coordination to the following areas of curricular activities, student activities, student organizations and student government, leadership development, multicultural programs, and college union, intramurals and recreation, student life.

The position includes the following responsibilities:

- Development and implementation of programs and services to support the academic mission of the College.
- Administration of the Campus Life Office, including budget, personnel, facilities, and student activities.
- Coordination and oversight of student organizations and student government.
- Leadership development and multicultural programs.
- Coordination of college union and Intramurals and Recreation.
- Coordination of student life events and workshops.

**Qualifications:**

- Masters degree in College Student Personnel or related area required.
- Doctorate in College Student Personnel, Higher Education Administration, or related field desirable.

Other required qualifications include:

- Evidence of progressively responsible professional experience in student affairs in a higher education setting.
- Experience in co-curricular programming, student organization development, multicultural programs, student activities and events planning.
- Vision, mission and budgetary experience.
- Excellent verbal and written communication skills.
- Ability to manage a diverse and dynamic student affairs program.
- Strong commitment to student development and learning outside the classroom.

An understanding of safety and risk management issues, experience with campus-wide Greek life organization and development, and Intramural-Recreational programs, and knowledge of program and facility design are desired.

Applications: Submit letter of application, resume, three letters of reference and official transcripts to:

Ann Fitzsimmons
Office of Human Resources
410 Guelin Hall
Oswego State University
Oswego, New York 13126

Review of applications will begin March 1, 1999. However, applications will be accepted until the position is filled. Starting date will be July 1, 1999.
KEAN UNIVERSITY
VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Kean University is seeking applicants and nominees who will bring leadership, effective management, creativity and enthusiasm to expand a diverse advancement/development program.

ABOUT THE UNIVERSITY: Founded in 1855, Kean University is the second largest state college/university in New Jersey with almost 12,000 students. It is a comprehensive Master’s level institution. The University has a particular strong concentration of studies in the allied health sciences and services programs such as public administration and social work. Located in Union County, Kean is in a metropolitan area of New Jersey, only 1.5 miles from Newark International Airport and within 30 minutes of New York City.

PRIMARY RESPONSIBILITIES: Kean University seeks a dynamic professional for the position of Vice President for Institutional Advancement (VP/IA). The VP/IA will be responsible for cultivating major gift prospects and closing gift agreements. The VP/IA will provide executive direction and coordination for the advancement/division to include: marketing, public relations, annual fund, corporate relations, foundations relations, major gifts, planned giving, alumni relations, communications and capital/major gift campaigns. The VP/IA is responsible to the President for all operations relative to external fund development, including identification, cultivation, solicitation, and management of government and private sector funds for the University and its programs. The VP/IA will have the opportunity to contribute substantially to the University’s strategic planning process. The VP/IA will report to the President of the University and have administrative responsibility over the Office of Development, Alumni Affairs and University Relations. The VP/IA will serve on the President’s Cabinet, be responsible for developing and recommending policies and procedures related to the advancement/division programs and will be an active participant in institutional budget and policy decisions.

QUALIFICATIONS: Applicants should possess proven management skills and commitment to academic excellence, teamwork, and consensus building in a college environment. Past performance history should include a record of readiness for assuming the senior management position for directing a comprehensive advancement/division program: (a) Bachelor’s degree required; (b) A minimum of ten years experience and demonstrated success in fund raising and/or development, institutional advancement, or a related assignment required; (c) Excellent written and oral communication skills; ability to persuade; (d) Proven organizational and interpersonal skills; (e) Experience with databases for prospect and fund management preferred; (f) Familiarity with the use of Internet as a communication tool preferred; (g) A thorough knowledge of funding sources with higher education; (h) A willingness to travel for development purposes; (i) Understanding of and strong commitment to a service orientation and cultural diversity; (j) Personal and professional integrity; (k) The willingness and ability to close with gift prospect.

Competitive salary, benefits and management bonus program. Application deadline: March 1, 1999. Send a letter of application, resume, and five professional references and phone numbers to the Office of the President, Kean University, Union, New Jersey 07083. Kean University is an Affirmative Action/Equal Opportunity Employer.

MCTC MANCHESTER

Founded in 1963, MCTC is the largest of Connecticut’s Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Director of Continuing Education

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at

www.mctc.commnet.edu/per

call (860) 617-6153

Send letter of intent, resume, transcripts, and the names of three references to

Deborah A. Wilson
Director of Personnel
and Contract Administration
Manchester Community-Technical College
P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than February 18, 1999

EOE/AA/M/F

CHEMEEKTA COMMUNITY COLLEGE

Cheyenne Community College is a large comprehensive, two-year, fully accredited, public educational institution (48,000 headcount; 9,000 FTE students) known for innovation and regional leadership. Chemeketa has a strong commitment to fulfill both personal and professional educational needs for the community. Salem, the state’s third largest city and the capital of Oregon, is home of Chemeketa’s main campus and is nestled in the heart of Oregon’s beautiful Willamette Valley. The Willamette Valley boasts a wide variety of cultural and recreational activities. We are presently seeking applicants for the faculty positions listed below. A full job announcement can be seen on Chemeketa’s WEB Site:

http://www.chemek.cc.or.us

- Nursing Instructors, require Master’s in nursing, 3 yrs nursing exp, eligibility for Oregon RN licensing
- Computer Science Instructors, requires Master’s in information systems, computer science or related discipline or Bachelor’s in related discipline with current experience in Unix, JAVA, and data structures
- Early Childhood Education Instructor, requires Master’s in ECE or related field, or degree in progress. 2 yrs teaching exp (1 yr with young children and 1 yr with adults which may have occurred during graduate level course work)
- Vineyard Management Instructor, requires Master’s or equivalent in viticulture, or agricultural science, 2 yrs occupational exp in vineyard management
- Geography Instructor, requires Master’s in geography, generalist who can develop and teach all specialties (physical, cultural, economic, regional) background in natural resources and land use dynamics of the northwest
- Farm Business Management Instructor (2 positions) requires Master’s or equivalent in agriculture, 4 yrs experience in farm management practices
- English Instructors, requires Master’s in English Composition or literature with 24 graduate hours in the discipline plus demonstrated equivalent teaching experience in English composition or literature (may include experience as a graduate teaching assistant)

Application Process: Please call (503) 399-5000 for application and job announcement. Refer to the individual job announcement for required application materials. Application materials should be sent to Chemeketa Community College, Personnel and Payroll Department, P.O. Box 14007, Salem, Oregon 97309. Electronic inquiries (personnel@chemek.cc.or.us) will be accepted, however, to apply, submit original application documents by 4:30 p.m., February 19, 1999, or postmarked by midnight of that date.

Chemeketa is an equal opportunity institution. Values diversity in its workforce and is committed to affirmative action. We encourage minorities, women and persons with disabilities to apply.

HEAD
DEPARTMENT OF PLANT BIOLOGY

The University of Minnesota invites applications and nominations for the position of Head of the Department of Plant Biology in the Colleges of Biological Sciences and Agricultural, Food, and Environmental Sciences. The Department currently has 15 faculty with graduate students in several graduate programs and offers an undergraduate major. The successful candidate will have a Ph.D. (or foreign equivalent), a distinguished record of research and will be encouraged to maintain an active research program as well as participate in educational activities. The Head will lead the department through a series of faculty searches over the next few years. For a more complete position description and information about the Department, please see the Department's web site http://www.bioisco.umn.edu/plantsbio/phds.

Applications will be reviewed beginning March 15, 1999. Applications will be considered and reviewed until the position has been filled. A statement of intent and curriculum vitae should be submitted to:

Ms. Julie Ulrich
Plant Biology Head Search Committee
College of Biological Sciences
University of Minnesota
122 Sende Hall
1475 Gortner Avenue
St. Paul, MN 55108

The University of Minnesota is an Equal Opportunity Employer
DIRECTOR
Film & Television Archive

The University of California at Los Angeles is seeking a new Director for its Film and Television Archive, one of the world's largest and most distinguished collections of film and video. The Archive has been a leader in the field, with a dynamic program in preservation, research, and study, with archivist services and active cinematic screenings of 400 films per year. UCLA Film and Television Archive contains over 100,000 film and television programs, and 2 million feet of newsreel footage.

The UCLA Film and Television Archive serves the past, present, and future by assuring that the audio-visual records of our century will be enjoyed and studied for generations to come. Working in close cooperation with the film and television industry, educational institutions and other archives around the world, UCLA is committed to achieving the following goals: to build a broadly representative collection of motion pictures and broadcast programming; to protect the endangered moving image heritage; to support public understanding and appreciation of moving image media; to support scholarly research, media production and publications that use film and broadcast materials; and to explore ways that new technologies can contribute to the preservation and educational use of archival holdings.

The Director should have leadership, vision and substantive administrative skills to manage a complex department with several operating units, demonstrated success with fundraising and income generation; outstanding communication skills and the ability to develop positive relationships with government, the film and television industry, professional archives and other cultural institutions. Among the qualifications that will be considered will be general knowledge of 1) film and television history; 2) the entertainment industry and media arts; and 3) moving image archive fields. Applicable professional experience, an advanced degree in an appropriate discipline, or equivalent knowledge is desirable. The ability to interface in a dynamic, complex environment is also essential. The Director reports to the Dean of the School of Theater, Film and Television. Salary will be commensurate with background and experience.

To be assured full consideration, applications and materials should be sent by February 28, 1999 to:

Archive Director Search Committee
C/O Ms. Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an Equal Opportunity Employer.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

York College invites applications and nominations for the positions of Provost and Vice President for Academic Affairs. As the College's chief academic officer, the successful candidate will provide leadership and vision in areas of program and faculty development, academic administration, collaborative outreach, strategic planning, teaching excellence and innovation, research and grantmanship and budgeting. The Provost/Vice President represents the President and the College within the College's external and internal communities.

York College is one of nine senior colleges of the City University of New York, the nation's largest pubic urban university. Founded in 1966 and conforming to its founding goals, the College is accredited by the Middle States Association of Colleges and Schools, occupies facilities on a $170 million 50-acre campus in southeast Queens. The College has a full-time faculty 160, enrolls 6,000 students, and is supported by an annual budget of $25 million.

The successful candidate will have an earned doctorate, in excess of five years of senior executive level experience a record of effectice college-level teaching, and sufficient academic and professional accomplishments to win an appointment as professor with tenure. Additional qualifications include familiarity with working with multi-campus system, significant experience with academic program planning and development; demonstrata human relations, communications and problem-solving skills; ability to work campus governance; evidence of commitment to affirmative action and cultural diversity; evidence of leadership in fostering excellence teaching, learning, research and other scholarly/creative endeavors; knowledge of creating, managing, allocating budgets, and experience obtaining and managing external funding. Salary is: $105,000 to $115,000 commensurate with experience and salary history. The President expects to fill this position by July 1, 1999.

Applications should include a letter highlighting experience and accomplishments in academic administration in teaching and scholarship; a one-page description articulating the applicant's vision for strengthening the role of an urban, public liberal arts and sciences institution in the 21st century (OR leadership and educational philosophy); a current vita; and the names, addresses and telephone numbers of five references. (References will be contacted only in the advanced stages of review.) Nominations of qualified candidates are also encouraged. Ph number job code: PROVOST. All information should be forwarded by mail or fax by February 23, 1999 to:

SPECIAL ASSISTANT TO THE PRESIDENT FOR LABOR AND LEGAL AFFAIRS
(Higher Education Officer)

Responsibilities for the administration and interpretation of all collective bargaining agreements representing the College at complaint/grievance hearings, and overseeing the disciplinary process for all College employees. Will serve as legal advisor to the President, and on College committees and in other capacities. Salary is: $49,865-68,812, commensurate with background and salary history. Please refer to the job code: LABOR/LE

Send cover letter, resume and names of three references to:

York College
Room 2H01
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11436
Fax: (718) 262-2143

Visit our website www.york.cuny.edu/hrm for more details.


ASSOCIATE DIRECTOR, UNIVERSITY ADVISMENT CENTER
California State University, Hayward, CA (Search reopened)

The University Advancement Center (UAC) provides academic advisory and general education services for CSU students. This includes academic counseling for undecided students and conducting orientations for new students. The UAC reports to the Academic Affairs and Student Affairs. The Associate Director is responsible for supervising the deans and other student advisors in advising, student services, and other areas. Salary is: $49,400 (9-month) + fringe benefits.

QUALIFICATIONS: Successful teaching experience on the college level. Ability to work with students in a positive environment. Excellent oral and written communication skills. Full time position beginning immediately.

EAD WOMEN'S VOLLEYBALL CO.
Responsibilities: Recruiting and coaching duties. Experience with NCCA Division I and college volleyball. Desired experience with U.I.A.A. Division I experience. Positions for the Women's Volleyball Program. Interested individuals should submit a resume stating qualifications and references to:

Coach Sarah R. Brown
California State University, Hayward
Department of Physical Education
9999 Government Way
Hayward, CA 94544

PHONE: (510) 885-3137
FAX: (510) 885-3137

Visit our website www.csuhayward.edu for more details.


EAD WOMEN'S VOLLEYBALL CO.
Responsibilities: Recruiting and coaching duties. Experience with NCCA Division I and college volleyball. Desired experience with U.I.A.A. Division I experience. Positions for the Women's Volleyball Program. Interested individuals should submit a resume stating qualifications and references to:

Coach Sarah R. Brown
California State University, Hayward
Department of Physical Education
9999 Government Way
Hayward, CA 94544

PHONE: (510) 885-3137
FAX: (510) 885-3137

Visit our website www.csuhayward.edu for more details.


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CONNETICUT
Community-Technical Colleges

PRESIDENTIAL SEARCH
GATEWAY COMMUNITY-TECHNICAL COLLEGE
NEW HAVEN, CONNECTICUT

The Board of Trustees of the Connecticut Community-Technical College System invites nominations and applications for the Chief Executive Officer position at Gateway Community-Technical College, one of twelve colleges within the state system of two-year, comprehensive community-technical colleges.

Founded in 1992 as a result of the merger of Connecticut's systems of community and technical colleges, Gateway serves approximately 4,000 full-time and part-time learners in credit programs at its two campuses in New Haven and North Haven. Gateway also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. To advance Gateway's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Closing date is March 1, 1999.

Position announcements may be obtained from, and letters of application addressed to:

Dr. Bruce H. Leslie, Chancellor,
BOARD OF TRUSTEES OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGES,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community-Technical Colleges are equal opportunity, affirmative action employers, m/f.

DISCOVER
Saint Joseph College

Connecticut

Expand your horizons, explore new directions, discover new possibilities...

Saint Joseph College, located in residential West Hartford, CT, midway between Boston and New York Cities, provides rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Department Chair - Education

Saint Joseph College is seeking a creative, experienced educator who will bring effective leadership to its largest department. The Chair directs and facilitates the work of the faculty members, supervises programs for undergraduate women and men, and conducts graduate-level courses with campus-wide education and early childhood programs. The Chair works in partnership with practitioners and community agencies.

Qualifications include:
- An earned doctorate in an appropriate educational field with sufficient experience to teach on the tenure track or faculty position, excellent interpersonal and communication skills, as well as a clear commitment to teaching excellence and shared governance within the context of the mission of the College.
- Experience in public/private K-12 schools is preferred.

Please send a letter of application and statement of educational philosophies, vitae, transcripts and names of three references to Human Resources, Education Dept Chair Search Committee.

Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117-2791

Review of applications will begin February 1, 1999 and will continue until the position is filled.

Inquiries may be made to (860) 232-4570 e230 or e-mail sjc@sjc.edu. Saint Joseph College is committed to diversity and is an EOE/AA/EOE employer.

The University of Nebraska at Omaha (UNO) is one of the four campuses of the University of Nebraska System and is located at the heart of Nebraska's largest metropolitan area. UNO, situated on 88.1 acres, is surrounded by beautiful parks and residential areas and is a comprehensive university with over 100 undergraduate majors and 50 graduate majors. Student enrollment is over 13,500. Full-time faculty numbers over 450.

The College of Education has 66 full-time faculty and approximately 150 part-time faculty organized into the departments of Counseling, Educational Administration and Supervision, Special Education and Communication Disorders, Teacher Education, and the Department of Teaching, Physical Education and Recreation. The College offers undergraduate, master's, certificate programs and the Educational Doctorate is offered in Educational Administration and Supervision. The College serves over 1,400 undergraduate students and approximately 900 graduate students. The College has NCATE, Nebraska Department of Education, ASLHA, and CACREP accreditation.

The Dean of the College of Education is responsible for the leadership and overall direction of teaching, research, scholarly activities, and professional and community service functions of the College. The Dean, as a member of the Executive Committee of the Metropolitan Omaha Educational Consortium, comprised of the seven metropolitan school districts, is expected to provide focus and direction for the consortium. The Dean will be expected to have a strong commitment to the role of faculty governance. The Dean will also be expected to promote, enhance, and support external funding for the College. The Dean reports to the Vice Chancellor for Academic Affairs.

Qualifications include:
- An earned doctorate, experience as a full-time faculty member, 5 years academic administrative experience at the department level or higher, preferably in a metropolitan environment, distinguished record of teaching, scholarship, and service to qualify for professional rank and tenure in one of the college's departments or schools.
- Demonstrated ability to promote leadership through a participatory management style in strategic planning, program and personnel management, budget management, external grant funding, development, technology, active involvement with professional organizations, community involvement, and effective interpersonal and communication skills.

Nominations and applications should be sent to:

Vice Chancellor Derek J. Hodson
Vice Chancellor for Academic Affairs
University of Nebraska at Omaha
Omaha, Nebraska 68182-0001
FAX (402) 554-4896

Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, address and telephone numbers of three references. Application deadline is March 15, 1999. A NO is an equal opportunity employer.

See our website for further information:
http://www.unomaha.edu/aa/faculty.html
Oakton Community College

Oakton Community College is a caring community of educators dedicated to excellence in teaching and learning. We expect from ourselves and our students tolerance, fairness, responsibility, compassion and integrity. We invite and encourage applications from candidates who reflect the increasing diversity present in our community and student body; who will enhance and promote engagement with other cultures; who are current in their utilization of evolving technologies; and who will challenge our students to be knowledgeable, ethical and capable global citizens.

Located 17 miles from downtown Chicago and 35 miles from the border with Wisconsin, Oakton's district has highly rated elementary and secondary schools, is serviced by major transportation systems and has access to world class cultural events.

The following tenure track positions are available for the 1999-2000 academic year:

Computer Information Systems, two positions. These faculty members will be responsible for teaching beginning and advanced programming courses (e.g., C++, JAVA, and Assembler), Internet and client-server courses, as well as current applications. Candidates should have a strong programming and operating systems background, be familiar with visual programming, Web-based techniques, and current applications. Minimum qualifications are a bachelor's degree in a relevant area, at least 3 years of relevant work experience, MCSE certification, and strong communication and presentation skills. Preference will be given to candidates with teaching experience and a graduate degree in Computer Information Systems, Computer Science, or a closely related business degree.

English, one position. Minimum requirement is a master's degree in English. Preference will be given to candidates with a graduate specialty or emphasis in composition and some college teaching experience. This faculty member will teach literature and developmental composition.

Manufacturing Technologies, one position. This faculty member will be responsible for teaching a variety of courses including CNC set-up and programming, metrology, automation-related technologies (e.g., hydraulics, robotics, and PLC's), and the latest version of AutoCAD. The faculty member will be expected to participate, as well as lead in, curriculum development, student advising, recruiting, and developing linkages with local industry. Minimum requirements are a bachelor's degree in engineering or a related technology, a minimum of 3 years of industrial/technical experience, and strong communication and presentation skills. Preference will be given to candidates with a graduate degree in engineering or a related technology, and teaching/training experience.

Mathematics, two positions. These faculty members will teach mathematics courses from Developmental Mathematics through Calculus and Differential Equations. Ideally, at least one of the faculty members will also be qualified to teach Computer Science classes (e.g., Introductory through Data Structures). Minimum qualifications are a master's degree in Mathematics and/or Computer Science and strong communication and presentation skills. Preferred qualifications are a doctorate in Mathematics and/or Computer Science, past teaching experience and/or industrial or business experience.

Nursing, one position. Minimum requirement is a MSN and 2 years of nursing experience. Current knowledge and experience in psychiatric nursing is required. The individual will also need to be able to teach medical/surgical, geriatric, or community-based nursing. Preference is given to prior teaching experience.

Physics, one position. Minimum requirement is a master's degree in Physics. Preference will be given to candidates with a Ph.D. and some college teaching experience.

Psychology, one position. This faculty member will teach a full range of psychology courses, among them Introduction to Psychology, Child Psychology, Human Development, and Psychology of Abnormal Behavior. Minimum qualifications are a Master's degree in Psychology and some college teaching experience. Training, experience, and certification in substance abuse counseling are preferred.

Speech, one position. Requires a master's degree in Speech or Speech and Theater as well as experience working with related student activities.

The following one-year position is available for the 1999-2000 year:

Health Information Technologies, one position. Minimum requirements are a bachelor's degree in a relevant area and 2 years of coding experience. Preference will be given to those with teaching/training experience.

For information on all positions, instructions on materials needed for the application, and more information about Oakton, visit our website at: www.oakton.edu.

Review of applications will begin on February 15, 1999 and will continue until the positions are filled. To request an application, please contact: Craig Ahrenert, Human Resources, Oakton Community College, 1600 E. Golf Rd., Des Plaines, IL 60016. Phone: 847-635-1675, FAX: 847-635-1764, e-mail: facsearch@oakton.edu.

Oakton Community College is an equal opportunity employer and encourages applications from traditionally underrepresented groups.
Position Announcement

HEAD
Department of Biochemistry
PURDUE UNIVERSITY

Applications are invited for the position of Department Head, beginning with the 1999-2000 academic year. The Department has 18 full-time faculty members and established undergraduate and graduate programs leading to the B.S., M.S. and Ph.D. degrees. The Faculty of the Department are also major participants in interdisciplinary programs in Biochemistry and Molecular Biology, Genetics, and Plant Biology. Several new appointments are anticipated during the next 3-5 years. Candidates must have a Ph.D. or equivalent degree and be eligible for tenure at the rank of professor. Successful candidates should have an established, internationally recognized program of sponsored research, leadership skills, a distinguished record of ongoing scholarly activity, and a commitment to teaching excellence. A competitive package in the area of recruitment and resources is available. More detailed information about the department is available at http://www.biochem.purdue.edu.

Qualified persons are requested to submit the following: a letter of application, a statement of research, teaching and administrative philosophy, complete curriculum vitae, including names, addresses, and telephone numbers of five references. The selection process will begin on February 1, 1999, and continue until a suitable candidate is found. Nominations of potential candidates for the position are welcome. Applications, nominations, and inquiries should be addressed to:

Professor Ronald Senesive
Chair, Biochemistry Department Head Search Committee
d/O. of the Dean of Agriculture
1140 Agricultural Administration Building
Purdue University
West Lafayette, IN 47907-1140

Phone: (765) 494-1614
Fax: (765) 494-7420

Purdue University is an equal opportunity/affirmative action employer.

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CORNELL
DIRECTOR, CORNELL CAREER SERVICES

CORNELL UNIVERSITY invites applications for the position of Director, Cornell Career Services. Cornell, a major research university, has an enrollment of over 18,500 students in seven undergraduate colleges, a graduate school, and four professional schools. Career services at Cornell are offered in a coordinated, decentralized environment comprised of the University Career Center and specialized career offices in the colleges. Cornell Career Services is in the Division of Student and Academic Services and collaborates with other units in the Division to support the educational mission of the University.

Working with the colleges and their deans, faculty, staff, employers, and a worldwide network of alumni, the Director provides leadership, vision, and strategic planning in developing programs and services. The selected candidate will play a key role in enhancing internal and external relations and in developing the necessary resources for superior services, technology, and facilities.

The Director oversees a staff of 35 in several locations across the campus and administers a current annual budget of $1.5 million. The successful candidate will have demonstrated leadership in a complex administrative environment and have a proven ability to work effectively within an organization committed to a team management philosophy. Individuals should have an advanced degree and experience working with volunteers and advisor boards.

To apply, submit resume and letter addressing your philosophy concerning leadership and management within a career services environment to:

Search Committee Chair
103 Barnes Hall
CORNELL UNIVERSITY
ITHACA, NY 14853

Applications will be reviewed beginning February 1 and will continue until the position is filled.

CORNELL UNIVERSITY is an equal opportunity/affirmative action employer.

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NORTH SHORE COMMUNITY COLLEGE
PRESIDENT

North Shore Community College invites nominations and applications for the position of President of the College.

In its search for the President, the College will assess the candidate's demonstrated leadership ability to:

- Develop and articulate a vision for the future of the College in our service area.
- Interpret, implement, and execute community college policies as outlined by the Board of Higher Education and in compliance with state and federal laws and regulations.
- Administer fiscal affairs, budgets, facilities, and personnel within a complex organization.
- Maintain a system of participatory governance and professional development in a collective bargaining environment.
- Ensure the development and evaluation of educational programming and curriculum in liberal arts and occupational preparation.
- Ensure successful implementation of the College's strategic plan.
- Direct appropriate staff in developing and evaluating strategies to address institutional effectiveness measures.
- Develop successful alliances with various organizations including specific partnerships with schools, community groups, governmental agencies, and local business and industries.
- Participate actively in public relations, resource development, and fund raising for the College.
- Maintain transparency in the College's budgeting and financial policies and procedures in an environment that promotes sensitivity to pluralism and diversity.
- Participate actively on various local, state, and national committees, task forces, and other issues and problems of interest to community colleges and higher education.

Minimum Qualifications:

Master's Degree from an accredited institution, earned Doctoral Degree preferred; six years of leadership experience in an administrative position (Dean or above) or equivalent experience in business, government, or non-profit organization; teaching credentials sufficient to warrant appointment to a senior faculty position in the institution; demonstrated record of successful program development and evaluation; demonstrated record of successful administration of finances, budgets, facilities, and personnel; demonstrated knowledge of current major issues facing community colleges, both nationally and regionally; political astuteness and the ability to function effectively within a complex political environment; knowledge and sensitivity to collective bargaining environment; understanding of the use of technology in a complex institution; successful experience in resource development; experience in developing effective and successful alliances with various organizations, including but not limited to those in business and industry; affiliation with community colleges and participation with organizations devoted to the advancement and improvement of community colleges; and proficiency in oral and written communications and interpersonal skills, including ability to work effectively with administrators, faculty, staff, students, community members, business and industry, state and local governmental agencies, and other educational institutions.

Compensation for the position will be commensurate with experience and qualifications. More information about the College can be found on the web at www.ccc.mass.edu or by calling the Human Resources Office at 978-762-4000, X4105. For full consideration, nominations or application materials should be received by March 17, 1999. Candidates should submit a letter describing interest and qualifications for the position, a resume, and the names, addresses, and phone numbers of three references.

Send nominations or applications to Jane Covello, Director of Human Resources, North Shore Community College, One Ferncroft Road, P.O. Box 3340, Danvers, MA 01923.

As an equal opportunity, affirmative action employer, North Shore Community College is seeking candidates who will augment the diversity of its faculty, staff, and administration.
College of Marin invites applications for the following position:

**Full-time Instructor - Nursing (Medical Surgical/Jeriatric)**

CCC Credential in the subject OR - Master's in Nursing or BA in Nursing and Masters in Health Education or Health Science - OR - equivalent. Minimum salary range: $44,044 - $55,113/yr. Additional desired experience in community and/or home health, pediatric, psychiatric, or maternal child nursing. Specific requirements available in detailed job announcement (see below).

Offers extensive benefits package. Please call (415)486-9557 (24 hrs.) for a detailed job announcement & required application forms to be mailed to you. Application review continues February 10, 1999 by 5:00PM. No Faxes, Postmarks, or E-mail accepted.

**An AABEEO Employer**

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** Discover Saint Joseph College **

Connecticut

**Expand your horizons, explore new directions, discover new possibilities...**

Saint Joseph College, located in West Hartford, CT, midway between Boston and New York City, provides rigorous liberal arts and professional programs for men and women. Founded in 1912, the college is particularly noted for its strong commitment to developing the potential of women, who represent a high value on teaching, professional development and research, and we provide an ideal environment for your professional development and growth. We seek faculty with a strong desire to teach undergraduate students and with skills to work effectively with a diverse array of students.

**THE FOLLOWING FULL-TIME TENURE TRACK POSITIONS WILL BEGIN FALL 1999:**

- **Mathematics** - The Department of Mathematical Sciences invites applications for a full-time tenure track position. Candidates must have a Doctorate in mathematics. Knowledge and experience in current reform efforts in calculus and the use of technology in the classroom, and a commitment to excellence in mathematics, are essential. Responsibilities include teaching undergraduate mathematics courses in calculus and theoretical computer science. The position is for nine months and the successful candidate will be hired as a nine-month faculty member. The position will be open for the fall semester of 1999. Salary and rank are commensurate with qualifications and experience.

Send a letter of application and statement of teaching philosophy, vita and names of three references to Human Resources, Mathematics Search Committee.

- **Biochemistry** - The Department of Chemistry is seeking applications for a tenure-track assistant professor position. Candidates must have a Ph.D. in chemistry or biochemistry. Responsibilities include teaching courses in support of our ACS approved B.S. degree. The position is for nine months and the successful candidate will be hired as a nine-month faculty member. The position will be open for the fall semester of 1999. Salary and rank are commensurate with qualifications and experience.

Send a letter of application and statement of teaching philosophy, vita, transcripts and three letters of recommendation to the Director of Human Resources.

- **Nursing** - The Division of Nursing is seeking applications for a full-time tenure track appointment for its innovative curriculum. The Baccalaureate and Masters' programs are approved by NLN and CCMNE. Candidates must be committed to preparing students with a B.S. degree. The position is for nine months and the successful candidate will be hired as a nine-month faculty member. The position will be open for the fall semester of 1999. Salary and rank are commensurate with qualifications and experience.

Send a letter of application and statement of teaching philosophy, vita, transcripts and three letters of recommendation to the Director of Human Resources, Nursing Search Committee.

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**LA GUARDIA COMMUNITY COLLEGE**

**ASSOCIATE DEAN FOR ACADEMIC AFFAIRS**

**DUTIES:** The Associate Dean will report to the Vice President for Academic Affairs and will be responsible for serving as the curricular and pedagogical leader of the college, and as liaison to the department and college curriculum committees.

**QUALIFICATIONS:** Doctorate or equivalent and a minimum of three years experience in academic administration at a community college. Requires strong teaching background, experience with curriculum development, ability to work with faculty, record of demonstrated educational innovation and excellent communication skills. Salary: Mid 50s to mid 60s, commensurate with qualifications. Send letter and resume by Feb. 12 to Ms. Diane Rodman, RA 9400.

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**INSTRUCTOR/ASSISTANT PROFESSOR - MATHEMATICS**

**Two Anticipated Openings**

**DUTIES:** Teaching developmental and college-level mathematics courses, performing research, advising students, committee, and departmental assignments.

**QUALIFICATIONS:** Ph.D. in Mathematics or related field. Ability to teach college-level mathematics required. For Associate Professor: Ph.D. in Mathematics required. Also demonstrated evidence of significant success as a researcher and advisor in mathematics. Salary: $36,000 - $45,000.

Send a letter and resume by Feb. 12 to Ms. Diane Rodman, LA Guardia Community College, 31-10 Thomson Ave., LIC, NY 11101.

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**DISCOVERY**

**HAMILTON COLLEGE**

**NURSING (M.S.N.)**

The Department of Mathematics invites applications for an assistant professor tenure-track position in mathematics. Applicants must show a commitment to excellence in teaching at the undergraduate level and a strong desire to contribute to the college's program. The position is for nine months and the successful candidate will be hired as a nine-month faculty member. The position will be open for the fall semester of 1999. Salary and rank are commensurate with qualifications and experience.

Send a letter of application and statement of teaching philosophy, vita and names of three references to Human Resources, Mathematics Search Committee.

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**LEAVING COMMUNITY COLLEGE**

**Facility Member**

**NURSING (M.S.N.)**

Masters in Nursing (M.S.N.) - required in progress, or professional certification desired. Must have a minimum of one year of experience in a hospital setting. Must be eligible for a Michigan Nursing License. Must be a team player and demonstrate superior clinical skills. Must have a commitment to working with a diverse population as a team member. Must be able to provide excellent communication and interpersonal skills. Must be a team player and demonstrate excellent clinical skills. Must be a team player and demonstrate excellent communication and interpersonal skills.

Send a letter of application and supporting application materials to: Human Resources, 1201 57th Street, Dearborn, MI 48126. Please include the name and phone number of three professional references. The search committee will review applications until the position is filled.
COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applicants for the following positions:

ACCOUNTING INSTRUCTOR: MA in Accounting or CPA, with MA in Business Administration. Information Systems, or related field. Close 2/19/99

BIOLOGY INSTRUCTOR: MA in Botany or in closely related Biological Science field. Close 2/19/99

COUNSELORS (2): MA in education, Counseling, or related field. Close 2/20/99

ECONOMICS INSTRUCTOR: MA in Economics. Close 4/1/99

MANAGEMENT INSTRUCTOR: MA in Business, Business Administration, Business Education, or related field. Close 3/19/99

MATHEMATICS INSTRUCTOR: MA in Mathematics or in teaching Mathematics. Close 2/16/99


NOTE: Instructor positions require two years (full-time equivalent) successful teaching experience. $35,000 for academic year unless otherwise indicated. All applicants must have sensitivity and ability to successfully interact with diverse populations. All positions dependent upon adequate State of Washington funding.

To ensure consideration, apply by due date indicated. All applicants must request official application by contacting:

Human Resources Office
Community Colleges of Spokane
2000 N. Greene Street
Spokane, WA 99217-5499

Phone: (509) 533-7429; for TDD: (509) 533-7466
Website: http://www.spokane.cc.wa.us AA/EOE

DIRECTOR, NUWAY PROGRAM
Information Services

NUway is Northeastern University's multi-year initiative to improve student and customer services, improve University-wide decision-making, and transition our administrative systems from a legacy base to Peoplesoft. This program consists of three major university initiatives: development of a WEB student services application establishment of a university wide data warehouse and decision support capabilities, and implementation of an enterprise wide Peoplesoft software solution. Reporting to the Vice President of Information Services, the Director will be responsible for balancing institutional human and fiscal resources among the three initiatives to ensure timely delivery and project success.

The Director, NUway Program will work closely with the Director of Administrative Computing and the Director of Academic Computing as the leader of the 'virtual implementation organization. Ensure, in proactive partnership with leaders in the functional administrative areas, ongoing program support and communication across all University constituencies, including senior administration.

Preferred candidates will have Bachelor's degree in a related field, preferably with continuing studies and course work. Master's degree preferred. Minimum 10-12 years' experience and technical management and technical experience to include extensive program and project management experience. Excellent analytical and presentation skills. Demonstrated success implementing major projects. Peoplesoft data warehousing and WEB development skills desirable. Higher Education functional and/or technical skills, strong interpersonal skills, and proven team building expertise are required.

Located in Boston, Northeastern is a national research university that is student-centered, practice-oriented and urban.

Competitive compensation and excellent benefits are available. Interested candidates should submit a letter of application, resume, and at least three professional references to Susan Scannell, Information Services, 275 Richards Building, Northeastern University, 260 Huntington Avenue, Boston, MA 02115; Fax: (617) 373-2054. Review of applications will begin on January 29, 1999 and continue until the position is filled.

Northeastern University is an Equal Opportunity, Affirmative Action Title IX Employer.
OFFICE OF EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

THE DIRECTOR

The Director of the Office of EOAA reports directly to the President. The successful candidate will have a Master's or Ph.D. or J.D. degree and six to ten years of experience in higher education administration. In addition, it is essential that the successful candidate have a demonstrated commitment to all areas of equal opportunity, affirmative action, and diversity. The position requires extensive knowledge of civil rights laws and their application to higher education; proven communication, counseling, and mediation skills; demonstrated ability to deal effectively with all constituencies in an institution, and an established record of creative leadership.

The Director is responsible for the development and administration of the College's Equal Opportunity/Affirmative Action Program and for the coordination of the College's diversity initiatives and activities. The Director manages the EOAA Office and develops and monitors the execution of the affirmative action plan and the College's human resources policies. The Director oversees all faculty searches as well as searches for salaried administrative staff. The Director serves as the institutional liaison to the Equal Employment Opportunity Commission and develops compliance files. The Director investigates and mediates resolution of EOAA complaints. The Director serves as the coordinator and catalyst for diversity efforts throughout the College community.

Applicants should submit a letter of application, including a summary of background and qualifications, accompanied by a curriculum vitae and the names of at least three professional individuals (please include addresses, phone and FAX numbers) capable of commenting in support of the applicant's credentials to:

Ms. Patricia R. Moffitt
Administrative Assistant
Office of the Provost
204 Parkhurst
Dartmouth College
Hanover, New Hampshire 03755

Applications will be reviewed immediately and will continue until the position is filled. For more information about the position, please contact Ms. Moffitt by e-mail at Patt@Dartmouth.edu or by phone at 603-646-1408.

Dartmouth College is an Equal Opportunity/Affirmative Action employer and is committed to diversity and encourages applications from women and members of minority groups.

WICHITA STATE UNIVERSITY
Computer Science Department

Applications are invited for one or more tenure-track assistant professor positions in the Computer Science Department. All positions are subject to budgetary approval. The closing date for all applications is February 1, 1999 or the first of the month thereafter, until the positions are filled. Anticipated starting date is August 18, 1999.

Required qualifications for the position(s) include a Ph.D. in Computer Science (or a closely related area), and demonstrate potential for research, teaching, and scholarship. Applicants should have successful experience with diverse populations, and a commitment to diversity. Preference will be given to candidates who can teach courses in the areas of Information Systems, Internet Applications, or Software Systems & Engineering, and who can also collaborate with existing faculty in research. The research interests of the Department include algorithms, artificial intelligence, automated theorem proving, complexity theory, computational biology, databases, object-oriented systems, and programming languages. For more information about the Department, see the web page at:

www.cs.wichita.edu

Letters of application including a resume and the names, addresses, e-mail, and phone numbers of at least three references should be sent to:

Search Committee
Department of Computer Science
Wichita State University
Wichita, Kansas 67260-0083

Wichita State University is an AA/EOE.

We encourage applications from women and minority candidates.

DIRECTOR OF BUSINESS SERVICES

Oakton Community College is a dynamic, comprehensive community college serving the near north and northwest suburbs of Chicago. We are seeking a director who is an innovative leader, who will continue a strong tradition of excellence, and who reflects the increasing diversity present in our community and student body.

The responsibilities of the Director of Business Services include purchasing, the Bookstore, shipping and receiving, mail, printing and duplicating, inventory and records retention, and working with our contracted food service operations. The Director supervises a staff of approximately 20 and reports to the Vice President of Business and Finance.

The preferred candidate will have a bachelor's degree in business, or a related major. Five years of general business experience is required, including supervisory experience and managing million dollar budgets. A master's degree and a CPM are desirable.

The Director must be a person of demonstrable integrity with excellent human relations, problem solving and communication skills, and a sense of humor. The Director will be familiar with computerized purchasing systems and Microsoft Office.

To apply, submit your resume and cover letter to: Oakton Community College, Human Resources, 1600 E. Golf Road, Des Plaines, IL 60016-1268. Attention: Craig Ahnert, 847-635-1675, Fax: 847-635-1664, e-mail: admsrch@oakton.edu

For more information on the position, instructions on materials needed for the application, and more information about Oakton, visit our website at: www.oakton.edu.

Review of applications will begin on February 15, 1999 and will continue until the position is filled.

Oakton Community College is an equal opportunity employer who encourages applications from traditionally underrepresented groups.
University of Wisconsin-Stevens Point:

RANK: Assistant Professor
APPOINTMENT: Tenure Track
QUALIFICATIONS: MFA degree. An active record of professional achievement, and under- and teaching experience assumed.
DESCRIPTION: Primary responsibilities involve teaching 2-D Foundations (2-D design, drawing, and coordinating the Freeman Foundation program). Candidate will bring expertise in area of specialty and consume professional activity will be expected. Responsibilities also include curricular development and student advising, as well as other departmental governance and service.

Candidate must have strong communication and studio skills plus ability to work effectively with students in a NASAD accredited BFA/BFA studio program.

SALARY: Competitive, commensurate with experience and qualifications.
STARTING DATE: August 23, 1998
DEADLINE: All applications must be received by March 15, 1998.
TO APPLY: Please send letter of application, vita, statement of foundation teaching philosophy, 3 recent letters of recommendation, copies of graduate transcripts, 20 slides of personal work, and 20 slides of student work if teaching experience is indicated. The two sets of slides, alternate formats will be considered. SASE to Search Committee - Foundations, Dept. of Art and Design, University of Wisconsin-Stevens Point, Stevens Point, WI 54481. Email: ghagen@uwsp.edu, Web: http://www.uwsp.edu/acad/art/ Additional materials may be solicited at screening advances. Affirmative Action/Equal Opportunity Employer. Women and minority candidates encouraged to apply.

ASSOCIATE DIRECTOR
OF DEVELOPMENT
CANCER CENTER

The Associate Director of Development, UCSD Cancer Center, is a key development officer responsible for garnering private gifts toward UCSD's Cancer Center fund-raising program. Requires knowledge and experience in the full spectrum of development, which includes gift and planned giving, solicitations, stewardship, donor recognition, and a high level of support groups and management. Must have excellent management and organizational skills for the administrative staff and volunteers. Successful experience in a large university setting is a must.

This is a renewable contract position with full benefits. Review of resumes will begin 2/15/99 and continue until position is filled. Please reference Job #14884-X, to UCSD Human Resources, La Jolla, CA 92037-0967. Web Site: http://www.hr.ucsd.edu San Diego

COLLEGE LIBRARIAN

Skidmore College, a highly selective, liberal arts college in historic Saratoga Springs, New York, invites nominations and applications for College Librarian.

Skidmore College is seeking a dynamic library and information services leader who possesses a clear vision of the library's central role in supporting the teaching, learning, and research activities of students and faculty at a liberal arts college. The successful candidate will help shape the future that will integrate technology with more traditional library activities.

Further, the successful candidate should have the ability to lead and inspire people in a changing environment while serving as an advocate for the library's educational mission.

The College Librarian must be able to work closely and effectively with faculty and administrative offices, especially the Center for Information Technology Services. Skidmore College is looking for a candidate who understands the needs of an academic community that is preparing students for a multicultural and global environment and who has the intellectual depth to win the respect of the faculty. The College Librarian reports to the Chief Academic Officer.

Renovated in 1995, Skidmore College's Lucy Sibbner Library is a state-of-the-art facility with a recently installed, second-generation Endeavor catalog system. The library, with a book collection of approximately 400,000 volumes and the most utilized computer clusters on campus, is dedicated to serving the information needs of the college's undergraduate and faculty population.

Required Qualifications: ALA accredited MLS degree; second graduate degree in a discipline relevant to a liberal arts college. Excellent communication and interpersonal skills, including an active sense of humor. Demonstrated administrative and management experience in an academic library, including developing and overseeing a library budget. Experience with local, regional, and national collaborative agreements for resource sharing. Evidence of ongoing professional and scholarly involvement.

The position is a 12-month faculty appointment, with an anticipated starting date of July 1, 1999. Please send a letter and vita, along with the names, addresses, and phone numbers of at least three professional references to: Prof. Susan Bender, Acting Dean of the Faculty, File #52, Skidmore College, Saratoga Springs, NY 12866. Review of applications will begin March 15, 1999, and continue until position is filled.

Skidmore encourages applications from women and men of diverse racial, ethnic, and cultural backgrounds.

ASSOCIATE CHANCELLOR
(CHIEF BUSINESS AND
OPERATIONS OFFICER)

SAINT MARY'S COLLEGE
COMMUNITY COLLEGE DISTRICT
South San Francisco, CA

Located on the beautiful San Francisco Bay Peninsula, invites nominations and applications for the position of ASSOCIATE CHANCELLOR (CHIEF BUSINESS AND OPERATIONS OFFICER)

QUALIFICATIONS: A Masters degree from an accredited college or university with emphasis in business administration, finance or related field. The possession of either a CPA license or Bachelor's degree, plus a combination of education and experience that is equivalent to the position. SALARY RANGE: $90,000 to $110,000. Benefits include: retirement, health, and dental plans. Applications will be accepted until the position is filled. For descriptive brochure and complete details contact: Office of Personnel Services, Director of Personnel Services: (650) 574-6555 OR Visit our website located at: http://www.smccd.ca.us/smccd/jobs/jobs.htm
EOE/ADA
GALLAUDET UNIVERSITY is the only fully accredited liberal arts university for deaf and hard of hearing people in the world. It is a unique, private, federally assisted, bilingual (American Sign Language and English) university located in Washington, DC. Gallaudet University is currently seeking dynamic faculty in a variety of disciplines.

Faculty positions have been tentatively identified as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Application Deadline</th>
<th>Send application to the attention of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision*</td>
<td>4/1/99</td>
<td>Dr. William Marshall</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td></td>
<td>(202)651-5525 (FAX (202)651-5749)</td>
</tr>
<tr>
<td>Deaf Studies*</td>
<td>2/12/99</td>
<td>Dr. Benjamin Bahan</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td>(202)651-5814 (FAX (202)651-5823)</td>
</tr>
<tr>
<td>Education (Early Childhood)</td>
<td></td>
<td>Dr. Joseph J. Innes</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td>Open until filled</td>
<td>(202)651-5530 (FAX (202)651-5860)</td>
</tr>
<tr>
<td>English (2 – 5 positions available)</td>
<td>Open until filled</td>
<td>Dr. Bruce White</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>Open until filled</td>
<td>(202)651-5580 (FAX (202)651-5599)</td>
</tr>
<tr>
<td>(2 – 4 positions available)</td>
<td></td>
<td>Dr. Vicki J. Shank</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Open until filled</td>
<td>(202)651-5315 (FAX (202)651-5828)</td>
</tr>
<tr>
<td>Psychology (School Psychology)</td>
<td></td>
<td>Dr. Neil Reynolds</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Open until filled</td>
<td>(202)651-5540 (FAX (202)651-5747)</td>
</tr>
</tbody>
</table>

Positions are contingent on funding

Qualifications: Master's in discipline and demonstrated commitment to pursue studies in a doctoral program in the field or an allied field; willingness to learn sign language. Preferred: Earned doctorate/terminal degree in field plus three or more years of teaching experience; knowledge of deafness and/or skill in sign language. (If a code is indicated [*], applicant must meet qualifications, as well as, the additional requirements specified).

* Requires Earned doctorate/terminal degree, knowledge of deaf culture and sign language skills at time of employment.

For complete job announcements and requirements, please contact the appropriate telephone number listed above.

APPLICATIONS: Interested individuals should send a letter of application, describe personal and/or academic connections to diverse communities, as well as, knowledge of Deaf Culture; a current vita; and three letters of recommendation.

SEND APPLICATIONS TO:
Attention: Department Chair or Search Committee shown above
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002-3695

SALARY: Competitive and commensurate with experience. RANK: Negotiable

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with disabilities and minority candidates are encouraged to apply.
Montgomery College

Education
Full-time Faculty

Montgomery College, a Maryland's largest and oldest community college with campuses located in Takoma Park, Rockville and Germantown. Commitments to excellence and student success. Montgomery College is seeking applications for several full-time faculty positions to teach in the following areas beginning in the Fall 1999 semester. Providing budget is available.

General requirements: All full-time faculty positions require a Master's Degree in the discipline to be taught or a closely related discipline unless otherwise specified. General criteria include evidence of teaching excellence and commitment to the community college philosophy and mission. Willingness and flexibility to teach during evening and weekend sections are needed. Salary is commensurate with experience and the hiring range is from approximately $32,100 to $48,350, plus excellent benefits. Assignments begin August 23, 1999.

Takoma Park Campus


Rockville Campus


Germantown Campus

ESL, (2343) Germantown Mathematics, (2314, 2322) Germantown

For a more detailed description of these positions, including specific requirements, please visit our Web site at http://www.mccc.md.edu or you may request a position description list be mailed to you.

All applicants must submit the following documents: completed Montgomery College application and unofficial undergraduate and graduate transcripts.

To apply for these vacancies, please submit a faculty application. Applications can be obtained by calling our 24-hour hotline at 301-270-5472 or as a link on the website. Applications must be received by 5:00 P.M. on February 26, 1999.

Office of Human Resources
Montgomery College
900 Hungerford Drive
Suite 130
Rockville, Maryland

An EOAA/Title IX Employer

East Stroudsburg University of Pennsylvania

MOVEMENT STUDIES & EXERCISE SCIENCE

Assistant Professor - Full-time continuing position beginning in September 1999. Doctorate in Physical Education. Exercise Science or Kinesiology required along with three to five years of university teaching experience. Responsibilities include coordinating intramural activities for the Department of Movement Studies and Exercise Science and teaching of undergraduate and graduate courses in physical conditioning, strength training, aerobic and anaerobic conditioning and self defense. Competence is required in at least three of the following areas: aquatics, dance, stress management, educational gymnastics, and individual and team sport. Additional duties require service on departmental/university committees, and academic advisement of students. Scholarly production and involvement in undergraduate and graduate student research encouraged. Final determination will be based upon successful interview which may include teaching demonstration. Send letter of application, credentials and three letters of reference by March 1, 1999 to: Dr. Robert J. Smith, Department of MSES, East Stroudsburg University, Koehler Fieldhouse, East Stroudsburg, PA 18301-2999.

ESU is an equal opportunity employer. Women are strongly encouraged to apply.

Washtenaw Community College

Digital Photography Instructor

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Digital Photography Instructor. This individual will teach courses in the Visual Arts Technology Department, specializing in Studio Commercial Photography, both film and digitally based, as well as emerging forms of multimedia. The college is located in the city of Ann Arbor, MI, a community of over 100,000.

The successful candidate must possess a Bachelor's degree in a related field, Master's degree preferred, equivalent of two years full time commercial, industrial and/or military experience in photography, equivalent of one year full time teaching experience (equivalent of 450 contact hours), preferably as a community college, and submit a presentation of professional portfolio and examples of student work.

Anticipated date of appointment is for the Fall 1999 semester. Initial annual salary range is $34,330-$45,980 dependent upon education and related experience, base load 160 days 32 weeks 450 contact hours per academic year with numerous fringe benefits.


Interested persons should send completed WCC application form with credentials (college transcripts, statement of clock hours and professional portfolio) to the Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106. 734-973-3497


Washtenaw Community College is an AA/EOE/ADA employer.
FOOTHILL-DE ANZA
COMMUNITY COLLEGE DISTRICT

FACULTY AND MANAGEMENT POSITIONS

The Foothill-De Anza Community College District is currently accepting applications for the following positions. This District is located in the Silicon Valley area and is the largest community college district in the state. This district of two community colleges serves approximately 45,000 students per semester, and has been a national leader in academic programs and student services for over 40 years.

De Anza College:
Dean, Academic Services
Chemistry Instructor, 12-month
First Review February 14, 1999

Computer Information Systems Instructor, 1-year
First Review February 20, 1999

Mathematics Instructor, 1-year
First Review February 5, 1999

Foothill College:
Sociology Sociology Instructor, 1-year
First Review March 5, 1999

Physics Instructor, 1-year
First Review February 5, 1999

Inquiries should be directed to the Employment Services Office.

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217
employment@fda.edu
www.fda.edu/dept/employment.html
TTY: 650-949-5813

A resume or vita may not be submitted for a continuing position.

UNIVERSITY OF WISCONSIN
Whitewater

CHANCELLOR

The University of Wisconsin System invites applications and nominations for the position of Chancellor of the University of Wisconsin-Whitewater. To succeed G. C. Greenhill, a native of the state, as chancellor. UW-Whitewater is one of eleven comprehensive universities in a public higher education system which also includes two doctoral institutions, a system of freshman-sophomore transfer colleges, and a statewide Extension service.

The chancellor is the university’s chief executive officer and is accountable to the Board of Regents through the UW System President. Operating in an environment of shared governance, the chancellor is responsible for the leadership and administration of academic, personnel, fiscal, and student life of the institution, as well as for advancing the interests of the university with local and state government leaders, alumni and foundation support groups, UW System colleagues, and the business and industries.

The position is available July 1, 1999. Evaluation of applications will begin on February 26, 1999, and will continue until the position is filled. Further information about the position, the application process, and the university are available at http://www.uww.edu/ or by contacting Prof. Donald E. Sorensen, Chair of the Search and Screen Committee, 800 West Main Street, Whitewater, WI 53190. Phone: 414-772-4558. Fax: 414-772-4873 or sorensen@uwwvax.uww.edu

The Committee is being assisted in this search by Jean Dowdell, Vice President At Kearney, questions may also be directed to her at 708-592-4781 or jean_dowdell@atkearney.com

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer committed to the principles of diversity and actively seeks and encourages applications from women, minorities and persons with disabilities.

UNIVERSITY OF ALASKA ANCHORAGE

Director of Human Resource Services
PCN: 307575

Vacancy Announcement

The University of Alaska Anchorage (UAA) invites applications and nominations for the position of Director of Human Resource Services. Under the general direction of the Vice Chancellor for Administrative Services, this position will provide overall strategic leadership and expertise for campus human resource function including recruitment and selection, classification and compensation, retention training and professional development, employee and labor relations, employment, benefits administration, records, payroll, and HRIS. This position will be responsible for developing and implementing human resource programs that meet the needs of the university.

REQUIRED QUALIFICATIONS:
- Bachelor’s Degree in Human Resource Management, Labor Relations, Business Administration, or related field.
- A record of progressively responsible management experience in the area of human resources.
- Professional level experience in employee relations as well as a combination of other human resource functions including classification, compensation, benefits, payroll, recruitment, human resource development, training, and labor relations.
- Demonstrated experience in budget management and personnel supervision.
- Demonstrated ability in establishing and maintaining productive relationships with a full range of campus and external constituents that reflects a strong customer service commitment and continuous quality focus.
- Demonstrated excellence in oral and written communications including presentation and influencing skills.
- Demonstrated ability to identify and implement imaginative and entrepreneurial solutions to complex problems and to analyze issues and direct the development of solutions.
- Demonstrated ability to develop and implement university wide human resource programs, policies, procedures, and organizational initiatives.
- Experience with and respect for diversity and diversity programs.

PREFERRED QUALIFICATIONS:
- Experience in higher education.
- Advanced degree.
- Knowledge of HRIS systems.

Review of applications will begin on February 9, 1999 and will continue until a successful candidate is selected. Salary is negotiable, depending upon experience and qualifications.

To be considered for this position, please submit a letter of application referencing PCN 307575 and addressing the following:

1. Your experience related to each of the qualifications listed above.
2. Your perception of how the areas of responsibility should be managed and meet needs of a changing institution.
3. Your leadership style.

Please also include a resume and the names, addresses, telephone and fax number of five current references and send to:

Human Resource Services
University of Alaska Anchorage
Administration Building, Suite 245
Anchorage, Alaska 99508

FOR MORE INFORMATION:
Visit our UAA website at http://www.uaa.alaska.edu/ For additional information on Alaska please visit the Anchorage Chamber of Commerce website http://www.anchoragechamber.org/

Applicants needing reasonable accommodations to participate in the application interview process should contact Human Resource Services prior to the review date.

UAA is an AVEO Employer and Educational Institution. Must be eligible for employment under the Immigration Reform and Control Act of 1986 and subsequent amendments. APPLICATIONS FOR EMPLOYMENT WITH THE UNIVERSITY OF ALASKA ARE SUBJECT TO PUBLIC DISCLOSURE.
Bronx Community College/Cuny
Anticipated Full-Time Tenure Track Faculty Positions
Fall 1999

Bronx Community College (BCC), in the City University of New York (CUNY) system, is a comprehensive community college committed to excellence and innovation in teaching. BCC enrolls approximately 8,000 full-time students and is located on a landmark campus in the north Bronx. All positions are for Fall 1999 contingent upon fiscal ability.

<table>
<thead>
<tr>
<th>Department</th>
<th>Rank</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology &amp; Med Lab Tech</td>
<td>Assistant Professor Lecturer</td>
<td>Biology: Med Lab Tech (MT/ASCP certified or equivalent)</td>
</tr>
<tr>
<td>Business</td>
<td>Assistant Professor Lecturer</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Chemistry &amp; Chem Tech</td>
<td>Assistant Professor Lecturer</td>
<td>General Organic Chemistry/Environmental Health Science</td>
</tr>
<tr>
<td>Common Arts &amp; Science</td>
<td>Assistant Professor Lecturer</td>
<td>Speech Communication/Speech Pathology (ASHA certification, mass 3 yrs teaching exp)</td>
</tr>
<tr>
<td>Ed/Reading/ESL</td>
<td>Assistant Professor Lecturer</td>
<td>ESL/Reading (doctorate required)</td>
</tr>
<tr>
<td>English</td>
<td>Assistant Professor Lecturer</td>
<td>Written Comp. Literature</td>
</tr>
<tr>
<td>Health, PE &amp; Wellness</td>
<td>Assistant Professor Lecturer</td>
<td>Community School Health</td>
</tr>
<tr>
<td>Math &amp; Comp Science</td>
<td>Assistant Professor Lecturer</td>
<td>Math, Computer Science</td>
</tr>
<tr>
<td>Physics and Tech</td>
<td>Assistant Professor Lecturer</td>
<td>Elect Tech, Telecom Tech</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Assistant Professor Lecturer</td>
<td>Psychology</td>
</tr>
<tr>
<td>Student Development</td>
<td>Assistant Professor Lecturer</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

Unless otherwise specified, doctorate required for Assistant Professor; masters required for Lecturer. Evening/Saturday/Sunday teaching may be required; community college teaching experience preferred; knowledge of databases and/or instructional technologies an asset. Salary range: Assistant Professor $38,828 - $53,379; Lecturer $29,278 - $44,168.

Refer to specific position above and send cover letter and resume no later than March 1, 1999 to Ms. Shelley B. Levy, Director of Personnel Services, Bronx Community College, West 181st Street & University Avenue, BX, NY 10453. EEOA/AA/RC/A/ADA Employer.

San Antonio College
A college of the Alamo Community College District, is located in San Antonio, Texas. A community college serving 20,000 credit and 15,000 non-credit students enrolled days, evenings, and weekends.

The college is pleased to receive applications and nominations for the position of Dean of Student Services. The Division includes Counseling and Services for Special Populations, Admissions and Records, Assessment, and Student Activities. The Dean also oversees operations of the Student Food Service and Bookstore Operations. The Dean reports to the Executive Vice President, Dean of Instruction.

The Dean must have: excellent leadership skills with the vision and ability to implement the college mission and to work in concert with all members of the college and the local community. Of particular importance are the following:

- Understanding of commitment to the role of the community college
- Demonstrated sensitivity to the needs of a diverse student population and experience with innovative programs that enhance student recruitment, retention, and services
- Experience with planning and budgeting
- Working knowledge of current technology designed to enhance enrollment management, student services, and advisement
- Ability to provide balanced support for each area of responsibility, and responsibility for student services throughout the college community.
- Willingness and ability to be an effective leader with local public school districts and area universities, personal and community, effectively with other members of the college administration, and with the students and faculty.
- Ability to be an effective leader with the community's educational, civic, and business leaders, and with the students and faculty.

The successful candidate must possess outstanding analytical and communication skills, a demonstrated appreciation and commitment to diversity, and an interest in innovative approaches to student services. Masters degree required. Ph.D. preferred.

Applications: Please submit a letter of application, CV, and three letters of recommendation. Preference will be given to applicants with experience in teaching, counseling, enrollment management, student advisement, and administration preferably in a community college.

Dean of Student Services
(98230)
(Extended Search)

San Antonio College
San Antonio, Texas 78228-5168
410-3200

Human Resources
SJECCD
4750 San Felipe Road
San Jose, CA 95135-1599
Telephone: (408) 270-6406
24 Hour Job Line (408) 223-6707
email: sjecdhr@sjeccd.cc.ca.us

for further information, job description and application visit our website www.sjeccd.cc.ca.us

APPLY IMMEDIATELY AND IN COMPLIANCE WITH TITLE IX AND REGULATION 544

For equality of opportunity and in compliance with Title IX and Regulation 544

Minorities, women, persons with disabilities are encouraged to apply.

For further information, job description and application visit our website www.sjeccd.cc.ca.us

Applied immediately and in compliance with Title IX and Regulation 544

Minorities, women, persons with disabilities are encouraged to apply.
WILLIAMS COLLEGE

DEPARTMENT OF POLITICAL SCIENCE

VISITING APPOINTMENT IN ETHNIC AND RACIAL POLITICS IN THE UNITED STATES

Williams College invites applications for a visiting appointment in ethnic and racial politics in the United States. The appointment begins in 1999-2000 and is for one-three years, depending on the qualifications and preferences of the candidate.

The department invites applications from and is interested in recent Ph.D. or A.B. candidates, and is committed to supporting research as well as to sponsoring excellent teaching.

Applications are due March 2, 1999. Send a letter detailing current research interests, a curriculum vitae, and three letters of recommendation to: Ethnic and Racial Politics in the United States, c/o Ms. Nancy Bellows, Political Science Department Secretary, Stetson Hall, Williams College, Williamstown, MA 01267.

Williams College is a coeducational liberal arts institution, offering undergraduate education to 2,500 students. The college has a reputation on a long tradition of balancing teaching and research and on the academic excellence of its students. Among the opportunities that Williams offers its students are the interdisciplinary programs and centers including the Multicultural Center, the Garvey Center for the Humanities, and the Society of the Arts. The college also has a comprehensive arts program, including music, theater, and visual arts. An Affirmative Action/Equal Opportunity Employer. Williams College especially welcomes and encourages applications from women and minority candidates.

ART HISTORIAN

THE ART INSTITUTE OF BOSTON

AT LESLEY COLLEGE

The Art Institute of Boston at Lesley College is seeking a full-time Art Historian beginning September 1, 1999. PhD/MA/MFA. Preference given to candidates with three or more years of teaching experience in a BFA granting program and a record of publication. Commitment required to the relationship between art history and studio art work. Position requires committee assignment, student advising, and departmental responsibilities. Teaching load courses (12 hours) per semester. Teach art history survey (ancient to present) and advanced undergraduate electives. Salary commensurate with experience.

Application deadline: March 1, 1999. Send letter of application stating teaching philosophy, CV, photocopied recent publication and SASE to Chairperson, Liberal Arts Department, Art Institute of Boston, 700 Beacon Street, Boston, MA 02215-2598. Position contingent upon funding. Women and minorities encouraged to apply.

RESIDENCE HALL DIRECTOR

The Ohio State University

If you can clearly explain to your parents, family, and friends all that a Hall Director does, we are interested in you.

We value CARING, CREATIVE & ENGAGING EDUCATORS who will develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population who are eager to invest time in the development of students.

Our successful applicants must have a Master’s degree in College Student Personnel Higher Education, or Counseling with full-time or graduate residence life experience. We seek candidates who have the skills to coach and supervise RAs and student staff and students leaders while advising student groups; encourage students to develop sensitivity, appreciation, and appreciation of diversity, and cultivate connections to the academic community, provide support and refer students to campus and challenge students to take their leadership within their communities.

Remuneration: 12 month position with a starting salary of $26,124, furnished apartment, comprehensive benefits package, meal plan, professional development funds of $400, and tuition waiver. Lil'out opportunities are negotiable.

To apply: Submit resume and letter of application which addresses the qualifications noted above to: Hall Director Search Committee, 190 Woodruff Avenue, Office of Residence Life, The Ohio State University Columbus, OH 43210-1119.

If you wish to be considered for a pre-prepared interview at the ACHA Conference (Atlanta, GA), or the Oshkosh Placement Exchange, you must be received by 2/1/1999. However, applications will be accepted until positions are filled. Questions about the position can be referred to Office of Residence Life at 614-292-3930 or to Cheryl Sassy Hall Director Selection Chair, via e-mail at sawyer30@osu.edu. For more information on OSU, check out www.osu.edu.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer.

The Art Institute is an Equal Opportunity Employer.
Monroe Community College is seeking Full-Time, Permanent teaching and staff positions in the following areas:

- Biology
- Computer Related Curricula
- Computer Science
- Dental Studies
- English/Philosophy
- Health Education
- Nursing
- Physical Education
- Radiologic Technology
- Speech
- Transitional Studies
- Visual and Performing Arts. Technical Assistant

MCC is committed to hiring individuals who are versatile in their teaching and/or in their profession, possess technical, open to change, passionate about learning and self-improvement, and committed to serving in various capacities to realize the College's mission of student success. The College wishes to increase our representation of diverse groups among its faculty and staff. Women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply and to identify themselves if they wish. Specific qualifications for each position are listed in the job descriptions on our website at http://www.monroecc.edu or on hard copy available in the Human Resources Office.

Located in Rochester, NY, the third largest city in the State, MCC serves a metropolitan area of over one million people. Known as the "World's Image Center," the Rochester area is home to 15 institutions of higher education and many high-tech, optics, research, and manufacturing companies, including 61 Fortune 500 companies. Rochester ranks second in exports in New York State and ranks among the top ten exporting communities in the county. The city's cultural resources include the Memorial Art Gallery, Rochester Philharmonic Orchestra, Rochester Museum and Science Center and the world-renowned photographic collections housed in the George Eastman House.

The College is a multi-campus institution including a 300-acre suburban campus, three miles outside of the City of Rochester; an urban campus in downtown Rochester; an Applied Technologies Center, and several extension sites in the county. It has an enrollment of 14,000 full- and part-time credit students with significant multicultural representation and offers more than 60 degree and certificate programs to traditional and adult learners. The College is consistently rated in the top ten of all community colleges in the country for the number of degrees granted. MCC is one of 30 community colleges within the State University of New York (SUNY) and is one of 18 members of the prestigious League for Innovation in the Community College.

Screening to commence March 15, 1999. Send letter of interest addressing the qualifications listed in the job description, resume, names/addresses/telephone numbers of three references, official transcripts, and statement of philosophy regarding teaching or regarding the role of today's community colleges to:

Dr. Sherry D. Ralston
Director of Human Resources
Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623-5780

For information not listed on our website, call (716)292-2012

**DIRECTOR**

The College of Urban Planning and Public Affairs, University of Illinois at Chicago (UC), invites nominations and applications for the position of Director of the Institute for Research on Race and Public Policy (IRRPP). UIC, located in the heart of Chicago, has a diverse faculty and student population. The Institute will promote, coordinate, and conduct multidisciplinary, social science, relevant basic and applied research designed to improve knowledge and understanding of historically under-represented groups within the U.S. for the support of action-oriented policy development designed to improve the quality of life for all groups and foster the remaking of society at local, state, national and international levels.

**POSITION:** The Director of the IRRPP is administrative responsible to the Dean of the College of Urban Planning and Public Affairs. The Director will provide strong leadership for the IRRPP and work with faculty, staff and administration to develop a high quality, collaborative institute which recognizes its diverse, dynamic, multidisciplinary character of UIC. The Director is expected to initiate and maintain relations between the IRRPP and diverse communities and publics outside the university.

**PROFESSIONAL QUALIFICATIONS:** A nominee and an applicant must have a doctorate and a national reputation for relevant scholarly achievement sufficient to warrant a tenured appointment to an academic department. A track record of effective management, collaborative work, and strong fund raising at a serious level in a comparable institution is critical. **SALARY:** Scale will be competitive.

**APPLICATION PROCEDURE:** For fullest consideration, interested persons should submit a letter of application and a resume by 3/1/1999 to Prof. Laselles Anderson, Chair, Search Committee, C/O Vernita A. Widdiff-Lewis at College of Urban Planning and Public Affairs, 400 S. Peoria St., suite 2100, ALHN (MC 345), Chicago, IL 60607. For further information call 312-996-9145 or E-Mail: VLEW@uic.edu. Position is subject to approval of the University of Illinois at Chicago Board of Trustees. Minority and women are encouraged to apply. The University of Illinois at Chicago is an Equal Opportunity/Affirmative Action Employer.

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**DIRECTOR INTERNATIONAL EDUCATION**

The College of Oneonta invites applications for the position of Director of International Education. SUNY-Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one-half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu).

**QUALIFICATIONS:** PhD in appropriate field required along with ability to teach at the college level; fluency in English and competency in one foreign language; studied or had relevant experiences in a non-English speaking country; proven track record in recruiting foreign students and in the area of developing student and faculty foreign exchange programs; demonstrated success in administrative, student affairs, academic priesthood, immigration law, regulations and budgetary management.

**TO APPLY:** Send letter of application, resume, names, addresses and telephone numbers of at least four references to Employment Opportunities, Box H, 208 Netter Administration Building, SUNY Oneonta, Oneonta, NY 13820-4015. Review of applications will begin immediately and continue until the position is filled.

SUNY Oneonta is an Affirmative Action, Equal Opportunity Employer.
Texas A&M University-Corpus Christi
College of Business

Tenure Track Positions Available for Academic Year 1999-2000

Texas A&M University-Corpus Christi invites applicants for three or more tenure track faculty positions. Rank and salary are open. However, preference may be given to assistant or associate level individuals. The college is seeking AACSB accreditation and presently is scheduled to be visited in Spring 1999. Each of the positions requires teaching graduate and undergraduate courses, active scholarship in intellectual contributions, being involved in service to the college, university, and community. The positions are in the Department of Finance, Economics and Decision Sciences (FEEDS).

- Economics
- Finance
- Management of Information Systems
- Operations Management
- Marketing

Applications will be accepted until positions are filled. Candidates must have a Ph.D. or D.B.A. with the appropriate major for their respective discipline. Applications should include a vita that includes a complete employment history, copy of all college transcripts, teaching evaluations, a statement of teaching philosophy, and the names and related information of at least three individuals who may be contacted as references. Please submit applications to:

Dr. M. H. Abdelkhalik, Dean, College of Business
Texas A&M University-Corpus Christi
6300 Ocean Drive, Corpus Christi, TX 78412
Telephone: (512) 994-6045; Fax: (512) 994-2725
Web: http://enterprises.tamu.edu

Texas A&M University-Corpus Christi is a part of the Texas A&M University System. The urban campus is located on Ward Island and overlooks Corpus Christi Bay. It is one of the fastest growing universities in the state and is considered by many to be an ideal place for personal and professional growth.

Texas A&M University-Corpus Christi is an equal opportunity employer with a commitment to diversity.

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DEAN OF INSTRUCTION, CAREER EDUCATION CAREER AND TECHNICAL

Starting salary: $68,684-$77,305/annually

The Dean of Instruction, Career Education will plan, organize, direct and evaluate the career education instructional program. The Dean is responsible for the day-to-day supervision of the administrative and instructional personnel, staff, budgets, and facilities related to the career education division. The position requires a Master's degree, minimum of two (2) years of formal training, internship, or leadership experience reasonably related to the administrator's assignment AND either three (3) years experience as a full-time faculty member at the college level, or five (5) years related teaching experience AND two (2) years of experience supervising community college or occupational programs as a division chair, director, or higher level administrator (preferred). Final Filing Date: February 19, 1999.

Applicants may be assigned to the San Jacinto Campus, the Memorial Valley Campus, or an District facility.

Resumes will not be accepted in lieu of completed district application packet. For more information and an application, contact Mt. San Jacinto College, Human Resources Dept., 1499 N. State Street, San Jacinto, CA 92583; (909) 487-MSJC (6752), ext 1111 or 1150. FAX (909) 654-5971 E-mail: CHRO840@msjcc.cc.ca.us. TDD (909) 654-2098 Website: www.msjcc.cc.ca.us.

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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

FACULTY POSITIONS

The Dallas County Community College District is recruiting applicants for full-time faculty positions to be filled for the Fall Semester, 1999.

Generally, all faculty positions require:
1. A master's degree with eighteen hours in the field (Unless otherwise indicated)
2. A minimum of one year teaching experience
3. Demonstrated ability to effectively communicate with diverse population through experiences such as formal training, past work experience, etc.

- Indicates positions that require the above stated criteria.

To be considered for any of the positions listed below, you must:
- Complete an official Dallas County Community College District application for Employment Form (Note: A separate application is required for each position to which you apply)
- Provide official college transcripts

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999

BROOKHAVEN COLLEGE
- Mathematics (Position No. 029901003) - Two positions
- Computer Information Systems (Position No. 029901001) - Experience in developing/delivering Internet technology instruction

Contact Brookhaven College Human Resources 972-860-4813, 3939 Valley Lane, Farmers Branch, TX 75244

CEDAR VALLEY COLLEGE
- Computer Animation (Position No. 039901003) - Experience with 3D computer graphics and animation tools, and the ability to work in a team environment.

Contact Cedar Valley College Human Resources 972-860-8225, 3030 N. Dallas Lancaster, TX 75134

EASTFIELD COLLEGE
- Automotive (Position No. 049901001) - Bachelor's degree in automotive area; minimum of three years of industry related experience or Associate degree in six with a minimum of seven years experience. ASE Master Mechanic certificate required. Toyota T-Ten certificate desirable
- Computer Information Systems (Position No. 049901003) - Three years work experience in the field of computing.

Contact Eastfield College Human Resources 972-860-7071, 3737 Motley I Mesquite, TX 75150

EL CENTRO COLLEGE
- Developmental Math (Position No. 059901001)
- Contact El Centro College Human Resources 214-860-2261, Main & Lamar St Dallas, TX 75202-2604

MOUNTAIN VIEW COLLEGE
- Developmental Math (Position No. 069901001)
- Contact Mt. San Jacinto College Human Resources 214-860-8703, 4949 W 1 Ave., Dallas, TX 75211

NORTH LAKE COLLEGE
- Mathematics (Position No. 079901001)
- Physical Fitness Technology (Position No. 079901003)
- Speech Communications (Position No. 089901001) - Experience coordinating and managing forensics tournaments.
- Hotel/Restaurant Management (Position No. 069901001) - Bachelor's degree with 1 year experience in hospitality.
- Computer Information Systems (Position No. 099901006) - (Two positions) - Demonstrated work experience in UNIX, LINUX Administration, Networking, Programming and/or other computer experience.

Contact North Lake College Human Resources (972) 273-3307, 5001 N. MacArthur Blvd., Irving, TX 75061

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

The Dallas County Community College District offers competitive salaries, excellent benefits and a quality working environment. Applications are encouraged from racial and ethnic minorities and women.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Visit our website at http://www.dcccd.edu
**President**

New School University is seeking an exceptional man or woman who is an exemplary leader and shares the values and commitments of a distinctive institution. He or she will be a person of integrity, broad intellectual interests, and deep resonance with the arts.

Located in historic Greenwich Village, New School University is one of the nation’s leaders in adult learning, arts education, the social sciences, and urban studies. It was founded in 1919 as the New School for Social Research by a distinguished group of intellectuals to be a center where people of all ages could exchange ideas freely with scholars and artists representing a wide range of intellectual, aesthetic and political orientations. The original faculty included Charles Beard, Thorstein Veblen, James Harvey Robinson, Wesley Clair Mitchell, and John Dewey. Its first degree programs began as a response to the crisis in Europe in 1933, when a University in Exile was established which became the Graduate Faculty of Political and Social Science.

Since then New School University has grown into a highly diversified urban university that is deeply interested in the arts and their intersection with intellectual life. Today it offers more than 150 degrees at the Baccalaureate, Master’s and Doctoral level — in all fields of design, the fine arts, music and the dramatic arts, the social sciences and liberal arts, management, and urban and public policy.

New School University’s seven academic divisions are: The New School (Adult Division), Parsons School of Design, Eugene Lang College, Mannes College of Music, School of Dramatic Arts, Robert J. Milano Graduate School of Management and Urban Policy, and Graduate Faculty of Political and Social Science. The 7,000 degree students come from 140 countries and all of the United States.

Nominations and expressions of interest will be accepted until a new President is selected. They may be sent in confidence to: Malcolm B. Smith, Chair, Presidential Search Committee, c/o Office of the Secretary, NEW SCHOOL UNIVERSITY, 66 West 12th Street, New York, NY 10011. In employment as in education, New School University is committed to equal opportunity and encourages the applications of women and people of color.

New School University

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**Texas A&M University-Corpus Christi**

**College of Business**

**Tenure Track Position**

**Beginning August, 1999**

**Ennis & Virginia Joslin Endowed Chair in Accounting**

Texas A&M University-Corpus Christi, College of Business, invites applications to apply for the Ennis & Virginia Joslin Endowed Chair in Accounting. The college is seeking AACSB accreditation and presently is scheduled to be visited in spring 1999. The position will require the individual to teach graduate and undergraduate courses, to contribute in research and scholarship, and to advise students.

Applications will be accepted until the position is filled. Review of applications will continue until a successful applicant is found. Candidates must have a Ph.D or D.B.A. in the field, with a strong research record. Applications with three or more references should be submitted to Dr. Moustafa Abdelsamad, Dean, College of Business, Texas A&M-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas 78412. Phone (512) 994-6045; Fax (512) 994-2725. Web: http://www.enterprise.tamu.edu

Texas A&M University-Corpus Christi is a growing state-supported university. The campus is on an island overlooking Corpus Christi Bay. Its location in South Texas with a growing population and economic base makes it an ideal place to grow personally and professionally.

Texas A&M University-Corpus Christi is an equal opportunity/affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability or age.

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**Florida International University**

**EDUCATIONAL RESEARCH**

Applications are invited for a tenure-track faculty position at the rank of Associate or Full Professor in educational research, effective August 1999. Principal responsibilities are focused on producing research in the area of educational research. Research interests include teaching graduate-level research courses, directing doctoral dissertations, and maintaining a productive commitment to research. Salary is negotiable and competitive. Applicants for the position are required to have a doctorate in research methodology, or a closely related area, a demonstrated level of excellence in teaching masters’ and doctoral-level research courses and in directing a substantial number of doctoral dissertations, and a sustained record of research and publication. Applications must include (1) a letter of interest that clearly establishes the candidate’s qualifications for the position, (2) a current curriculum vitae, (3) one recent scholarly publication, and (4) a current description of research interests. At least three references must be requested from candidates after applications are reviewed. Applications must be received no later than March 5, 1999 and are to be submitted to Dr. Sandra E. Cox, Chair, Search and Screen Committee, Department of Educational Leadership and Policy Studies (ZB 310), Florida International University, Miami, FL 33199.

Florida International University is an equal opportunity/Affirmative Action Employer.
STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

The College at Oneonta invites applications for three Lecturer positions and one Assistant Professor position. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and masters levels. Increasing emphasis is placed upon technology and community across all disciplines and the campus has announced a Universal Computer Access Program (UniCAS) for its students. The College, with 3500 students and 225 full-time faculty, is located in the serene Catskills, three and one-half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu), send application letter, resume, names, addresses and telephone numbers of three professional references, transcripts, and additional material as specified below to: Chair Search Committee, Box H, SUNY Oneonta, Oneonta, New York 13820-4015. SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

COORDINATOR

The Office of Education Advisement and Field Experience seeks applications for the position of Coordinator. This is a full-time, 12-months position starting July 1, 1999. This position reports to the Dean of Education. Responsibilities include coordinating advisement, field experiences with campus faculty and school community personnel, coordinating staff development with faculty on advisement issues, oversight of data collection and assessment systems, development of extensive field experience sites, (professional development school model) maintenance of all student records associated with office, oversight of all teacher education advisement activities and teaching, if needed. Qualifications: Earned doctorate in education, teaching certificate and experience in K-12 schools required. Administrative experience preferred.

TO APPLY

Send letter of application, resume, names, addresses and telephone numbers to Dr. Ronald Cromwell, Chair, Department of Education.

MUSIC DEPARTMENT

The Department of Music announces an opening for a Lecturer in its Music Industry Program beginning with the Fall, 1999 semester. The Department of Music has a rapidly growing, comprehensive Music Industry Program with over 200 majors preparing for the Music and Entertainment Industry. Responsibilities: Teach courses relating to the music industry and some area of audio performance or business. Experience in departmental, recruitment, and outreach efforts. Required qualifications: Master's in Music or related field. Successful experience and expertise in at least three of the following areas: Business affairs, record company operations, middle or senior-level record company management and marketing, A&R creative, publishing, promotion, songwriting, recording technology and computer-assisted theory instruction. A complementary skill in keyboard, voice, or wind instrument is preferred.

TO APPLY

Send letter of application with curriculum vitae, performance tape or CD to Dr. Robert Barsam, Chair, Department of Music.

HUMAN ECOLOGY

The Human Ecology Department seeks applications for the position of Lecturer in the area of Dietetics beginning with the Fall, 1999 semester. This position involves teaching undergraduate courses in nutrition, food science, and advanced food science. Responsibilities include advising students, serving on committees, conducting scholarship activities and participating in other faculty activities. Requirements: Master's Degree in food and nutrition required. PhD preferred. Also, RD preferred. The Human Ecology Department is accredited by AACCS, ADA, and Middle States. The ten full-time faculty members offer degree programs to 350 majors in Dietetics, Food Service and Restaurant Administration, Home Economics Education, and Human Ecology with emphasis in Apparel and Textiles, Consumer Studies, and Child Development and Family Studies. Minor in Nutrition and Health and Wellness is offered. The Dietetics program is approved by the American Dietetic Association.

TO APPLY

Send letter of application and curriculum vitae to Dr. Lorraine Tyler, Chair, Department of Human Ecology.

SPEECH COMMUNICATION AND THEATER

The Speech Communication and Theater Department seeks a tenure-track Assistant Professor position in Mass Communications beginning with the Fall, 1999 semester. Responsibilities include teaching courses in at least three of the following areas: Mass media writing, announcing, mass media surveys, audio production, broadcast journalism, and areas of specialty. Qualifications: PhD or evidence of strong commitment to teaching and quality scholarship.

TO APPLY

Send letter of application and curriculum vitae to Dr. Ali Zaloum, Chair, Department of Speech Communication and Theater.

CARLETON COLLEGE
Northfield, Minnesota

OFFICE OF INTERCULTURAL AFFAIRS
(Formerly Multicultural Affairs)

Carleton College invites applications and nominations for two positions within the newly named Office of Intercultural Affairs. This office provides support a guidance to insure academic and social success for over 300 students of color, promotes cultural pluralism and dialogue on matters of race and ethnicity and ensure campus community, and works in collaboration with other departments within the Division of Student Affairs and the College to enhance the learning environment for all students.

DIRECTOR OF INTERCULTURAL AFFAIRS

Reporting directly to the Dean of Students, the Director of Intercultural Affairs is responsible for:

- Managing the Office of Intercultural Affairs, including direct supervision of the assistant director, the administrative assistant, student program assistant and office personnel; and budget oversight.
- Providing direct personal support to students of color, and insuring they are informed of and encouraged to utilize all campus resources.
- Coordinating and implementing a full calendar of intercultural programs in collaboration with student organizations, academic departments, College Relations and The Learning and Teaching Center.
- Administration of grants and fellowship programs for students of color.
- Communication and interaction with the Multicultural Alumni Network.
- Collaborating with colleagues on a variety of student affairs initiatives.

Qualifications include a master's degree, understanding of young adult life development, and demonstrated experience in creating and implementing programs for a diverse campus. Preference will be given to candidates who have demonstrated success with traditional under-represented student populations, diversity training skills, and knowledge of and appreciation for the small liberal arts college environment.

ASSISTANT DIRECTOR, INTERCULTURAL AFFAIRS

The assistant director provides advice and counsel to several multicultural student organizations, the residential culture houses, and the Multicultural Center. The assistant director also has primary responsibility for selecting and supervising the Multicultural Peer Counselors and the Peer Assistants. S/he also works closely with the director in the implementation of social and intercultural programs, and in creating campus dialogue on issues of race and cultural understanding.

Qualifications include a BA degree and experience in peer counseling at the college or university level.

Carleton College is a highly selective, coeducational, residential, non-sectarian private liberal arts college with 1,850 students and approximately 300 faculty located 45 miles south of Minneapolis and St. Paul. Students come from all the continental United States as well as several foreign countries.

Candidates for these positions should submit a cover letter, resume, and the names and addresses of three references by March 1, 1999 to: The Human Resources Office, Carleton College, Northfield, MN 55057. Information interviews will be conducted at ACPR and NASPA. On campus interviews will be held in April. Preferred reporting date is July 15, 1999. Carleton College is an Equal Opportunity Employer.
AMHERST COLLEGE
DIRECTOR OF CURRICULAR COMPUTER SERVICES

Amherst College invites applications and nominations for the new position of Director of Curricular Computer Services. Reporting to the Director of Information Technology, the Director will provide leadership for efforts to support faculty in using computer technology in teaching. The Director will also provide services directly to faculty, as well as manage a small group of staff. Candidate will assist faculty in identifying and applying computer technology appropriate to teaching in a liberal arts setting, provide training to faculty using those technologies, and assist in the day-to-day use of those technologies.

QUALIFICATIONS: graduate work beyond the Bachelor's Degree and experience supporting faculty in using computers in teaching required. Ability to communicate effectively with faculty about technology is critical. The work requires an understanding of the teaching process in a liberal arts setting, as well as technical skills. Experience in a liberal arts environment preferred.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 170 faculty, and 500 staff employees. Located in Western Massachusetts, the College participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Candidates should submit a letter of application and resume, including the names of three professional references to: Chair, Search Committee for Director of Computer Services, Box 2204, Amherst College, Amherst, MA 01002-5000.

Review of applications will begin on March 1, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

MASS SPECTROMETRY FACILITY MANAGER

The facility includes an HP100 LC/MSD and an HP5989A research engine with various inlets. The individual will be responsible for all aspects of facility operation including instrument and computer maintenance, method development and application of new techniques to a wide variety of compounds and complex mixtures is expected. Salary is commensurate with experience (Range S25,994 to S77,229). A Ph.D. in Chemistry and mass spectrometry experience is required.

Interested parties should send a resume along with three letters of recommendation to: Dr. William V. Sweeney, Chairperson, Hunter College Chemistry Department, 695 Park Avenue, New York, NY 10021.

An Equal Opportunity/Affirmative Action/AAC RAC Americans With Disabilities Act Employer

TWO TENURE-TRACK POSITIONS IN PSYCHOLOGY: Fall 1999

San José State University

PHYSIOLOGICAL PSYCHOLOGY OR NEUROSCIENCE

Assistant Professor in Physiological Psychology or Neuroscience Tenure track position beginning Fall 1999 Requirements: Ph.D. in Physiological Psychology or Neuroscience. A strong research potential, awareness of and sensitivity to the educational goals of a multicultural population. Preference will be given to candidates with demonstrated research potential in the areas of brain, behavior, and cognition.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Assistant or Associate Professor, Industrial/Organizational Psychology Tenure track position available Fall 1999 Requirements: Ph.D. in I/O psychology. A strong research potential, awareness of and sensitivity to the educational goals of a multicultural population. An active scholar-teacher who can maintain an active research program, generate interest and enthusiasm among students. Preference will be given to candidates with demonstrated research potential in the areas of training and development, employee selection, and workplace design.

Applications should be submitted to: Chair, Selection Committee, Psychology, San José State University, San José, CA 95192-0120.

ASSISTANT FOOTBALL COACH/RECRUITER

New Jersey City University (formerly Jersey City State College), an NCAA Division III member, plays in the New Jersey Athletic Conference. The responsibilities of this position include, but are not limited to, coaching and recruiting. Candidates should have a Bachelor's degree as well as college playing experience and/or college or high school coaching experience. A current Driver's License is required.

Applications should be submitted to: Roy Miller, Head Football Coach, New Jersey City University, 2039 Kennedy Blvd., Jersey City, NJ 07305. Phone: 201-205-3002 Fax: 201-200-2220

JOHN HAYES UNIVERSITY LIBRARY

ASSISTANT PROFESSOR IN PSYCHOLOGY

The John Haynes Whipple Center for the Advancement of the Social Sciences at John Hopkins University invites applications for a full-time, tenure-track appointment beginning Fall 2000. The successful candidate will be expected to teach at the undergraduate and graduate levels, and to have a research program that is scholarly and interdisciplinary.

Applications should be submitted to: Dean, The John Haynes Whipple Center for the Advancement of the Social Sciences, 934 N. Avon Avenue, East Orange, NJ 07017.
UNIVERSITY OF CINCINNATI

Educational Foundations Program
Assistant/Associate Professor in Cognitive Developmental Psychology

Position responsibilities include continued research, teaching and service at the PhD level in educational psychology. The University is a research institution with a strong psychology department, including a well-established program in cognitive development. The successful candidate will be expected to develop and maintain an active research program, contribute to the teaching mission, and participate in service activities.

Required Qualifications:
- Doctorate in psychology or related field
- Ability to develop and maintain an active research program
- Demonstrated excellence in teaching and service

Preferred Qualifications:
- Experience in teaching and supervising graduate students
- Experience in research and publication

The search committee is particularly interested in candidates who have a strong commitment to diversity and inclusion. Women, minorities, individuals with disabilities, and members of historically underrepresented groups are encouraged to apply.

Applications should be submitted to:
Dr. David J. Papalia, Chair, Search Committee
Educational Foundations Program
University of Cincinnati
Cincinnati, OH 45221-0002

Applications will be accepted until the position is filled. E-mail: sde@ucin.edu

UNIVERSITY OF CINCINNATI

ACADEMIC AREA COORDINATOR
Community & Human Services or Public Administration/Criminal Justice

SUNY Empire State College is a national leader in non-traditional education with a distance learning program established in 1987. The Center for Distance Learning provides both traditional courses and complete undergraduate programs at a distance for adult learners studying independently, with 9000 enrollments per year using Web-based delivery, print, video and audio. The Area Coordinator (Asst. Prof., tenure track) requires broad academic interests, the ability to supervise course development in community and human services, criminal justice, and public administration; additional academic advising and teaching at a distance with adult students. Earned doctorate; three years teaching experience (esp. with adult students, non-traditional teaching formats or delivery formats integrating technology preferred); practical experience in Community and Human Services or Public Administration/Criminal Justice desirable. Letter of application, resume & names of 3 references by 2/1/2009 to: Jean Carpenter, Area Coordinator Search Committee, Center for Distance Learning, SUNY ESC, 3 Union Avenue, Saratoga Springs, NY 12866. Email: jcarpenter@sunyesc.edu

ACADEMIC AREA COORDINATOR
Community & Human Services or Public Administration/Criminal Justice

SUNY Empire State College is a national leader in non-traditional education with a distance learning program established in 1987. The Center for Distance Learning provides both individual courses and complete undergraduate programs at a distance for adult learners studying independently, with 9000 enrollments per year using Web-based delivery, print, video and audio. The Area Coordinator (Asst. Prof., tenure track) requires broad academic interests, the ability to supervise course development in community and human services, criminal justice, and public administration; in addition to academic advising and teaching at a distance with adult students. Earned doctorate; three years teaching experience (esp. with adult students, non-traditional teaching formats or delivery formats integrating technology preferred); practical experience in Community and Human Services or Public Administration/Criminal Justice desirable. Letter of application, resume & names of 3 references by 2/1/2009 to: Jean Carpenter, Area Coordinator Search Committee, Center for Distance Learning, SUNY ESC, 3 Union Avenue, Saratoga Springs, NY 12866. Email: jcarpenter@sunyesc.edu

Community College Southern Nevada

The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 27,000 students. Facilities include 5 campuses and approximately 40 learning centers distributed throughout the four county districts. CCSON is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in August, 1999.

FALL FACULTY POSITIONS
Anthropology (Cultural/Physical)
Art (Foundry)
Art History
Astronomy
Automotive
Biology
Building Technology
Cardiovascular Sciences/Diet of Clinical Educ
Chemistry
Computer Information Technology
Computer Graphics
Dance
Economics
Teacher Education
Emergency Medical Technician
English
Geography: Physical/GIS
Health Information Technology
History
Laboratory Technician-CAD
Mathematics Education
Mathematics
Music (Pep Band)
Ophthalmic Tech
Philosophy
Physics
Psychology
Sociology
Spanish
Speech

TO ENSURE FULL CONSIDERATION, APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN FRIDAY FEBRUARY 26, 1999 5:00 p.m. Open until filled. Completed packet will include: letter of interest with title of position, a resume, three letters of reference (dated within the last three years) with name and address and telephone number and copies of unofficial transcript. All materials sent remain the property of the College and will not be returned. A separate application packet must be filed for each position. Submit materials to: Human Resources Office, Community College of Southern Nevada, 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030. Telephone: (702) 651-4311 Fax (702) 651-4310, Website: http://www.csccsn.nv.edu

CCSON is proud of its diverse student body and encourages applicants of all nationalities. CCSON is an equal opportunity/affirmative action employer.

Empire State College

State University of New York
MBA MANAGEMENT FACULTY

SUNY Empire State College invites applications for a full-time, tenure-track position in a new, competency-based MBA. This MBA combines weekend residencies with Web based delivery in a modular format. Based on traditional MBA content with a target market of experienced managers, this program emphasizes integration through themes (ethics, globalization, organizational effectiveness) and a focus on functional and managerial competency assessment. SUNY ESC, a national leader in non-traditional education, is an arts and sciences college of the State University of New York. With over 40 locations across New York State, ESC provides individualized instruction, assessment of experiential learning for college credit, and distance learning using educational technology to support its mission of access to quality academic programs.

A twelve month position responsible for coordination and teaching of one or more courses in management with possible supervision of adjuncts. Includes student advisement and competency assessment responsibilities. Assistant Professor; starting date: 9/1/99; location in Saratoga Springs, NY preferred; other SUNY ESC locations in NY State possible.

Qualifications: Earned doctorate in management required, demonstrated teaching experience using Web-based delivery or strong interest in working in new and creative learning environments. Interdisciplinary focus highly desirable, familiarity with Competing Values Model useful.

Closing date for applications is 2/26/99. Send letter of interest, resume and names of three references to: MBA Search, SUNY ESC, Office of Graduate Studies, 28 Union Avenue, Saratoga Springs, NY 12866.

AA/EOE

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**Empire State College**

State University of New York

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**Wayne State University**

The College of Lifelong Learning invites applications for the position of Director of the Interdisciplinary Studies Program (ISP) Associate Dean for Degree Programs. The Associate Dean reports directly to the Dean of Lifelong Learning. Lifelong learning is embracing an ever-widening role and it is crucial that the Associate Dean has a broad professional background in the educational arena. The Associate Dean is responsible for the development, coordination, and delivery of all college degree programs, including the Lifelong Learning Program. The Associate Dean is also responsible for the development, implementation, and evaluation of the college's degree programs.

Minimum qualifications include a master's degree in a related field, and minimum of three years of experience in higher education administration and/or management. The position is a full-time, 9-month appointment with a starting salary of $32,000.

Dr. William Voza, Chair
Associate Dean for Degree Programs
Search Committee
College of Lifelong Learning
Wayne State University
5700 Cass Avenue
Detroit, MI 48202

Wayne State University is an equal opportunity/affirmative action employer.

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**Harford Community College**

Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland with easy access to Baltimore, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution committed to excellence, innovation, and student success. We are now seeking a new President who will lead us into the next century and beyond. The President will be responsible for the overall leadership of the institution, including setting the strategic direction and ensuring the delivery of high-quality educational programs and services.

COORDINATOR FOR WELLNESS & ATHLETICS

Requires a bachelor's degree in sports management, physical education, health fitness, or a related field, master's degree preferred. Must have experience in intercollegiate athletics administration, wellness programs, and services, and fitness management. A proven record and understanding of student development practices and working with diverse students are desired. Starting salary range: $16,000-$20,000

ECONOMICS INSTRUCTOR

Requires a master's degree in economics or related field. Must be computer proficient in a Windows-based environment and able to demonstrate the ability to use technology in the classroom.

Request the required application and detailed job description by calling the Harford Resources Office at 410-898-9900, or by calling the automated job line at 410-898-2022, or via email at: Harfordjobs@hcc.cc.md.us

RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION. Return the completed applications, signed in all areas, to Human Resources, Harford Community College, 450 Thomas Run Road, Bel Air, MD 21014 by February 24, 1999, for best consideration. Awardees candidates receiving further consideration will be contacted.

HCC is an EEO/AA/AADA Employer

www.hcc.cc.md.us
University of Wisconsin-Stevens Point
Residence Hall Director

Residence Hall Director, University of Wisconsin-Stevens Point. A bachelor's degree is required. A master's degree in student personnel, counseling, or related areas and interest in building academic culture in the residence halls, student development, wellness, and community development is preferred. Responsible for total operation of a residence hall and 8 hours per week collateral assignment.

Remuneration includes minimum base salary of $21,000 plus fringe and board plan for academic year plus furnished apartment for 12 months. Additional salary is available for academic work beyond the master's level or for experience. Summer employment is also available if desired. Summer employment salary can range anywhere from $4,000 for part-time employment to $9,000 for full-time employment. Position begins 8/1/99. Interviews to be conducted at Oshkosh Placement Exchange. The review of applications will begin 2/19/99 and the application deadline is 3/19/99. Interested persons should submit a letter of application with a resume, three letters of recommendation and copies of academic transcripts to:

Julie E. Zsido
Residential Living Office
Delzell Hall
USP, Stevens Point, WI 54481

The University of Wisconsin-Stevens Point is an equal opportunity employer.

Faculty
Bicultural Mentor in Human Development

SUNY Empire State College, NYC, seeks a Bicultural Mentor in Human Development (Psychological Studies) to begin 7/99. Faculty work 1- to-1 with students in the classroom, providing academic guidance and support to individualized degree programs and for internships. The position is for 9 months, with an additional 2 months of internship support. The successful candidate will have a Ph.D. in Psychology or related field. The position involves teaching in the human development, psychology, or related field. A strong commitment to multicultural education and an understanding of human development are essential. The candidate will have experience in providing academic support and guidance to students. The position is for 9 months, with an additional 2 months of internship support. The successful candidate will have a Ph.D. in Psychology or related field. The position involves teaching in the human development, psychology, or related field. A strong commitment to multicultural education and an understanding of human development are essential. The candidate will have experience in providing academic support and guidance to students. The position is for 9 months, with an additional 2 months of internship support. The successful candidate will have a Ph.D. in Psychology or related field. The position involves teaching in the human development, psychology, or related field. A strong commitment to multicultural education and an understanding of human development are essential. The candidate will have experience in providing academic support and guidance to students.

University of California, Davis
Director of University Cultural Programs (MSP IV)

The Director of University Cultural Programs is a member of the University Relations Management Team and reports to the Vice Chancellor for University Relations. The position is responsible for planning, developing, and managing the programs and initiatives of the University Cultural Programs. This includes developing and implementing strategic plans for programming, fundraising, and donor relations. The Director will work with faculty, staff, and students to enhance the cultural and educational experiences of the campus community. The Director will also be responsible for overseeing the operations of the University Cultural Programs office, including budget management, human resources, and communication strategies. The position requires a Ph.D. or equivalent terminal degree in a relevant field, with a demonstrated record of excellence in cultural programming and leadership. Experience in fundraising, event management, and strategic planning is also desirable. The position requires excellent communication and interpersonal skills, as well as the ability to manage multiple projects simultaneously. The position requires strong organizational skills and the ability to work collaboratively with a variety of stakeholders. The position requires a commitment to diversity, equity, and inclusion, and the ability to work effectively with multicultural communities. The position requires a strong commitment to excellence in cultural programming and the ability to develop and implement innovative programs and initiatives. The position requires a commitment to the development of cultural programming that is inclusive and responsive to the needs of diverse communities. The position requires a strong commitment to diversity, equity, and inclusion, and the ability to work effectively with multicultural communities.

UC Davis

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PRESIDENT
CONTRA COSTA COLLEGE
CONTRA COSTA COMMUNITY COLLEGE DISTRICT

The Board of Trustees and the Chancellor of the Contra Costa Community College District invite applications and nominations for the position of President of Contra Costa College. The President is the chief executive and educational leader of Contra Costa College. The President provides leadership and advocacy for the college, is responsible and directly accountable for all college operations and is a District team member on the Chancellor’s Cabinet. The successful candidate would be a strong and visionary leader committed to academic excellence and possessing the personal qualities, experience and administrative skills to develop and promote the college and its programs.

Application Process: The Profile Brochure which contains details on the CONTRA COSTA COLLEGE Search, the preferred qualifications, and application instructions can be requested by contacting Ms. Christine Cornett at (925) 313-9229 website: www.contracosta.cc.ca.us

Nominations and applications will be accepted until the position is filled. However, the presidential search committee will begin reviewing applicants’ materials in March 1999. Submission of application packets are especially encouraged prior to that time.

For confidential telephone inquiries about the position contact: Dr. Al Fernandez at (805) 650-2546; Fax (805) 650-8469; E-mail alfernandez@vcoll.net.

Send letter of application, resume and list of references to: Dr. Al Fernandez, ACCT Search Consultant, Contra Costa Community College District, PO Box 790, Martinez, CA 94553.

AN ACCT Search

DEAN OF RESIDENTIAL LIFE

The Dean of Residential Life, a tenure position within the Dean of the College area, is responsible for the development, implementation and evaluation of all aspects of undergraduate residential life at Dartmouth including all residential life programs, policies and procedures consistent with the educational goals of the institution. The Office of Residential Life supports the academic mission of the College by providing a diverse array of programs, services and activities that enhance the overall educational climate of the campus.

The Dean oversees a professional, student and support staff of 180 people and manages all aspects of the College’s undergraduate residential system. This system includes 49 residence halls, academic affiliiate houses, special interest houses, and College-owned houses for undergraduate societies, fraternities, and sororities. The Dean also oversees the department’s substantial annual operating budget and is responsible for short-run and long-range strategic and financial planning. The Dean plays a central role in fostering interaction between faculty and students in the residences.

The successful candidate will have demonstrated strong interpersonal, organizational, management and planning skills, an advanced degree and considerable residential life experience in higher education.

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Washington State University
DIRECTOR
MULTICULTURAL STUDENT SERVICES

Applications invited for a full-time, twelve-month director position. COMPENSATION: Salary commensurate with experience. Faculty appointment negotiable.

RESPONSIBILITIES: Provide leadership for achieving university goals for the recruitment, retention, and graduation of the primary populations served through Multicultural Student Services. Supervise 14 FTE professional and classified staff serving in the recruitment and retention areas including two separate student centers. Coordination of program implementation, evaluation and supervision, as well as development of new programs and services. Maintain accurate and complete student records for tracking student academic progress in classroom and campus environments; manage and develop budgets consistent with the goals and objectives of the program. Foster community relations and articulate the needs of each population served.

QUALIFICATIONS: REQUIRED: Masters degree; five years of progressive administrative experience in multicultural student affairs or related area which includes responsibility for budgeting, planning, implementing and evaluating programs, and supervising professional staff; experience with each of the primary populations (Asian American, Native American, Pacific Islander, Mexican American, Hispanic) and evidence of excellence in interpersonal and communication skills. PREFERRED: Doctorate; extensive understanding and sensitivity to the needs of the four primary populations; demonstrated ability to interact with diverse populations; identity, cultural and community connections; and build community.

APPLICATION: Send letter of application and references to: Dr. John G. Armstrong, Chair, Search Committee for the Director of Multicultural Student Services, Human Relations and Resources, Washington State University, P.O. Box 641013, Pullman, WA 99164-1013. Screening will begin March 1, 1992 and continue as the position is filled.

Washington State University is an Equal Opportunity/Affirmative Action Educator and Employer. Further information about Washington State University may be found at http://www.wsu.edu

Chancellor
State Center Community College District
Fresno, California

The Board of Trustees of the State Center Community College District invites applications and nominations for the position of Chancellor to succeed Dr. Bill F. Stewart, who is retiring in July of 1999 after 14 years of highly successful service to the District. The Chancellor is the Chief Executive Officer of the District and reports directly to an elected seven-member Board of Trustees. The State Center Community College District enjoys a well-deserved reputation as a quality educational institution with academic and vocational programs as well as outstanding intercollegiate athletics, music, and theatre arts productions. The District seeks a visionary educational leader who can be effective in engaging people throughout the institution and the community at large. This is truly an exciting opportunity for the right person who sees service to others as the foundation for greatness.

APPLICATION INFORMATION: The Profile brochure which contains details on the State Center Community College District, the Opportunities and Challenges, the Chancellor Profile, and the application instructions should be requested by contacting: Leslie Thomsen, Chairperson, Chancellor Search Committee, State Center Community College District, O/C Kathy Wharton, 1525 East Weldon Avenue, Fresno, California 93704, Tel: 559-244-5908, FAX: 559-221-6160.

For additional information contact: Mr. Jim Tatum, ACCT Search Consultant, P.O. Box 600, Anderson, MO 64831, Tel: 417-845-3862, FAX: 417-845-3221.

Visit web site: www.sccccd.ca.us

State Center Community College District is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the D-institution's diversity are encouraged.
STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of over 6,000 undergraduate and graduate students. Located on the shores of Lake Champlain, the College is an intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks, and nearby Olympic resort village of Lake Placid. While the urban, multicultural lifestyle is rich neighboring Montreal, Canada, one hour’s drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Application Procedure: Please send or fax cover letter, resume, three letters of recommendation Chair, Search Committee (Pn#1), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600. We offer a competitive salary and an excellent benefits package. Review of applications begins immediately and continues until position is filled.

DIRECTOR OF INTERNATIONAL STUDENT SERVICES

(PN# 2265-808)

The Director will provide leadership and management of international recruitment efforts on campus and in the off-campus international student services perspective. Qualifications: Master degree required, doctoral degree preferred, 3-5 years of direct or related experience in college/university and industry; demonstrated ability to work effectively with faculty, staff, and college officials in the US and abroad; record of successful leadership in international higher education; demonstrated skill in developing and implementing a recruitment and retention plan for international students; experience in international recruitment travel; ability to apply computer technologies to enhance administrative processes; ability to develop and maintain relationships with local and international students and their family members; ability to work effectively with business within an academic environment. The candidate’s specific area of formal education is not as significant as his or her personal and leadership qualities. Responsibilities: Assist the Director of International Student Services in all matters related to international student recruitment, enrollment, and retention. The ideal candidate is a dynamic, energetic, personable individual who can assist the Career Services Center with its expanding role in the areas of cooperative education, internships, placements, and career services. Qualifications: Master’s degree in business or human development-oriented field preferred; relevant experience: a multidisciplinary skills; comfortable working with business within an academic environment. The candidate’s specific area of formal education is not as significant as his or her personal and leadership qualities. Responsibilities: Forge new relationships, participate in business and industry; assist students and graduates with finding a vocational direction within a wide spectrum of employment opportunities. Salary: $55,000-$57,000; dependent upon experience and qualifications.

ASSISTANT DIRECTOR OF THE CAREER SERVICES CENTER

(PN# 2266-908)

The ideal candidate is a dynamic, energetic, personable individual who can assist the Career Services Center with its expanding role in the areas of cooperative education, internships, placements, and career services. Qualifications: Master’s degree in business or human development-oriented field preferred; relevant experience: a multidisciplinary skills; comfortable working with business within an academic environment. The candidate’s specific area of formal education is not as significant as his or her personal and leadership qualities. Responsibilities: Assist the Director of International Student Services in all matters related to international student recruitment, enrollment, and retention. The ideal candidate is a dynamic, energetic, personable individual who can assist the Career Services Center with its expanding role in the areas of cooperative education, internships, placements, and career services. Qualifications: Master’s degree in business or human development-oriented field preferred; relevant experience: a multidisciplinary skills; comfortable working with business within an academic environment. The candidate’s specific area of formal education is not as significant as his or her personal and leadership qualities. Responsibilities: Forge new relationships, participate in business and industry; assist students and graduates with finding a vocational direction within a wide spectrum of employment opportunities. Salary: $33,000-$35,000; dependent upon experience and qualifications.

Visit our website, http://www.plattsburgh.edu

VICE PRESIDENT OF INSTRUCTION

(Open at the request of the Board of Trustees of the College at East Bay, CA. (562) 983-5152) We are seeking qualified candidates for a full-time, 12-month position as an instructional faculty member in the College’s Association of American Colleges. The successful candidate will have a strong commitment to teaching excellence and be able to demonstrate successful teaching and administrative experience in a 2-year college setting. The successful candidate will also be responsible for developing and implementing an effective curriculum that reflects the College’s mission and goals. The successful candidate will be expected to engage in scholarly activities, serve on institutional committees, and contribute to the College’s academic community. The successful candidate will be expected to demonstrate a commitment to diversity and inclusion. The College offers a competitive salary and benefits package. Application materials should include a letter of interest, a complete vitae, and three letters of reference. Applications should be submitted to the attention of the Search Committee Chair, c/o Office of Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901. Applications will be reviewed on a rolling basis until the position is filled.

Plattsburgh State University of New York

Visit our website, http://www.plattsburgh.edu

ORANGE COAST COLLEGE

Visit our website, http://www.occ.cc.ca.us

COAST COMMUNITY COLLEGE

Visit our website, http://www.cccd.comm.occ.ca.us

PLATTSBURGH STATE UNIVERSITY

Visit our website, http://www.plattsburgh.edu

SOUTHERN POLYTECHNIC STATE UNIVERSITY

Visit our website, http://www.spsu.edu

FOR ACADEMIC AFFAIRS 99-60

December 18, 1998

VICE PRESIDENT

POS TION V A C A N C Y

SOUTHERN POLYTECHNIC STATE UNIVERSITY

HUMAN RESOURCES DEPARTMENT

1100 S. MARIETTA PKWY

MARIETTA, GA 30060-2896

(770) 528-7331

EXECUTIVE VICE PRESIDENT

December 21, 1998

VICE PRESIDENT

FOR ACADEMIC AFFAIRS 99-60

Southern Polytechnic State University, part of the University System of Georgia, invites applications and nominations for the position of Vice President for Academic Affairs. The vice president is the chief academic officer reporting directly to the President and serving as the bridge to the Board of Trustees.

Southern Polytechnic State University was founded in 1908 as a branch campus of Georgia Tech, and it has been a separate institution since 1980. It is a campus of two colleges (Engineering and Technology) and two schools (Architecture and Management). The University currently offers the Bachelor of Arts degree in five fields: the Bachelor of Science degree in five fields, the Bachelor of Architecture, and the Masters of Science in eight disciplines. The student enrollment is currently about 4,800 including both residentials and nonresidents. The University’s emphasis is in fields related to science, technology, and management. In the next several years, enrollment growth and new degree programs are expected, offered both on campus and via distance education. This position is responsible for further information about the University, please visit http://www.spsu.edu.

Required qualifications for the Vice President for Academic Affairs include an earned doctorate and academic leadership experience as a chief academic vice president or other senior administrator, a distinguished record of teaching and scholarship appropriate for appointment as a tenured professor in one of the University’s academic departments, evidence of commitment to academic excellence and diversity, experience working in the faculty personnel process, and a record of support for faculty research, scholarship, and creative activity.

Desirable qualifications include experience with budgets and allocating resources, developing curricula, consulting and communicating with both internal and external constituencies, and managing change. The University has just received confirmation of its accreditation by the Southern Association of Colleges and Schools. Individual programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, the National Aeronautics Systems Board, Inc., and the Association of Collegiate Business Schools and Programs.

Application Information:

The position is available July 1, 1999. Salary is competitive and commensurate with experience and qualifications. Applications should include a letter of interest addressing the stated qualifications, curriculum vitae, and the names, addresses, and telephone numbers of at least two professional references. Nominations should include the name, address, and telephone number of the nominee. Review of completed applications will begin on February 15, 1999.

Nominations and applications should be sent to:

Dr. Anthea L. Tilman,
Chair, Search Committee
College of Technology
Southern Polytechnic State University
1100 South Marietta Parkway
Marietta, GA 30060-2896
Phone: (770) 528-7234; Fax: (770) 528-7556
E-mail: attilman@spsu.edu

Southern Polytechnic State University is an equal opportunity/affirmative action institution. Women and minorities are encouraged to apply.

An ADA and AA/EOE Institution
Benedictine University

Benedictine University is a comprehensive, liberal arts university with approximately 1,800 undergraduate and 1,000 graduate students. The University is located in dynamic DuPage County, along the I-88 research and development corridor, just 35 miles west of Chicago. Benedictine offers 38 undergraduate majors, nine graduate programs, one Ph.D. in organizational development and special accelerated programs for adults.

Assistant Professor of Foreign Language Education: Earned doctorate with significant experience in methodology and proficiency-based education, preferential concentration on training, responsibilities include teaching a broad spectrum of undergraduate courses in Spanish, and implementing a graduate program in teaching a foreign language. Search Chair: Dr. Susan Niki, Division of Arts and Humanities.

Assistant Professor of Business: Earned doctorate in business or related field, with college-level teaching experience in management, human resources, strategy, and entrepreneurship at undergraduate level with traditional age and adult students. Search Chair: Dr. Bruce Babich, Chair, Business & Health Administration.

Assistant Professor of Public Health: Earned doctorate, MPH desirable, with experience in administrative health care and teaching adults. Responsibilities include teaching health care administration, health care administration, managed care, community health administration, environmental and occupational health. Programs serve working adults in evening and weekend formats. Search Chair: Dr. Jon Colby, Swanson, Director of MPH.

Assistant Professor of Nursing: Earned doctorate and MS or Nursing required to teach innovative, adult-centered RNBSN program. Responsibilities include teaching health assessment, research, management, gerontology, and holistic nursing. Search Chair: Dr. Ebel C. Eagle, Department of Nursing and Health.

Assistant Professor of Secondary Education: Earned doctorate with concentration in secondary education. Responsibilities include undergraduate and graduate teaching in educational foundations, middle and secondary methods, advising and clinical supervision. Search Chair: Dr. Eileen Kolb, Division of Education.

Assistant Professor of Special Education: Earned doctorate in special education, with emphasis in learning disabilities. Responsibilities include undergraduate and graduate teaching in areas of early childhood methods and assessment, measurement and evaluation for regular and special education. (K-12), advising and clinical supervision. Search Chair: Dr. Eileen Kolb, Division of Education.

Assistant Professor of Physics: Earned doctorate in physics or closely related field, preferred experience in teaching in another physical or biological science in or teacher education. Responsibilities include undergraduate teaching in physical science and engineering. Conducting undergraduate research is required. Search Chair: Dr. John Cicero, Division of Natural Sciences.

Assistant Professor of Exercise Physiology: Earned doctorate in human physiology, exercise science or biological science required. Teaching expertise in the classroom and clinical laboratory setting is preferred. Responsibilities include teaching graduate courses in human and exercise physiology, conducting and supervising graduate and undergraduate research, and supervision of graduate internships. Candidates should include transcripts with submission. Search Chair: Dr. Peter Hester, Graduate Department of Exercise Physiology.

Candidates should send statement of teaching philosophy, curriculum vitae and three (3) letters of recommendation. (one of which must address teaching competence) to Search Committee Chairs, Benedictine University, 5700 College Road, Lisle, IL, 60532. Applications accepted until suitable candidate is found. Consideration for Contractual Employees begins January 15, 1998. Benedictine is an Equal Opportunity Employer. Women and minority groups are strongly encouraged to apply. Visit our web site at www.ben.edu.
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| "Rochester Institute of Technology" | University of Wisconsin-Whitewater |

### Fellowships/Scholarships/Awards
- NAFA: Association of International Educators
- Population Research Center of NORC
- and the University of Chicago

**Listed Positions**

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- Pennsylvania
- Tennessee
- Texas
- Wisconsin
- Fellowships/Scholarships/Awards
- NAFA: Association of International Educators
- Population Research Center of NORC
- and the University of Chicago

**Listed Universities**

- Carleton College
- Macalester College
- University of Minnesota, Duluth
- University of Minnesota, Twin Cities
- Peru State University
- University of Nebraska at Omaha
- Dartmouth College
- Bergen Community College
- Keiser University
- Montclair State University
- New Jersey City University
- William Paterson University
- Community College of Southern Nevada
- Baruch College/CUNY
- Bronx Community College/CUNY
- Cornell University
- Hamilton College
- Hunter College/CUNY
- John Jay College of Criminal Justice/CUNY
- LaGuardia Community College/CUNY
- Monroe Community College
- New School University
- Skidmore College
- SUNY at Albany
- SUNY at Plattsburgh
- SUNY, College at Fredonia
- SUNY, College at Oneonta
- SUNY Empire State College
- SUNY, Oswego
- The City College of New York/CUNY
- York College/CUNY
- Belmont Abbey College
- Western Carolina University
- "The Ohio State Univ."
- University of Cincinnati
- Chemeketa Community College
- East Stroudsburg University of Pennsylvania
- Millersville University
- Temple University
- Austin Peay State University
- Dallas County Community College Dist.
- San Antonio College
- Texas A&M University-Corpus Christi
- Community Colleges of Spokane
- Lake Washington Technical College
- Washington State University
- University of Wisconsin - LaCrosse
- University of Wisconsin-Madison
- University of Wisconsin-Stevens Point
- University of Wisconsin-Whitewater

**Listed Colleges**

- Amherst College
- Lesley College
- North Shore Community College
- "Northeastern University"
- "Pennsylvania College"
- "Western Michigan University"
- Central Michigan University
- Henry Ford Community College
- Lansing Community College
- Michigan State University
- Washburn Community College
- Wayne State University

**Listed Positions**

- Alaska
- Arkansas
- California
- Colorado
- Connecticut
- Florida
- Georgia
- Illinois
- Indiana
- Kansas
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Nebraska
- New Hampshire
- New Jersey
- Nevada
- New York
- North Carolina
- Ohio
- Oregon
- Pennsylvania
- Tennessee
- Texas
- Wisconsin
- Fellowships/Scholarships/Awards
- NAFA: Association of International Educators
- Population Research Center of NORC
- and the University of Chicago
The near-, middle-, and long-term future of our society depends in large part on the curiosity, imagination, openness, diversity, efficiency, learning skills, and communication abilities developed in our younger members.

Mathematics, science, engineering, art, and philosophy—tied to an understanding of the environment, a global perspective, and computer communications—are some essential elements that our K-12 students need in order to continue, expand, and develop our culture. Their knowledge of science, coherently coupled to humanities, self-teaching, and leadership, will form the individuals who are the stem of our next generations.

The future Hispanic workforce, including university graduates, depends on access in its early years to activities that motivate and develop the necessary attitudes toward education. In these increasingly complex times, interdisciplinary education, experimental knowledge, and “hands on” laboratory experience appear to be important components of success in nearly all career fields.

Pre-college Hispanic teachers can no longer instruct their students exclusively through a process of memorizing facts and procedures. Our teachers should act on opportunities to develop communication and reasoning skills—to help students at early stages of education to experience the excitement of discovery.

In turn, Hispanic students must learn how to think critically and logically in order to analyze, understand, and address present and future concerns—scientific, technological, environmental, social, and cultural. Unfortunately, hands-on experimentation, independent of the education discipline, is not easily accessible to a large number of culturally diverse and economically challenged K-12 students and their teachers. Furthermore, the Hispanic population may have the tendency to increase faster than the resources for its education. As a result, the rate of Hispanics entering higher education will decrease as the population increases. These factors will continuously generate a gap in knowledge, abilities, training, and motivation.

This scenario will decrease the opportunities for development and the leadership roles that Hispanics might play.

The problem is not trivial. Motivation, hands-on abilities, integration of knowledge, and technology activities are part of the solution.

Various formal and informal educational programs have been created—at local, national, and international levels. A good example is the GLOBE program, Global Learning and Observations to Benefit the Environment. GLOBE creates the spark that many students need to develop an interest in science and education, while the day-to-day nurturing of this excitement is achieved by their trained teachers. The program (www.Globe.gov) involves students and teachers from more than 6,000 schools in 73 countries. K-12 students and teachers work with university professors, university students, and research scientists to learn more about our planet. Simultaneously, parents, friends, and communities also are involved in the process.

GLOBE uses environmental measurements to help develop skills in areas ranging from science to teamwork. Training activities involving atmosphere, hydrology, landcover, biology, soils, and more are all described very well, in English and Spanish, in the GLOBE protocols manuals.

Programs such as GLOBE are excellent routes to disseminate science, technology, and environmental learning activities to both predominantly Hispanic and to economically challenged schools. Participation by the Hispanic education communities in such initiatives increases the skills, the scientific knowledge, and the numbers of Hispanic pre-college in-service and pre-service trained teachers. Teachers are the ones who foster and integrate educational activities into K-12 curricular development.

An efficient way to promote these activities is to strengthen, expand, and refocus the centers and programs for formal and informal K-12 education, to develop consortia between business, education, and government.

Industry can adopt K-12 schools. Higher education representatives can work with industry, pre-college teachers, and students to firmly establish serious and effective education outreach.

Universities can involve Hispanic undergraduates and graduates as peers and as role models for incoming Hispanic students. They are the best role models for their communities.

These initiatives will improve Hispanic retention and secondary education graduation rates, while simultaneously preparing an active Hispanic workforce to lead its destiny.
March 26th Issue

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Two Trends in Teacher Education

BY GUSTAVO A. MELLANDER

Teaching has long been a professional magnet for upwardly bound Hispanics. Many have found fulfillment and respect as teachers. By all accounts, teaching continues to be a popular major for Hispanics in our colleges and universities.

But the profession is changing. Many new trends are developing in teacher education. I mention two that will impact all in the years ahead. One is a growing focus on parental involvement. The second is the potential contribution of technology. Let us explore each of them.

Parental Involvement

In addition to establishing a clear correlation between poverty and poor academic performance, educational researchers have also identified a clear positive correlation between parental involvement in their children's education and those children's academic success.

Millions of Americans are, of course, involved in their children's education. What might have been neglected until now are the potential negative effects suffered by children whose parents are not.

New Skills

A recent Harvard study, "New Skills for New Schools: Preparing Teachers in Family Involvement," reviews the research that demonstrates the importance of family involvement. It also discusses ways to train teachers in how to get families involved.

A major thrust of the recommendations is that teachers need to take on a large part of the responsibility of getting parents involved. That is not always a simple or easy task. Teachers might need special training to help them succeed at it.

The study calls upon the colleges and universities that engage in teacher education to make parental involvement a key element in their pre-service and in-service teacher training. Further, it calls upon state governments to include training in family involvement as a part of their certification requirements.

The study reviews a number of current college and university programs that focus on parental involvement. Many of these innovative programs suggest what might be adopted on a larger scale by other institutions.

These programs use a variety of techniques for training teachers. The techniques are interesting in themselves as they indicate the rich array of approaches used in teacher education in the U.S. today—role play, case method, cultural immersion, community experiences, self-reflection, research with families and communities, and interpersonal education.

A Caveat

There's a caveat about the Harvard study's call for greater focus on parental involvement in teacher education. Without question, the research findings demonstrate the value. If teachers across the country, particularly in the inner cities and isolated rural areas, were successful in engaging parents in ways suggested by the study, it would make a difference.

But encouraging parental involvement is only one of many demands for change that are being placed upon teachers and on the institutions that educate them. It competes for scarce time and resources with many other demands—including improved academic performance and accountability—and it is a step away from actual classroom teaching itself—one more demand placed upon teachers that makes them social workers as well as educators.

And what about the ever so many single-parent households? Those households are usually headed by the mother. The father is absent. The family lives in poverty. The mother struggles just to get food on the table. Can we really expect her to be involved in the daily grind of her children's education? Once again the crushing effect of poverty takes its toll.

Computer Technology

A second area receiving intense attention by those who teach the teachers is computer technology, particularly since the emergence of the World Wide Web.

Computers enter into the educational environment at different levels. At the most basic level, it is important for today's students to be able to use computers: computers are an integral part of the workplace. This level entails the subject matter of keyboarding, computer science, and other classes on using computers. It is a specialty area for teachers in our colleges and universities that prepare teachers in the same way that teachers of mathematics, history, and the sciences are educated.

At the next level, computers, when coupled with the World Wide Web, can provide significant new means of learning the subject matter taught in our schools. We are still learning about this aspect.

Increasingly, institutions that educate teachers are providing training in the use of computers and Web technology for learning. There are some who think that technology will revolutionize teaching and education. But even if it falls short of creating a revolution, computer technology is clearly going to play a major role in American education. And, we suggest, in world education.

National Ambitions

A recent federal program, dubbed "universal service," is in the process of dramatically changing our schools. Its goal is to network every single school in the country.

It goes one step further. For the past several years, Washington has provided special funding for computers for schools in high-poverty areas.

Thus, most of those schools have computer/student ratios almost on a par with Americas more affluent schools. The subsidy program will provide up to 90 percent of the costs of network connections for schools in high-poverty areas. It is hoped that computer and Web technology can help overcome some of the disparities between rich and poor schools. It is still too early to say whether that hope is realistic.

If this capability is going to live up to its promise, teachers have to know how to make use of it—at least as well as the students whom they are teaching. Pre-service and in-service training in the use of the technology is yet another demand on the teacher's time and on the institutions that prepare them.

There is a third level for using computers and the World Wide Web, and it involves the institutions that educate teachers. It is in the professional development of teachers themselves. These technologies are being used to augment classes in the institutions that educate teachers and are also extending the reach of these institutions beyond their campuses through distance learning. Here, too, it is too early to assess, but it is a development worth watching.

Resources at Our Fingertips

Today, we can call a number of Web sites. One that we recommend is that of the U.S. Department of Education at http://www.ed.gov. It has more than 20,000 pages of information related to education in the U.S. and around the world. From that site we have access to ERIC's comprehensive educational research database, which covers virtually every topic.

Those interested in American institutions that educate our teachers can visit the sites of the colleges and universities themselves. It is helpful, too, to visit the sites of such national organizations as the American Association of Colleges for Teacher Education (AACTE), the Association of Teacher Educators (ATE), and the National Council for Accreditation of Teacher Education (NCATE).

Dr. Mellander is a professor at George Mason University.
The Impact of Computerization on the GMAT

BY INÉS PINTO ALICEA

People interested in pursuing an MBA can no longer take the pencil and paper version of the Graduate Management Admissions Test (GMAT), the world's most widely used graduate school business exam. Since the test began to be offered solely on computers in the fall of 1997, educators, students, and testing experts have been debating the impact of computerization, particularly on women and minority students, who historically have scored lower on standardized tests.

"Tests are so important," said Cleveland State University Professor Rosemary S. Sutton. "They get you admitted into a university. We don't know who's going to be harmed by computerized testing, nor who's going to benefit. Maybe we'll find out in a few years, but by then a bunch of people will be harmed."

While the Graduate Management Admission Council (GMAC), which sponsors the GMAT, says that the test is not the sole criterion that business schools use to select students, it is an important indicator of potential future success.

Some schools also use the scores, along with other factors, to have merit-based scholarships to students. "Nicole Thomas, GMAC vice president and corporate secretary.

"The GMAT is a reliable measure of certain developed skills that have been found to be important in the study of management at the graduate level," said a GMAC web page. "Unlike undergraduate averages that vary in their meaning according to the grading standards of each institution, GMAT scores are based on the same standard for all candidates. Evidence indicates that the undergraduate record is generally at least as good a predictor of success as the test scores, and most schools give it as much weight as the scores."

Studies have shown that standardized tests consistently underpredict the academic performance of women and minorities, and the GMAT is no exception. The total score for the GMAT is reported on a scale ranging from 200 to 800 with a 40-point standard error of measurement, and it comprises three different scores: verbal, quantitative, and analytical writing. In 1999-95, the average scores on the GMAT for White students was 525 compared to 466 for Mexican Americans, 420 for Puerto Ricans and 467 for other Hispanic according to a 1996 study called the Graduate Management Admission Test Five-Year Summary by the GMAC. Also according to the report, the average score for men was 516 compared to 482 for female test-takers.

The question from an equity perspective becomes: How do you decide what kind of testing is fair for all groups? asked Sutton.

Test-makers face a huge challenge in addressing this issue. Claude Steele, a social psychologist professor at Stanford University, found that minority students often redouble their efforts during the tests to dispel negative stereotypes about minorities but then work too quickly or inefficiently and falter on the test. The percentage of Latino test-takers jumped 81 percent of all test-takers in 1999-95.
from 2.5 percent in 1991, a significant increase, said Chestang.

The Princeton, N.J.-based Educational Testing Service (ETS), which administers the test, said in a brochure called "Admissions Testing on Computer: Are You Ready?" that the scores from computer testing have been comparable to the scores from the paper tests. Critics of the computerized testing fear that the gaps in scores will widen because much of the research conducted on students who take a computerized version and a traditional version of a standardized test used the same test to determine whether students would get the same scores. Not only does that indicate an indifference to bias in inequities in standardized tests, but it also indicates that the gap in scores could widen because some students have more experience with computers and should perform better in that environment, argue those who beg for more caution in administering CAT versions.

"The paper versions of most standardized tests have inequities built into them so [test-makers] are perpetuating these inequities by using similar CAT versions," said Sutton. "We clearly need studies on high-stakes performance tests of different ethnic groups in different communities and of different social classes."

The computer-adaptive (CAT) version of the GMAT has some unique quirks that might affect the scores of the initial test-takers, those who are most likely to be accustomed to the paper format for standardized testing. Students can not leave any items blank on a computer-adaptive test since subsequent questions are customized based on each individual's response pattern. They can go back to review a previously selected answer.

**CAT Version Plusses**

The CAT version of the GMAT does offer a variety of benefits. Students can make an appointment six days per week, year-round, take the test at their convenience, and not have to wait for the mass administrations offered a limited number of times per year. Students can take the tests in private cubicles. People who want to retake the test can do so the next month and not wait until the next mass administration four months later. The CATs are better tailored to each test-taker's ability level because less time is spent answering questions that are too easy or too difficult. The test questions adapt the students' ability to answer the previous question, offering an easier question if the student answers the previous question incorrectly and a more difficult question if the student answers correctly. Scores are then based on the number of correct answers and the level of difficulty of the questions.

"These types of tests test a larger variety of skills, not just whether a person can pick A, B, C or D," said Sutton. "These tests are also more interactive."

In addition, there are fewer test questions than with traditional paper-based tests, and students have more time to complete the test, which could prove beneficial to minority students who have shown that they take more time to complete standardized tests. Sutton said another benefit of the computerized versions is that students can see their scores at the test center for the multiple choice sections of the test immediately after taking it. An official score report, including the analytical writing assessment, is sent to the student and institutions designated by the student about two weeks after testing compared to four to 10 weeks for the paper-based test, according to the GMAC.

The conversion to computer-adaptive testing has not been without their completed sections of the GMAT. "FairTest noted in its Winter 1998 edition of the Examiner "Even if scores have been correctly reported, the warning is certain to increase test anxiety. In December, the GMAT system crashed, leaving 1,300 anxious business school applicants facing blank screens."

Thomas Ewing, a spokesman for ETS, said that there were some problems when the computerized testing began but that they were minor problems that were corrected quickly. Chestang said the number of testing sites has almost doubled since the fall launch of the CATs to nearly 700 sites. "There have been problems, but by and large, the program has gone smoothly," said Ewing.

Despite some of the problems, ETS continues to stand by Baltimore-based Sylvan Learning Systems, which has a contract with ETS to deliver computer-based tests for academic admissions until 2005. Sylvan also delivers the Graduate Record Examination (GRE), the NCLEX exam for registered and practical nurses, and the Praxis Series exam for teachers, among others. It is conducting a pilot program to test for eventual broad-based computerization of the SAT, the standardized test taken by high school students and used for admissions into college.

"We took great care to choose a company which we felt could handle the complex administration and security needs for our program," said Ernest Anastasio, executive vice president of ETS. "Now, after a number of successful pilot programs and a careful, phased implementation process, we are pleased with the increased convenience that Sylvan is offering test-takers as well as the high level of security. Sylvan has been responsive and dependable, bringing unparalleled technology and distribution resources to the endeavor."

FairTest argues, however, that...
the GMAT should have followed the path of the GRE, used in the admissions process by graduate programs to supplement other indicators of students' potential for successful graduate study. Students are offered a choice between the computerized version and the traditional pencil-and-paper version. The paper version will be phased out by 1999. Chestang said the GMAC felt that the complex logistics and high costs involved with offering the test in both formats and the need to offer prospective MBA students a more convenient method of taking the test convinced the organization to launch CAT immediately. Many prospective MBA students are working people who plan to get their degrees part-time, so they need flexibility for taking the test, and the CAT offers that flexibility, said Chestang.

FairTest said the problems that have arisen in the conversion to computerization were due to a "revenue-driven rush to market a new technology before it was fully field-tested."

"Flaws in the new GMAT arose as soon as it was introduced," said FairTest Public Education Director Robert Schaeffer. "That's what happens when profits, not educational values, drive assessment decisions."

Schaeffer's comment must not be completely off mark. A news release from Sylvan addresses the issue of being able to offer more tests.

"While introducing a new technology is never easy, we have succeeded, together with ETS in testing several million people through the world's first global-delivers network for computer-based testing services," said Chris Howarth, chairman and CEO of Sylvan.

"Profits at Sylvan have increased significantly since the computerized GMAT tests went into effect. A news release from Sylvan showed that the total revenues for 1997 increased by 35 percent to $246.2 million from $181 million the previous year. A significant part of that increase in earnings came from the division that handles computerized testing. Not only did that division enjoy increased test volume from the conversion to computerized testing, but it also benefited from the price increase for the GMAT tests themselves. Though more costly to administer and provides test-takers with an unofficial score. For more information, call 1-800-982-6740 or look at <www.gmat.org>.

The question remains whether certain students, particularly ones who have had little previous access to computers, can narrow the gap in scores or whether the gap will widen. It is something that the Hispanic Association of Colleges and Universities (HACU), based in San Antonio, Texas, will be watching closely, particularly since the two organizations joined forces recently in a partnership agreement to work on a variety of issues affecting Hispanic-serving institutions. Dr. Martin Ahumada, HACU's vice president for research and education, said, "A 1997 study by ETS and the Council of Chief State School Officers, called Computers and Classrooms: The Status of Technology in U.S. Schools, presented some distal findings about computer access. The study found that the national student-to-computer ratio is 10 to 1 while the U.S. Department of Education recommends that the ratio be 5 to 1.

Students in schools with the largest percentage of poor and minority students have less access to most types of classroom technology."

"By one estimate, it will cost about $15 billion to make all of our schools technology-rich," said the report. "This is about $500 per student, five percent of total education spending, and about five times what we now spend on technology."

But a study by the Tomás Rivera Policy Institute, a think tank in Claremont, Calif., has some positive news about Latinos and computers. Though a few percent of households remain between Latinos and the general population on computer ownership, the rate of increase in computer ownership among Hispanic households was twice that of the general population. 130 percent versus 65 percent between 1994 and 1998.

GMAT test-makers said the belief that students who have had little or no experience with computers can do well on the computerized GMAT, even if they don't invest in test preparation software, or go to a testing site and pay for practice tests.

"Individuals can take the test even if they have no previous computer experience or even if they take the test on a computer using a mouse," Sutton disagrees. "But a tutor can not provide enough experience to have computer us become automatic."

In the new documentary, she asks students to recount when racist remarks had first been directed at them. In all instances, the students name a teacher.
Chicano Art on the Move
Silva Work Wraps ASU Bus

A colorful and unusual gift of public art now adorns a 40-foot bus that travels between Arizona State University-West and the main ASU campus seven times a day and to the ASU Downtown Center in the evenings.

The "bus wrap" painting, by acclaimed Chicano artist Simon Silva, depicts the people, land, buildings, elements of instruction, and even the wildlife of the 300-acre ASU-West campus.

Over several months, through advanced graphics technology, Mr. Silva's painting was transformed into a vinyl covering with a life expectancy of about five years. Supergraphics, Inc., of Sunnyvale, Calif., produced the bus wrap material. The company created the entire complete city bus wrap for Pepsico in 1992. Art received in a digital format from Simon Silva was printed onto 3-interconnect vinyl sheets with peel-away backing to form the overall design. The sheets were then installed on the bus in a manner similar to hanging wallpaper from the top down.

"We offer our bus art as a gift of beauty to the Valley," said ASU-
West provost, Elaine Maimon, “Through this innovative medium, people who might not be aware of ASU-West will gain an immediate vision of our remarkable campus."

Because the moveable art is traveling 140 miles or so a day, the painting is expected to reach the eyes of hundreds of thousands.

The bus itself is a 1997 Orion, 40 feet long, 12 feet high, and 9 feet wide, seating 42.

Artist Silva signed the bus after its unveiling last October. During which students, faculty, and staff collectively removed a huge blue tarp.

The bus is expected to be highly visible effective image awareness advertising for ASU-West. Compared to other forms of transit-oriented advertising, i.e., billboards, bus shelters, and city bus ads, the ASU-West bus wrap is less expensive and optimizes annual advertising funds to reach desired marketing goals,” according to ASU literature.

The average annual cost for five years of $10,080 includes the original painting and design and all advertising rights, materials, and media placement.

Works by Simon Silva have been commissioned by MALDEF, the Association of Mexican American Educators, UHME Magazine, the Language Foundation for the Arts, and for the movie, "Una Familia." They are also found in the private collections of Carmen Zapata.

Victor Villasenor, Edward James Olmos, Jaime Escalante, Olga Bruski, Ana Castellon, and Rudolph Vaeta, and in the corporate collection of the Bank of America.

Simon Silva, born in Mexico in 1961, received a B.F.A. from the Art Center College of Design, Pasadena, Calif., in 1986. From the early 90s to the present, he has lectured at conferences, schools, and universities throughout California and Texas.

Silva Speaks

As a Chicano artist, I celebrate my bilingual and bicultural life and hope that others will do the same. My art is a reflection of what I consider to be a great asset that we have in this country, that is, the opportunity to use our multicultural makeup to our advantage.

I was born in Mexico, Mexico, and was raised in Holtville, California. One of 11 children, I found myself picking crops at the early age of 8. We eventually became a migrant family traveling to Oregon and Washington to work. Because of the lack of respect for this type of labor and my family's lack of educational support, I grew up with a certain amount of shame about who I was.

"It wasn't until I came to..." ability that kept me out of trouble and helped nurture my self-esteem. In school, I decorated bulletin boards for my teachers and drew for my friends.

"After I graduated from the Art Center College of Design in Pasadena, I freelanced for several months, but could not get the type of work that I wanted. I decided that the best thing for me to do was to get a full-time job and continue my own personal work. I took a full-time position in the graphics department of Lockheed Martin in Ontario, California."

"Five years ago, I began to develop my current style, which is influenced by Chicano art and the Mexican muralists."

Simon Silva lives in San Bernardino, California, with his wife, Maria, and their two sons. He spends a great deal of his time traveling around the country giving presentations at schools. He finds it very important to inspire other kids by sharing his art and his personal experiences.

Material herein courtesy of George Martinez, director of public relations, ASU-West.
Subverting the Dominant Paradigm
Trinity’s Luis Figueroa Challenges Assumptions

By Suzanne Zack

The slogan 'Subvert the Dominant Paradigm,' emblazoned on a favorite T-shirt worn by Assistant Professor of History Luis A. Figueroa, who believes that the influence of the Caribbean and Latin America on the United States has been overshadowed by that of Europe. He is determined to set the record straight.

Figueroa challenges his students' assumptions about history. "The history of America is told as if the major historical link in the evolution of this country's culture and economy is only with Europe," Figueroa says. "That's not true. The relationship between the United States and the Caribbean and Latin America goes back to the very beginning of the country. People think the relationship between Latin America and the United States began in the 20th century, or with the United States' role in World War II, or with the United States' role in the Americas. They don't realize that the United States is a product of the Latin American world."

Figueroa is a native of Puerto Rico and the son of educators. He holds a doctoral degree from the University of Wisconsin. He joined the faculty two years ago after teaching for years at the University of Connecticut. He teaches courses in Caribbean, Latin American, Latino history, and also participates in the Latin American Caribbean Studies concentration within the International Studies program, as well as in American Studies program.

Innovative Teaching Method
Figueroa often punctuates lectures with personal stories. For instance, he explains how students of Puerto Rican ancestry profit from voting in federal elections despite the fact that they are citizens of the United States. Congress enacted two decades after the United States took the island from Spain. The law excluded Puerto Rican citizens from federal elections while living on the island. At the same time, a distinct political voice emerged. This semester, Figueroa guides students in his survey c...
on Puerto Rico as they collaborate with members of a Hartford community organization, La Casa de Puerto Rico, in comparing the status of Hartford's Hispanic population over time with its current socio-economic profile.

To foster a sense of intellectual community among students outside of the classroom, Figueroa's students post their papers on Trinity's electronic document exchange program, called DOCEx, and respond to assigned readings via the College's campus-wide electronic conferencing system, called Yapp Forum. The electronic dialogue encourages students to become more careful in their thinking and writing, Figueroa contends.

Last year, Figueroa employed the use of information technology as a central organizer of the year-long co-curricular program on decolonization, which, through a series of films, lecture-discussion sessions, and courses, examined the events that transformed the world from an arrangement of colonial powers to a new world order. He hopes to apply his interest in technology to a major co-curricular initiative focused on a global theme again this year: "Migrations, Diasporic Communities, and Transnational Identities." This project will explore how the movement of people, capital, and goods, the development of instantaneous forms of communication and exchange of cultural commodities, and international competition and global integration have brought new migration patterns and new challenges to ethnic and national identities.

A Consummate Teacher

Students in Figueroa's classes say that his approach works. Alicia F. Cacchione, class of 2000, a Latin American and Caribbean Studies major whose mother was born in Cuba, says Figueroa's course on "The Cuban Revolution: Historical Origins" helped her "to develop my opinion of the Cuban Revolution and look at a really personal event from a critical and analytical perspective." The course also gave Cacchione a new appreciation for the professional contributions of her great-great grandfather, Fernando Ortiz, the founder of ethnography in Cuba. "Professor Figueroa is the most passionate, dynamic, and intelligent professor I've ever had!" she exclaimed.

International Studies major Romae S. Gordon, also of the class of 2000, describes Figueroa as being "passionate about history and interested in sharing his ideas." Figueroa acknowledges his passion by saying, "If you believe in what you're doing and that what you're doing is important, it almost becomes a mission. My mission is to have my students understand that when they view or support something in the United States, the positions they take have ramifications not only here but also in Latin America and elsewhere."

An Important Scholar

Associate Professor of History and Department Chair Michael E. Lesz says of his colleague, Luis' presence has permitted the department to provide a new array of courses that have much amplified history offerings covering the Spanish-speaking societies of the Western Hemisphere.

A devoted scholar, Figueroa has presented papers at various international conferences. His latest book manuscript, which focuses on the transition from slavery to free labor in Guayama, Puerto Rico from 1850 to 1924, is under consideration for publication by the University of North Carolina Press. It is a work, says Lesz, "that promises to be an important contribution to Caribbean history. He is a scholar to be reckoned with in the Spanish-speaking world."

This article is reprinted with permission from MOSAIC, a publication of Trinity College, Hartford, Connecticut.
Many colleges and universities provide a first-class education. A good number of them offer students a fine value, combining that great education with reasonable tuition and fees. Oswego State University (the State University of New York, or SUNY, at Oswego) goes a step further by actually guaranteeing in writing its commitment to excellence and educational value. Oswego State has made the list of top 100 state college and university values in a new comparative analysis by the prestigious Kiplinger's Personal Finance Magazine that appeared last September. Over the past decade, such respected college guides as How to Get an Ivy League Education at a State University and U.S. News and World Report's America's Best Colleges have consistently ranked Oswego State University among the best educational buys in the country. Holding down the costs of higher education gives Oswego State University a lock on the Hispanic Outlook Honor Roll, and makes it a most promising place to consider for getting a great education at a reasonable cost.

Oswego's straightforward written certificate of guarantee reads: "We want to be absolutely clear about what we offer students and their families can expect to invest in earning a bachelor's degree at our college. Among the points of interest, Oswego State guarantees entering first-year students admission to a degree program that the necessary classes will be available to complete the degree in four years of full-time study. If a student meets academic expectations and still can not graduate after four years because of course availability, the college will enroll the student tuition free in the remaining courses necessary to meet graduation requirements. A similar tuition-free guarantee extended to transfer students admitted to a degree program to insure timely completion of a bachelor's degree."

Oswego also guarantees continued availability of small classes "because we believe that small classes offer students the opportunity for invaluable interaction with faculty." Oswego faculty members serve as mentors to students, help
them to shape their futures.

Since room and board account for about 60 percent of the cost of an Oswego residential education, the institution further guarantees that "Students entering Oswego in the fall of 1998 will not experience any increase in the cost of room and meal plan for four consecutive years." This means that at Oswego, the major cost of a residential education will be held constant for four years.

To qualify for the Oswego guarantee, students must commit to a degree program that satisfies General Education, a major program, and college requirements. First-year students must declare a major within three semesters, or earlier if required by their degree program. They must meet with their academic advisors at least once a semester. Students also must successfully complete an average of 15-plus credit hours per semester over four consecutive years of study, fulfill the total credit-hour requirements for the degree, and continue in good academic standing.

Oswego State University has ranked high on The Hispanic Outlook's survey of Hispanic-serving institutions, designating the institution one of the best colleges for Hispanics in the nation. Monica Soto, an admissions counselor who also is an advisor to the Latino Student Union, says that this is no surprise. He feels that Hispanics fit in well at Oswego. Soto observes, "It's taken for granted. They're like everyone else." He cites Oswego State's growing reputation among ethnic students, Oswego's diversity initiative, and its increased outreach downtown as factors in the growing number of Hispanic students who attend Oswego.

Honor Roll Facts in Brief

INSTITUTION:
Oswego State University
(the State University of New York at Oswego)

LOCATION:
Office of Admissions
Oswego State University
211 Culkin Hall
Oswego, New York 13126-3599
(315) 341-2250

ESTABLISHED:
1861

ENROLLMENT:
7082

DEGREE OFFERINGS:
Bachelor's
Master's
Certificate

ANNUAL TUITION:
$3,945 - undergraduate, New York State resident

NUMBER OF FACULTY:
Approximately 300 full-time

SEVERAL DEGREE PROGRAMS:
American Studies
Business Administration
Human Development
Linguistics
Meteorology
Public Justice
Technology Education

HISPANIC ENROLLMENT:
219 (3.2 percent of the undergraduate class)

NOTABLE HISPANIC-SERVING ORGANIZATIONS:
ALANA (African American, Latino, Asian, Native American League)
Caribbean Student Association
International Student Association
Latino Student Union
Global Living and Learning Center

INTERNET ADDRESS:
www.oswego.edu
University president Deborah F. Stanley was inaugurated on September 9, 1998. She sees a deeper meaning in these numbers at Oswego, noting, "Education can help free a person from the constraints of the past and free a people from the misuses of the present. In Oswego, we are not physically located where a cross-section of races and cultures has naturally formed, but we cannot maintain education without a cross-section of races and cultures equitably represented in our programs and people. Greater diversity is educationally and economically important as well as right. Access to public higher education is what makes it inherently noble."

Originally founded in 1861 as the Oswego Normal School, the institution became Oswego State Teachers College in 1918, while maintaining its high standards and reputation as a center for teacher preparation. Oswego broadened its academic perspective in 1962 when it became one of the Colleges of Arts and Sciences in the State University System. Collectively, these institutions became the University Colleges of the State University of New York. There are many points of historical interest at Oswego State University. Theodore Roosevelt unveiled the statue of Edward Austin Sheldon, the college's founder, and Franklin Delano Roosevelt laid the cornerstone for Park Hall. The Iroquois Confederacy and the lore of James Fenimore Cooper are recalled in the names of some of the campus landmarks.

The majority of students forming the undergraduate class are between the ages of 18 and 25. They are studying full time toward a degree and live in campus residence halls. The ratio of men to women is close to 1:1, with slightly more women attending. Students come from nearly every county in New York as well as from several other states and many foreign countries.

In the fall of 1997, there were 6,818 undergraduate students and 984 graduate students enrolled at Oswego. Hispanics made up 5.2 percent of the undergraduate class, African Americans 19.8 percent, Asian Pacific Islanders 1.7 percent, and Native Americans 0.5 percent, the same percentage as non-resident aliens.

Among the approximately 300 full-time faculty at Oswego are Fulbright scholars who have trained teachers in Ghana, studied work history in Africa, and won grants from the National Science Foundation, Smithsonian Institution, and the National Science Foundation. The State University of New York has honored dozens of Oswego professors for excellence in teaching.

The effective student-faculty ratio is 21:1. More than 75 percent of the full-time teaching faculty hold doctoral degrees or the terminal degree in their fields.

Oswego State's nearly 00-acre, tree-lined campus spreads out along the southern shore of majestic Lake Ontario—an awesome sight and a backdrop for some of the world's most spectacular sunsets. Within reach of that vista, academic facilities provide students with the latest learning tools. Penfield library is the largest library in upstate New York. It contains more than 25 million books, periodicals, and other materials, and on-line links to a vast inter-library loan system. The school has an extensive computer network that supports more than 300 PCs and Macs in eight on-campus computer labs. State-of-the-art research and teaching labs are furnished with the same hardware, software, and equipment being used in today's workplace.

Oswego State offers students interested in communications a wealth of print and broadcast facilities for cutting-edge media training. These include WTOP-TV, WNYO-FM, The Oswegonian, the campus newspaper, the Ontarian yearbook and several other publications, as well as the professionally-directed National Public Radio affiliate, WNYO-FM.

Al Roker, the affable weathercaster for NBC's Today show, a host of Al Roker Live on CNBC, is an alumnus of Oswego. He major in communications studies and was graduated with the class of 1979. He recalls, "By the end of my freshman year, I was assistant director of the campus radio station at Oswego—friends at other universities never touched a piece of equipment until their senior year."

Tyler Hall houses the acclaimed 550-seat Waterman Theater, intimate experimental theater, and Tyler Art Gallery. The Rice Cron Field Station features 400 acres of trail-crossed fields, streams, forests, 26-acre Rice Pond, and a study facility offering classroom and lab space and an indoor viewing gallery.
College Board Covers:
Education Loan Borowing

by Mari Carmen Sarracent

Joyce explains that the scholarship system was "intended to be a grant-based system for the neediest of students. It's a growing concern that students and family understand the responsibility of borrowing and repayment. And for the lowest income students, it's important to relay..."

Financing a college education is a pertinent issue that college-bound students face at some point in pursuing their academic careers. Heading for college is a moment anxiously awaited by students and parents alike, but the steps taken in order to make it possible are as important and nerve-wracking as that first day in class. Access to and the deciphering of all the college grant/aid information available is of utmost importance, and it is what delays many individuals from making their college dream a reality.

Jack Joyce, manager for communications and training at The College Board's College Scholarship Service (CSS), noted that at this session various aspects of the borrowing process, including the importance of debt counseling, were discussed and explained. "Borrowing has become a dominant resource in planning for education beyond high school. From 1980-81, the situation has been turned upside down in terms of grants versus loans," he stated.

Joyce explains that the scholarship system was "intended to be a..."

Organizations like The College Board attempt to show students and their parents that college is not a financial impossibility.

The College Board, a national membership association that supports educational transitions through programs and services in assessment, guidance, admission, placement, financial aid, and education reform, recently, at its national forum, devoted a session to this subject.

The conference session was called "Debt Be Not Proud: education loan borrowing and repayment from the students' perspective..."

"Families should approach the process of planning and paying for college as a partnership that begins with the parents but that also includes federal and state governments, private scholarship agencies, and colleges and universities," he adds.

While college tuition and fees for 1998-99 rose approximately four percent over the previous year according to a recent College Board survey, financial aid available to students reached record levels—more than $60 billion. However, most of this increase was in the form of loans rather than grants. According to The College Board data, at four-year private institutions, students are paying $7,23 more ($14,508 tuition)—a four-year public institutions, students are paying $132 more ($3,245 tuition); at two-year private institutions, students are paying $254 more ($5,335 tuition) and at two-year public institutions, students are paying $66 more ($1,105 tuition).

Federal Aid

"With the declining purchasing power of the Pell Grant, college..."
costs have increased faster than income or grant appropriation. Right now, the ratio is 40 percent grants, 60 percent loans. In the 1980s, it was the opposite,” noted Joyce.

According to Lawrence Gladieux, the College Board’s executive director for policy analysis, the Pell Grant, at its peak in the late 1970s, covered three-quarters of the average cost of attending a public four-year college and one-third the cost of a private four-year institution. “Today the Pell Grant covers only one-third the average cost of attending a public four-year college and one-seventh the cost of a private four-year college.”

“Back in 1992 when Congress reauthorized the Higher Education Act, it changed the eligibility criteria, allowing more students to get financial aid, but the increase was in the borrowing,” stated Joyce. The current law authorizes a maximum grant of $4,500 a year for the 1990-2000 academic year. The authorization will be increased by $300 for each of the subsequent three years and top out with a $4,400 increase in 2003-04. However, the current Pell appropriation provides a maximum grant of $3,000.

The law also increased the amount of money that independent (up to $5,000) and working dependent students (up to $2,200) may earn before it is counted against their eligibility to receive federal grant aid. And for those students who graduate in the top 10 percent of their high school class, there is the McGovern amendment, which doubles the amount of a Pell Grant for the first two years of undergraduate study.

The Higher Education Amendment of 1992 also included the President’s proposal to cut interest rates on new student loans by almost a full percentage point at 6 percent from 8.25 percent. The new law extends for five years the low student interest rate on new loans, which was first won in the 1993 budget and scheduled for 1996, proposed again in February 1998 by Vice President Gore, and available on a temporary basis since July 1.

According to a recent Department of Education report, Education Secretary Richard Riley described the national default statistic as the lowest ever in terms of borrowing activity. What has also changed is colleges’ involvement in informing students and parents about the loan process. Says Joyce, “Colleges have more responsibilities regarding explaining debt management that were not in place before. When they make a loan, they provide information up front. It used to be so much after the fact. Now it’s a much clearer understanding,” she says.

“Many families do not realize that there are resources to help them finance a college education. With careful planning and a little homework, more families can gather a wealth of available information and translate it into a package that will open the doors of college for their children.”

To help, the College Board continues to enhance its library of data that is available to students. “In addition to research, the College Board is developing consumer information pieces for students that include tips on how to be responsible when borrowing,” notes Joyce.

On its Web site at <www.collegeboard.org>, there is a section on financial aid services that contains useful information on college costs and financial aid facts as well as tip sheets on every aspect of loan borrowing, including: A Guide to Responsible Borrowing: College Credit Education Loan Repayment Benefits: Consolidating Your Education Loans: How to Choose a Student Loan Lender: Lending Loans at a Glance: Other Borrowing Options: Preliminary Projected Monthly Payment: Federal Stafford Program: and Q & A: The Cost of Borrowing a Subsidized Federal Stafford Loan.

The objective of the tip sheets is to demystify and familiarize students and their parents with financing options. For example, the Repayment Options fact sheet details the various repayment options available, such as graduated repayment, loan deferment, payment due date change, or loan consolidation. It even provides a chart to help students estimate the repayment period depending on the amount of the loan.

Other borrowing advice offers debt guidelines, such as repayment of undergraduate loans should not exceed eight percent of gross monthly income after college education.

Overall, the College Board encourages families that it’s never too late to start saving, and it communicates to financial aid counselors that providing comprehensive information about college financing is essential.

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**Table: Financial Aid for Low-Income Undergraduates**

<table>
<thead>
<tr>
<th>Grants</th>
<th>Loans</th>
<th>Work</th>
<th>Total Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Two-Year</td>
<td>80.2%</td>
<td>20.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Public Four-Year</td>
<td>81.6%</td>
<td>54.9%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Private Four-Year</td>
<td>89.7%</td>
<td>62.4%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Proprietary</td>
<td>88.4%</td>
<td>54.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>All Institutions</td>
<td>84.0%</td>
<td>48.3%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**Average Amount Received by Aided Full-Time, Full-Year Low-Income Undergraduates**

<table>
<thead>
<tr>
<th>Grants</th>
<th>Loans</th>
<th>Work</th>
<th>Total Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Two-Year</td>
<td>$2,365</td>
<td>$2,459</td>
<td>$1,560</td>
</tr>
<tr>
<td>Public Four-Year</td>
<td>$3,193</td>
<td>$3,371</td>
<td>$1,371</td>
</tr>
<tr>
<td>Private Four-Year</td>
<td>$6,046</td>
<td>$3,901</td>
<td>$1,264</td>
</tr>
<tr>
<td>Proprietary</td>
<td>$2,313</td>
<td>$3,658</td>
<td>—</td>
</tr>
<tr>
<td>All Institutions</td>
<td>$3,485</td>
<td>$3,465</td>
<td>$1,388</td>
</tr>
</tbody>
</table>

*Low income is defined as 125 percent of the poverty level or less. For a single individual, this is equal to an annual income of $8,858 or less. For a family of four, total income must equal $17,405 or less.

“All institutions” includes private two-year institutions.

Diversity Alive and Well in Kansas

Garden City Community College Paves the Way

BY STEVE QUAKENBUSH

Linda Brown, whose family filed the 1954 court case that created school desegregation across America, came to Garden City, Kansas, to share her experiences with listeners from throughout the nation.

So did Maria Hinojosa, an award-winning National Public Radio correspondent who tells the stories of voiceless immigrant women, barrio residents, and gang members.

The Southwest Kansas community of 30,000 also drew Guadalupe Quintanilla, who rose from her troubled school years in Brownsville, Texas, to a nomination for the post of U.S. Attorney General.

Each of these noted Americans served as past keynote speakers at an annual multistate gathering in Garden City that helps communities adapt to the dramatically changing ethnic diversity. The gathering will be hosted again this year.

"We're looking forward to the 1999 Multicultural Conference because Garden City is seen as a sort of mirror on the future," said Lea Ann Curtis, one of the conference organizers.

"The purpose is to share Garden City's experience, and the experience of others, in increasing cultural awareness and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations," said Barbara Thoman, another organizer.

Thoman and Curtis are staff members of Garden City Community College, the primary sponsor of the March 19 conference, now in its eighth year. Co-sponsors are GCCC TRIO Programs: Garden City's Unified School District 457; the Pioneer Health Network; the GCCC Allied Health Program; the Garden City Cultural Relations Board; and the Human Relations Commission of the neighboring community of Dodge City.

Garden City has encountered both problems and accomplishments since immigrants from Mexico, Central America, and Southeast Asia began joining the local population in the early 1980s. It is one of the fastest-growing cities in Kansas, and also includes the state's greatest ethnic diversity.

Primary presenters

Keynote speakers for the 1999 conference include:

Dr. Gene T. Chávez, president of Chávez and Associates, is past director of the Center for Multicultural Outreach in Overland Park, Kans. Chávez, who writes for the Kansas City Hispanic News, is also a public school counselor, working primarily with students and families from different cultural backgrounds. His presentation will explore similarities and differences among Latino groups, and the historical events that influence Latino culture today.

Jeannie Chávez-Martinez, who helps lead the Multicultural Resource Center at Pittsburg State University, Pittsburg, Kans., is recognized for her understanding of the ways prejudice begins, and how
on education for administrators and service providers, nurses, physicians, social workers, educators, business leaders and others.

Enid Sepúlveda-Rodríguez, MA. RCFP director of the Cardiopulmonary Department at Holy Cross Hospital in Taos, N. Mex. will outline fast-breaking issues in providing culturally-sensitive health care. She will also discuss guidelines for interviewing and assessing culturally diverse patients.

Workshops
A March 1st workshop, The Eye of the Beholder, will emphasize the ways that social interaction between groups of people is affected by nonverbal communication and cultural patterns. Break-out session topics include:
- How to See an Interpreter: Effectively Women of Color: What Their Writings Tell Us
- Racial Identity: What Difference Does it Make?
- Migration and Health Issues: Issues in Bilingual Education

Cultural Festival
The event incorporates a lunch and a cultural festival with food, entertainment, and music, to take place at an elementary school.

Time is set aside, too, for visitors to explore the community, including minority-owned businesses and varied neighborhoods.

In the past seven years, the conference has drawn teachers and other educators, health and medical personnel, social workers, business owners and operators, professionals, law enforcement personnel and others from Kansas, Texas, Oklahoma, Wisconsin, California, Missouri, Colorado, Nebraska, Minnesota, and other states.

Total fees for the 1990 event, which is based at the Garden City Community College campus, are $510. College credit is available from GCCC and Fort Hays State University at additional cost.

For registration and information, contact Edna Lopez at GCCC. <elopez@gccc.ks.us> or (316) 276-9515. The registration fax number is (316) 276-9680

Hispanic Student Day
Another ongoing diversity event at Garden City Community College is Hispanic Student Day, which celebrates its 12th year last November, drawing as its keynote Jimmy Cabrera, who spoke about values, self-discipline, and cultural awareness.

Cabrera, one of the professionals recognized by the National Speakers Association, agreed to come to Garden City after local students heard him at the U.S. Hispanic Leadership Conference in Chicago.

"When Jimmy Cabrera spoke in Chicago, he was someone who really touched all the people," said Cesar Martinez, a member of GCCC's Hispanic American Leadership Organization. "He had a positive message and he really kept people's attention. He talked about the butterfly and the caterpillar, and how you can't forget your goals if you want to be successful. You have to follow a dream and not forget it. There were 400 people there, and everyone's eyes were on him."

Cabrera's Lessons
An article in the Garden City Telegram by Hazel Stewart, La Semana editor, captured many of the lessons taught by Cabrera to encourage and motivate students at the conference.

"Cabrera said that when he was 14, she wrote: 'He tried to commit suicide because of the color of his skin. My mother told me five words that I still remember today: she said 'God doesn't make any junk.'"

He also told the youth, wrote Stewart, "Remember this: I'm not judged by the number of times I fail but by the number of times I succeed. He encouraged them to 'start over.'"
Latinos and the University of San Francisco
An Insider View's Diversity Efforts Shares Views

BY LUIS MURILLO

ABOUT THE AUTHOR:

Luis Murillo is presently an assistant professor of international business, management, and operations at the Viterbi School of Business, University of San Francisco. Earlier he worked at Boeing Commercial Airplane Co. in Seattle, Washington, as a senior engineer.

Dr. Murillo holds B.S. and M.S. degrees in aeronautics from MIT, a Ph.D. in aerospace engineering from the University of Southern California in Los Angeles, and a Ph.D. in management from U.C. Berkeley. He is the author of a 1700-page book on modern Panama, has published papers on technology transfer and third-world development, and is a frequent contributor in Panamanian newspapers on political and economic issues, and was recently invited by U.S.I. to present a seminar on modern Panama and the Canal.

November day, I attended an elegant luncheon honoring contributors to a scholarship fund drive. The scholarship fund had the appealing name of Saber es Poder, which roughly translates into “knowledge is power.” Its purpose is to assist worthy Latino students who could not otherwise afford the quality higher education offered by the University of San Francisco. The luncheon was even featured on the evening news of the Bay area Spanish-language television network.

I had the good fortune to share a table with the organizer, or main instigator, of the Saber es Poder drive, Father Luis Quintero, a soft-spoken and energetic Jesuit priest who is also an assistant at the university president. At the same table were one of the scholarship fund beneficiaries—a young Mexican American student halfway through the USF law program—and an older Hispanic man who had gotten his degree at USF back in 1950 and who proudly showed me that year’s graduating class book with his picture in it. And another alumna who surprised me because she was an Anglo American (a member of the ethnic majority in the United States) with no apparent connection to the Latino community.

One suspects that some contributors to the scholarship fund to whom we have no ethnic or cultural links to Hispanics but contribute to it out of pure altruism and the desire to see a worthy segment of society achieve its full potential. That potential, at least judging by the remarks made by the scholarship students present, was quite obvious.

Saber es Poder is probably the most visible dimension of the USF effort to become involved with the local Latino community (which in San Francisco is enormously diverse). This endeavor follows a desire to implement the rather mystical tenets found in this Jesuit university’s mission statement.

According to that statement, USF is supposed to train leaders who will work for justice for all people and who will shape a multicultural world.

Another enterprise at USF devoted to Latino-Hispanic issues is the Center for Latino Studies in the Americas, or CELANA. This center was organized by a group of USF faculty interested in Latino problems and culture and led by psychology professor Gerardo Marrero. It was established in 1990 and in its short life has managed to raise the visibility of Latino/Hispanic culture on the university and throughout northern California.

CELANA covers five thematic areas: literature and literary criticism, ethnic and political identities, environmental and economic issues, history and religion, and contemporary social issues such as migration, violence, and substance abuse.

An interesting aspect of CELANA activities is its involvement with cultural, political, and economic developments in Latin America. The Center recognizes that problems south of the border impact the life of large segments of
the Latino communities of the United States. This is certainly the case for the large Mexican American population of Southern California and Texas, and the Cuban American community of Florida.

With a mission that is preponderantly academic, CELASA pays considerable attention to the dissemination of the Spanish language and literary works written in that tongue. The Center might be correct on this emphasis, since probably the Spanish language is the single most important factor uniting the diverse Latino and Hispanic communities in the United States. (No diverse are these communities, in fact, that their leaders cannot agree on a common name that would cover all of them.)

CELASA offers, at the undergraduate level, a Certificate in Latin American Studies, which is an interdisciplinary program with courses in history, politics, economics, theology, and Spanish. Again, the coverage of topics is rather broad, encompassing the countries of Latin America and their expatriate communities living north of the Rio Grande, as well as second- or third-generation Latinos established permanently in the United States.

In October of 1997, CELASA organized a rather successful nationwide conference called "Hispanic Cultural Locations." Latino scholars from 35 different states and eight countries participated, presenting papers on different branches of the social sciences.

If there is a shortcoming to be mentioned about CELASA, it is its almost complete ignorance of the hard sciences. Perhaps there is an explanation: Latino communities are still behind in the economic hierarchy of the United States and at a stage of development where attention to the traditional sciences such as physics, mathematics, and chemistry, in addition to the engineering fields, might not be seen as a matter of urgency. This attitude, however, might in the long run affect negatively these communities.

With dynamic programs such as "Saber es Poder" and CELASA, the University of San Francisco is well represented among those institutions of higher education that are taking seriously their social responsibility. However, more is needed.

An effort that is conducive to serving the needs of ethnic groups to be efficacious has to be persuasive. Every single department of the institution has to become involved. However, leadership should belong to the academic departments.

Several dimensions should be considered in a complete program to implement ethnic diversity. Purely academic ones have to do with the dissemination of cultural aspects and the emphasizing of scholastic achievement. Both should raise the level of self-esteem among faculty and students of Latino/Hispanic backgrounds.

Then, from the operational perspective, an affirmative program of faculty recruitment from the appropriate ethnic background or knowledge of a particular culture should be implemented. A similar program of active recruitment should be carried out at the level of the student body.

However, the quality of those students brought into the university must be carefully monitored. Here is where a university sincerely devoted to its mission to achieve ethnic diversity will stand out. A judiciously designed program of reaching out to the diverse cultural groups is highly valuable. Attention paid to remedial courses or to cooperative structures with local high schools in disadvantaged areas, such as the Mission district in San Francisco, should efficiently work towards the improvement of the quality of the students recruited into the institution.

Finally, of course, talented Latino students will need financial aid. At USF, very few students from Latino families can afford tuition, fees, room and board, and the cost of books. A very aggressive program of financial aid is absolutely essential.

The University of San Francisco appears to provide a useful benchmark, even though its program to serve the Latino segment of society is incomplete. Other institutions might be advised to examine that benchmark and solicit advice from USF.
Two of Four Winners Hispanic

Central Washington University Honors Teaching Excellence

by Barbara Radke

Two of the 1998 Excellence in Teaching new faculty award winners at Central Washington University are Hispanic. Each represents a different CWU academic college, but all four have more in common than top classroom evaluations from students and from faculty colleagues.

They all started teaching at Central within the last four years, and all earned their Ph.D.s in the past five.

Respect for students ranks at the top of their teaching values scale, and all are well known for being available to students outside the classroom—there's not a nine-to-five try in the bunch.

Two have theater experience and consider teaching part-time performance, two teach CWU students new languages, and all four share a sense of teaching as high adventure.

All provide a glimpse of what makes them tick as Central's top new teachers.

Javier Martínez de Velasco, professor of Spanish in the CWU foreign language department, is the 1998 award winner from CWU’s college of arts and humanities. He completed his Ph.D. in Spanish this summer, directing CWU’s La Coruna study abroad program.

“I grew up in northern Spain in a bilingual region, so I spoke two languages from the age of three or four years. I have always been fascinated by languages—they have opened so many new worlds to me,” he says.

“I was a very demanding student. And now, as a professor, I reflect on what I expected of my instructors. I had a passion for learning, and it was a frustration to find so many of my professors didn’t share that passion. But the professors that had even more passion than I—they provoked more excitement in me!” he recalls.

“I think of language as a means of doing just about everything you do—you use it in all your activities. I create a very natural atmosphere in the classroom: language should be lived—and used for everything,” explains Martínez de Velasco.

“I treat my students with a lot of respect. That’s very important in second language study. It can be very embarrassing to be a 20-year-old but to speak like a six-year-old. Language students grow very fast in their communication skills, but to be six years old in public, in front of other people, can be hard. I value their learning a lot, and I sometimes let them enjoy being six-year-olds—reawakening their curiosity towards everything. Sometimes a little [child] came in class, it's very effective.

Martínez de Velasco and his wife have a 14-month-old daughter. and he says, "We are very committed to raising her bilingual, able to speak perfectly in both languages, to learn there are two codes she can use to communicate. I always speak to her in Spanish; my wife always speaks to her in English.

Besides his Spanish language classes, Martínez de Velasco teaches a Spanish or Latin American theater class—his specialty—every year. "Theater, more than any other literary genre, has the potential for language learning. Reading in class, becoming another person, is an effective way to think in the language. It’s my favorite class to teach!" says the, "I also write poetry and theater pieces.

Agustín Fuentes. anthropology, is starting his third year at Central. The 1998 teaching award winner for the CWU college of sciences, he earned his Ph.D. in anthropology at the University of California-Berkeley (UCB).

This summer, he directed Central’s summer program in Bali’s bird monkey forest, where he has done extensive research on monogamy among macaques.

Fuentes says that the inspiration for his career comes from both school and home. "Teaching is one of the big reasons I am here at Central. And part of my teaching here is a result of amazing professors at UC Berkeley. They’re the model for my 100 percent method—100 percent teaching, 100 percent research, and 100 (well, maybe 50) percent service. I take issue with anyone who compartmentalizes a professor’s time—I’m always teaching, I’m always researching, I’m always doing service. The whole thing fits together.”

He continues: “And it’s not just my UC-Berkeley experience. My mother is an elementary teacher. My father is a university professor. My two sisters are primary school teachers. I’ve been in school literally since I started to gurgle—at the age of six months. I’ve never really left school, and I never intend to.”

The professor, who’s described by students and colleagues alike as “animated, enthusiastic, and high-energy,” says: “I love what I do. Teaching is part of my performance, and I was on-stage in high school and college. I was even a theater major for awhile.”

Fuentes adds: “With teaching, though, something happens—you can never describe it. Whether it’s lecturing or in a hands-on lab experience, if it’s happening the way you want it to, afterwards you can’t actu
ally remember exactly what happened—I really enter a blissful state and that enjoyment is contagious. The feedback I get from students is really real—a real rush—to see the gleam in their eyes, that 'aha' of getting something not in the textbooks but something new firing in their brain'.

It's not all just flamboyance and bluster for Fuentes, though. "Another thing happens in the classroom—my mother and father are both politically active, believers that professors have a moral obligation to open doors for their students, to introduce them to the possibilities that education brings. It's that old mandate of the liberal arts—creating citizens."

Fuentes says he's a demanding professor. 'People have to be pushed and not coddled. They have to earn grades, not receive them. I demand respect from students, and I really respect students. There's nothing more honorable than learning.'

Carol Butterfield, teacher education programs, and winner of the CWL College of Education and Professional Studies 1998 teaching award, earned her Ph.D in Education at the University of Arizona. She says her first-year teaching experience, fresh out of college "with a traditional teacher education background," made an indelible stamp on her teaching career. "I ended up in an Inupiaq village in the Alaskan bush, 60 miles south of Point Barrow, with float planes being the only way in or out. When I arrived, the folks there told me I'd be teaching K-12 special education—I have no preparation for that—and no teaching materials, and—oh yeah—no room in the school, so I'd be teaching in my house."

"That year I learned how to create—and it influenced me. I'm determined that my students learn how to improvise and apply what they know in new, unexpected ways and settings."

At Central, Butterfield teaches life lecturing, plenty of time for student discussion and reflecting, along with small-group interaction.

She reports lots of similarities between teaching prospective reading teachers and those headed toward ESL. What's the major difference? "Students learn that ESL language learners have a lot of knowledge in their own language and culture, which they might not be able to produce in their second language. Butterfield says, 'It really helps students to discover that, as teachers, they can learn from their ESL students. It's a real eye-opener.'"

Boyle says, in fact, to make his point, he doesn't even use a textbook, assigning instead current articles from the Wall Street Journal, Business Week, and other business-related publications.

For Boyle, teaching isn't some magic-filled mystery; he says he takes a straight-forward approach. "Define what you want to teach, have the right goals, and—half the battle—figure out ways to get the information across, pique their interest, and make it relevant. Then, you structure the activities around those goals."

"Define what you want to teach. Have the right goals, and—half the battle—figure out ways to get the information across, pique their interest, and make it relevant. Then, you structure the activities around those goals," he says. "I use team projects and exercises, case analyses and role-playing to build students thinking and decision skills."

As a teacher, Boyle says he was greatly influenced by his own professors. "I happened to be exposed to extremely good teachers when I was getting my Ph.D. at Cornell. Good teachers influence good teachers. Although I got a research degree, I want to teach—and to teach well. I value teaching, so I work hard at it."

Boyle concludes, "I know what I want to accomplish in the class. I think it's really important to educate people, and I'm always interested in getting more educated—it's a case of reciprocate and pass it on."
Agosin Honored for Human Rights Leadership

The United Nations Association of Greater Boston (UNA-GB) has honored Wellesley College (Mass.) Professor of Spanish Marjorie Agosin with a Leadership Award for her contributions to international understanding and human rights. An internationally recognized poet, Agosin is a native of Chile.

Each year the UNA-GB honors "citizens of Massachusetts" who have made significant contributions to greater international understanding.

Agosin won the 1995 Latino Literature Prize for poetry for her book, Toward the Splendid City (Bilingual Press/Editonal Bilingue, 1994). She also was awarded the Letras de Oro 1995 Prize for poetry, presented by Spain's Ministry of Culture and the North-South Center of the University of Miami, for her book, Voz de Estrellada.

Rocha Wins Binational Painting Contest

University of Texas-San Antonio student Gil Rocha's manner is soft-spoken and unassuming. His paintings are anything but. They spoke so loudly that Rocha won first place in the 1998 Binational Siqueiros-Pollock Painting Contest. The contest required entrants to reside along the U.S./Mexican border and their entries to relate to border issues.

It is said that Rocha's work incorporates the melancholy of border life from commercialism to the red-light district to drug-smuggling dogs and police searches. Among Rocha's mixed media images are people stuffed into cardboard boxes and the Virgin of Guadalupe images replaced by a huge megaphone.

Rocha said he hopes to someday support himself with painting and exhibiting, but graduate school and teaching also are important goals.

NMSU Instructor Produces Spanish CD-ROM Package

A New Mexico State University instructor has put Spanish language lessons on CD-ROM for students, travelers, and business people.


"Spanish-Learning Tools That Work" is aimed at middle-schoolers to adults and meets national standards in foreign language education.

Profiles are included on every Spanish-speaking country in the world, a helpful feature for travelers, Longwell said. The profiles contain photos and information on each country's geography, people, government, common phrases and greetings, and even food.

The CD package is manufactured by the Learning Co., based in Boston, Mass., and sells for about $40 at computer stores such as Circuit City and CompUSA. It runs on Windows platforms and is compatible with Microsoft Explorer and Netscape Internet search engines. A disk of the best educational Spanish Internet sites for language students is included.

Rodriguez Editing Bilingual Education Journal

For nearly a year, Carlos Rodriguez, director of the bilingual education program at Southwest Texas State (SWT) University, has been the editor-in-chief of the Journal of the Texas Association for Bilingual Education. A member of the association (TABE) for more than 30 years, Rodriguez assumed the non-salaried position last May.

"In 1997, the board of directors of TABE decided to give the publication more structure and voted to select an editor to serve a three-year term," Rodriguez explained. "I thought I had enough knowledge and experience to apply to this activity and make it a professional publication, while meeting the goals of the organization to inform the public-at-large of bilingual education."

Nancy Ramos and Kathy Fite, both curriculum and instruction professors at SWT, were appointed by Rodriguez as associate editors.

An alumnus of SWT, Rodriguez earned degrees in education, journalism, and educational administration. He has a doctorate from the University of Texas-Austin.

Luján and Thiesfield Join CSU

The Connecticut State University System recently announced two additions to its staff: Dr. Herman Luján as Chief Academic Officer and Yvette Meléndez Thiesfield as Chief Administrative Officer.

Luján has diverse and extensive experience at all levels of university administration with particular expertise in university governance, institutional and statewide policy, public planning, governmental and business relations, community leadership and board staffing.

A member of Hispanic Outlook's editorial board from 1992-1997, Luján has a bachelor's from St. Mary's College of California; a master's from the University of California-Berkeley; and a doctorate from the University of Idaho. He also received an Honorary Doctor of Humane Letters from St. Mary's College of California.

Thiesfield is a consultant nationally on
organizational culture change and diversity management. She actively volunteers her talents as a member of the National Board of Directors of the YWCA of the United States, a trustee of the Hartford Seminary, a Coporator of The Village for Families and Children, and a member of the Board of Founders for the Connecticut Chapter of the American Leadership Forum.

She has a bachelor’s from Brooklyn College and a master’s from the Hartford Graduate Center.

University of Oregon Honors Delgado

University of Colorado-Boulder law professor Richard Delgado was named the 18th annual Wayne Morse Professor of Law and Politics at the University of Oregon in Eugene.

Delgado is a Jean Lindsley Professor of Law. While in Eugene, he gave a series of talks, seminars, and colloquia, culminating in his Wayne Morse Address titled “No Mercy: How Conservative Think Tanks and Foundations Changed America’s Social Agenda.”

Delgado was also selected to deliver the annual Hugo Black lecture at the University of Alabama Law School at Tuscaloosa. The lecture provides an opportunity for a judge, law professor, or other legal figure to address cutting-edge social issues. The title of Delgado’s address was “Arguments Against—and the Future of—Affirmative Action.”

Last fall, Delgado delivered the Corcoran Lecture at Thomas Cooley Law School in Lansing, Mich., and the keynote address on the role of diversity in higher education at the University of Utah in Salt Lake City.

M-DCC Professors Receive National Award

Dr. Amerigo Paredes and Dr. Michael Lenaghan, both of Miami-Dade Community College (M-DCC) in Florida, were presented with the 1998 Faculty Team Recognition Award by the Consortium for Community College Development, a research group at the University of Michigan that studies new practices in teaching and learning in community colleges.

Gancedo, Associate Dean for Natural and Social Sciences at the Wolfson Campus, and Lenaghan, Chair of Social Sciences at the North Campus, received the award for their teamwork in developing and advising M-DCC’s student Model United Nations (U.N.) team.

The national Model United Nations Delegation is a student simulation of the U.N. that meets once a year in New York. Each college and university assumes the identity of a country and takes a position on different issues, representing that country in the U.N. M-DCC’s student delegation is one of a handful of community college teams invited to participate with more than 290 universities in the Delegation.

Paredes Receives Lifetime Achievement Award

Dr. Amerigo Paredes (pictured below left), professor emeritus of anthropology and folklore at the University of Texas (UT)-Austin, received a lifetime achievement award on Nov. 14 at the State Capitol in Austin during the opening session of the Texas Book Festival. First Lady Laura Bush, honorary chair of the festival, presented the award to the 83-year-old author and founder of Mexican American studies, border studies, and the post-modern movement in anthropology. Shown with Paredes (l. to r.) are Laura Bush, singer/songwriter Isla Hinojosa, and UT-Austin Professor Rolando Hinojosa-Smith.

Colón—ASPIRA’s New Leader

ASPIRA, Inc. of New Jersey, the state’s largest and oldest Latino youth development organization, has a new Executive Director—William Colón. With a background in business and education, Colón has propelled the agency forward like never before.

Since Colón took over the reins, ASPIRA has:

• received an A+ rating from the American Institute of Philanthropy, making it one of the ten most effective charitable organizations in the United States.
• opened a Center for the Latino Community of Jersey City.
• expanded its parent-training programs.
• and received an efficiency rate of 98% from the New Jersey Department of Community Affairs for programs on early intervention and leadership development.

These achievements, accompanied by the enthusiasm over Colón’s arrival, and ASPIRA’s continued success in keeping Latino and other minority youth in school (90% of all Aspirantes remain in school), have resulted in new funding for ASPIRA programs.

Colón serves on the board of directors of the Education Law Center and teaches evening classes as an adjunct professor of Business at Essex County College.

Newsmakers at UTSA

Sam González, director of Career Services at the University of Texas-San Antonio (UTSA), has been appointed to the National Association of Colleges and Employers’ Professional Alliance Taskforce.

The taskforce will explore possibilities for mergers or collaborative initiatives with other national associations in the career services/employment arena.

UTSA is represented on the taskforce along with MIT, the University of North Carolina-Chapel Hill, the University of
California-Berkeley, and several major employers.

Eight UTSA students made it to the final round of competition at the three-state National Association of Teachers of Singing Convention, held in Oklahoma City in November. The eight UTSA vocalists were the most from a single school to reach the finals.

Among the UTSA finalists were Mireya Rodríguez and Melanie Medrano. Rodríguez was a first place winner.

Thirty-four UTSA voice students competed in a field of 70 students from virtually every college music department in Texas, Oklahoma, and New Mexico.

**“Miss Jalisco” Helping Others**

At her mother’s suggestion, North Central College (Ill.) junior Cynthia Duron recently entered and won the “Miss Jalisco” beauty pageant, which is run by the Federación de Clubes de Ciencias del Medio Oeste. Jalisco is a state in Mexico and, like other Mexican states, has seen many of its citizens emigrate to the United States. In Chicago, people who hail from different states in each state frequently form clubs to promote solidarity and pride. Duron represented La Barca, her mother’s hometown.

Initially reluctant to enter the pageant, Duron had said, “I’m not into beauty pageants... I want to do something that will benefit people.”

And now she’s getting a chance to do just that.

Having won a $1,000 prize, a banner, and an all-expense paid trip to Jalisco for a week, Duron is using her new title to help improve opportunities for “the Hispanic race.” She wants to get communication going between Hispanics who come from different Latin American countries. “Hispanics have many aspirations, she says, “but we’re not united.”

At North Central, Duron has been involved with the Office of Multicultural Affairs and the Hispanic Heritage Month planning committee.

### Daley Honored for Excellence

The Illinois Community College Board (ICCB) has announced that Richard J. Daley College has won the ICCB Award for Excellence in Learning-Centered Instruction. The award was presented to Dr. Ted Martínez, Jr., college president. The award specifically recognizes the college for its “centrifugal learning” initiative through which the college is integrating technology into its curriculum.

“We receive this award with great pleasure,” said Martinez. “All colleges are challenged by the rapid growth and expansion of technology. I hope our approach to moving steadily ahead, integrating technology into the curriculum can be a model for other colleges facing this challenge.”

Working closely with the Chicago Public Schools, Daley College has established several programs to begin preparing students at the middle and high school level for careers in science and technology.

### Barroso and Alonso Honored by MIP

The Miami Institute of Psychology (MiP) has honored Dr. Gerald Specter, Ms. Diana Barroso, and Ms. Evangelina Alonso as 1998’s outstanding faculty members in the doctoral, master’s, and undergraduate programs, respectively. The awards were presented by Mr. Antonio Vázquez, president of the Board of Trustees, and Dr. Salvador Santiago-Negron, president, at the institutions’ Annual Faculty Appreciation Evening.

### Journal Names Bixler-Márquez to Editorial Board

Dennis Bixler-Márquez, director of Chicano Studies and professor of teacher education at the University of Texas-El Paso, has been named to the editorial board of the *Bilingual Research Journal*, published by the National Association for Bilingual Education and the Center for Bilingual Education and Research at Arizona State University.

The journal is an interdisciplinary, peer-reviewed publication that serves as a forum for research, policy analyses, evaluation studies, and essays related to bilingualism and schooling.

### GRCC Culinary Students Garner Awards

Culinary students from Grand Rapids Community College’s (GRCC) Hospitality Education Department (HED) in Michigan garnered 22 awards at the 1st International Culinary Students Competition for Tourism and Catering Institutions in St. George’s Bay, Malta.

Eduardo Fuentes and five others from GRCC represented the United States and competed with students from Belgium, England, France, Germany, Malta, and Scotland for gold, silver, and bronze medals during the five-day hot and cold food competion.

Fuentes won the Gold Medal-National Team Award, Silver Medal-Regional Team Award, Bronze Medal-Individual, and two Certificates of Merit-Individual.

“We are extremely proud of the professionalism demonstrated by our students and the outstanding direction provided by culinary team coaches Angus Campbell and Robert Monaldi,” said Robert Garlough, GRCC HED Director and International Culinary Team Manager.
Two $1,000 scholarships will be offered each year to a freshman and sophomore student who have demonstrated an interest in Chicano Studies. The scholarship is for $500 per semester, says Antonio Rios-Bustamante. UW Chicano Studies program director (pictured at left, with Trustees Peter M. Jorgensen and Geraldine "Jeri" Kirk).

Starting this spring, Chicano Studies was to be offered as an academic minor in the UW College of Arts and Sciences. Rios-Bustamante, a faculty member in the UW Department of History, was developing a curriculum plan and requirements for the academic minor.

Applications for the scholarships have to include a one-page statement demonstrating an interest in Chicano heritage and culture, copies of transcripts, and proof of financial need.

**Alianza Conference at UTPA**

Representatives from five universities met in a two-day conference at The University of Texas-Pan American (UTPA) in an effort to develop a comprehensive, binational, and interdisciplinary program for teacher preparation and leadership development.

The Alianza program, a collaboration between UTPA, Intercultural Development Research Association (IDRA), Mexican and American Solidarity Foundation, California State University-Los Angeles, The University of Texas-San Antonio, Southwest Texas State University, and Arizona State University, is designed to develop future qualified bilingual education student teachers and administrators (teachers trained at universities in Mexico).

According to Dr. Hilda Meirano, dean of the College of Education at UTPA, this binational project is enabling 200 teachers to become leaders in bilingual and multicultural settings.

Maria Rubledo Montecel of IDRA said the project enhances the capacity of Latino and non-Latino students and educators to speak Spanish and work in cross-cultural environments, essential in the 21st century.

**U-M Studies Latino Mothers' Health Issues**

Hispanic children of overweight or obese mothers are more likely to weigh more than the average U.S. child and could have a greater risk of becoming obese or developing problems with high blood pressure and high blood sugar later in life, according to a new University of Michigan (U-M) study.

The study examined the effects that obesity and high blood sugar in Hispanic women had on the birth weights of their children. The children in the study, taken in an area where the majority of families live below poverty level, were born weighing an average of 7.6 pounds, compared with a U.S. average of 7.3 pounds.

"Even though they don't have very small babies, they have very heavy babies who are at risk for a host of chronic illnesses later in life," said Edith Kief, assistant professor of health behavior and health education at U-M's School of Public Health, who is the lead author of the study.

Previously, high birth weights were recognized as a healthy attribute since the children born in impoverished communities are more likely to be born weighing less than the average infant.

Most of the women were overweight or obese, and about 7 percent were diabetic. About one-third of the women had high blood sugar levels.

The study was co-authored by Ricardo Guzman, Dr. George Nolan, and Dr. Allison Ventura.

**USF Presents Asian American/ Latino Dialogue**

A dialogue between leading Asian American and Latino social activists was the focus of a free public presentation at the University of San Francisco (USF) in December.

The event, "Dialogues with Asian American and Latino Social Activists: Localizing Literary Production and Cultural Politics in the Global Sphere," featured Ruben Martinez, an Emmy Award-winning journalist, poet, and performer, and Diane Yu-Mei...
Wong, a playwright, newspaper columnist, freelance writer, and editor.

Martinez is an associate editor at Pacific News Service and is co-host of Life and Times, a Los Angeles PBS-affiliate KCET-TV series on politics and culture.

Wong is the program director of UNITY: Journalists of Color Inc. and is the executive director of the Asian American Journalists Association.

The presentation was organized by the faculty Rod Hernández, Irving Scholar, English; Eileen Fung, assistant professor of English; and Julio Moreno, assistant professor of history.

Colorado Mountain College Launches Higher Education Web Site

If one wants to learn more about higher education options, career choices, and financial resources for college, then he/she can stop by <www.coloradomtn.edu/estoucan>, the new on-line college resource from Colorado Mountain College (CMC). It has intriguing links to sites such as Career-O-rama and Counselor-O-Matic.

This new college search Web site is not a gimmick.

Potential students, including Hispanics, can access the site as a one-stop college information resource.

CMC has compiled a mega Internet resource directory to help prospective college students collect information about attending an college, university, or trade school across America and beyond.

It provides comprehensive links to the country’s most complete higher education resources, including information on colleges, financial aid, careers, admission guidelines, and more. The site also has links to on-line tools designed to help prospective college students evaluate their strengths and plan their careers.

Repertorio Español: Cuba Teatro

Repertorio Español is a professional company that has been active since 1968. It presents Spanish-language theatre in intelligent, innovative productions. The company creates musical and dramatic works of classical and contemporary theatre and produces them in rotating repertoires. The artistic excellence of the company has earned it worldwide recognition, including one of the few Ongan Ensemble Grants from the National Endowment for the Arts, four OBIE Awards, two New York State Governor’s Arts Awards, and consistently favorable reviews from both Spanish and English theatre critics. The company’s diverse education programs include local and national tours, study guides for teachers who bring classes to its classical, contemporary, and musical performances, and special educational performances at its resident theatre in New York City.

Repertorio Español will soon be wrapping up Cuba Teatro: 1998-1999 A Season of Important Cuban and Cuban-American Theater. Plays already presented included: Revoltillo y Broken Eggs), Parece Blanca (She Looks Black), and Vagos Rumores (Obstinate Rumors), as well as the all-female string orchestra, Camerata Rameu. There is still time to catch the plays Fresa y Chocolate (Strawberry & Chocolate), written by Senel Paz, directed by René Buch; and Las Pagas Saben Yadar, written and directed by Nélson Estofinó and starring Adria Santana, Cuba’s renowned actress.

University of Massachusetts Honors Latin American Leaders

A convocation honoring four Latin American leaders and two University staff members was held at the University of Massachusetts (U-Mass)-Amherst. The event was part of a two-day conference sponsored by the new Center for Latin American, Caribbean, and Latin Studies.

The convocation, “El Nuevo Mundo,” celebrated the creation of the new center and the 25th anniversary of U-Mass’ Bilingual College Program, an academic support program for bilingual students pursuing undergraduate degrees. Honorary degrees were awarded to Ramon de la Peta, president of one of Mexico’s leading universities, the Instituto Tecnológico de Estudios Superiores de Monterrey, Antonia Pantoja, founder of the Puerto Rican education advocacy group ASPIRA, Luis Pérez, the first Puerto Rican to be named to a judgeship in Massachusetts, and Lauris Lomnitz, an anthropologist who has published several studies of social class structures in Latin America.

Two U Mass staff members, Pauline Collins and Benjamin Rodriguez, each received a Chancellor’s Medal, the highest honor given by the school for service to the University.

Smithsonian Purchases Trejo’s Sculpture

The National Gallery of American Art at the Smithsonian Institute in Washington, D.C., has purchased a major work of sculpture by Rubén Trejo, a professor of art at Eastern Washington University (Wash.).

The work, “Codex for the 21st Century,” is scheduled to be part of a national traveling exhibition for two years and then will return to the Smithsonian, Trejo said.

The sculpture is a large work, more than 20 feet in scale. It shows 200 bent and welded nails arranged in a grid. The nails look like calligraphy, turning the sum of the whole into a visual metaphor for language. Accompanying the sculpture is a text that combines quotes from such individuals as the linguist Noam Chomsky, Persian poet Rumi, and French theorist Antonin Artaud—examining the purpose of speech.

Trejo, who has taught sculpture at Eastern for 26 years, has had works in the Latino A Exhibit in Chile and been part of the “El Otro Mexico” exhibit, was viewed in New York and Mexico City.

Pastorela at Texas A&M-Kingsville

Professional actors of the Reperto Company of Cuernavaca (Mexico) and the Guadalupe Dance Company performed in the pastorela El Portal de Nopalitepec at the Po of Nopalitepec at Texas A&M-Kingsville during the Christmas season.

Written by Enrique Alonso, the presentation was adapted and directed by Feli Santander, the director of San Antonio Instituto Cultural Mexicano. The coordination of the Reperto Company of Cuernavaca, Alicia Gonzalez Arc, Belinda Mench directing the Guadalupe Dance Company.
production, an exciting and moving visual experience in brilliant colors, beautiful costumes, music, and dancing, was in Spanish.

A pastorela is a theater presentation that relates the travels of the shepherds as they made their way to see baby Jesus, and the problems the devils put in their way to keep them away. “La Pastorela” also refers to the song of the shepherds.

Cal State-L.A. Explores Election Results

The Edmund G. “Pat” Brown Institute for Public Affairs at California State University Los Angeles addressed “Conflict, Change & Continuity: Political and Policy Implications of the 1998 Election Results for California’s Diverse Communities” at its sixth annual California Policy Issues Conference.

Prominent political analysts, campaign strategists, elected officials, corporate and labor leaders, community activists, and nonprofit organization leaders offered presentations and panel discussions on an array of issues affected by the election results.

Implications of shifting social and voter demographics, and changing interracial political dynamics were among the topics covered.

“We are thrilled by the wide diversity and quality of those coming together for this event. Our objective is to foster insightful discussion, generate critical information flows, and enhance understanding of the most significant political issues and policy implications resulting from the 1998 election,” said Jaime A. Regalado (pictured at left, with Bill Lockyer, Calif. Attorney General-elect), before the conference. Regalado is a political scientist and executive director of the Pat Brown Institute.

Tampa’s Hispanic Heritage Awards at USF

Alayne Unterberger (pictured here), a researcher with College of Public Health at the University of South Florida (USF), and the late Marqueterie Gogorno Radencich, a professor in USF’s College of Education, were recognized at the 1998 Hispanic Women’s Awards Luncheon for their contributions to Tampa’s Latino community.

Unterberger received the Amiga Award, which is given to a non-Hispanic woman who has rendered outstanding service to Latinos. Unterberger has spent years working to improve the lives of migrant workers and their families, and she has won several awards and grants for her efforts. Her most recent project is the responsibility program for male Mexican farmworkers. “Pocos Hipo Para Darles Más! (Have Fewer Children So You Can Give Them More)”

Radencich, an associate professor in the childhood/language arts department and a member of the USF Latin Community Advisory Committee, passed away on Oct. 19. She taught at several state institutions before coming to USF. She is the author of How to Help Your Kids with Homework, and in January 1998, was named a co-editor of The Reading Teacher, one of the country’s premier journals in the field of education.

Conference of Mexican American Legislative Caucus

The Mexican American Legislative Caucus (MALC) conducted a legislative issues conference in Austin, Texas, on Nov. 10-12.

Key conference issues included minority hiring and contracting, telecommunications restructuring, and border infrastructure. The caucus meeting allows members an opportunity to discuss important issues affecting the Mexican American community in Texas commented State Representative Rene Oliveira (D-Brownsville), chair of MALC. The caucus is composed of 34 members of the Texas House of Representatives.

Pictured here is Texas House Speaker Pete Laney (on left) as he addresses Oliveira (at right) and other participants.

RHC Service Learning Project

Río Hondo College (RHC) in California has formally implemented a new program called Service Learning into its course content.

By engaging students in community service as part of the classroom experience, students get to learn by doing, while participating in curricular activities that extend well beyond classroom walls. The RHC Service Learning program includes the areas of child development, sociology, history, administration of justice, management, and Spanish. Through the hands-on learning opportunities provided in these courses, students gain valuable work experience, career exploration, and job references while participating in activities that fulfill university and scholarship entrance requirements.

Formally initiated by the efforts of Professors Melissa Ríos-Juárez (on left) and Carol Scala (right) and with the help of Susan Ohler of RHC’s Grant Development Office, Service Learning has been informally implemented in several classes for some time.
Minorities in Higher Education
Manuel J. Justiz, Reginald Wilson, and Lars G. Börkh, eds.

This book is a major contribution to the national debate on how to expand minority participation in higher education and in the social, economic, and political life of the nation.

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Dialogues for Diversity: Community and Ethnicity on Campus

This exciting resource encourages students, faculty, and administrators alike to address diversity by questioning campus policies and activities in order to develop more creative solutions.

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$16.50 paper
American Council on Education/Oryx Press
(800) 270-6709

Achieving Quality and Diversity: Universities in a Multicultural Society

by Richard C. Richardson, Jr. and Elizabeth Hisk Skinner

For policymakers, college and university officials, and researchers who want to know how institutions have successfully promoted the participation and retention of African Americans, Hispanics, and Native Americans, this is an essential resource.

1991
238 pgs.
ISBN 1-57356-069-8
$29.95 paper
American Council on Education/Oryx Press
(800) 270-6709

The Royal Road: El Camino Real from Mexico City to Santa Fe

by Christine Preston, Douglas Preston, and José Antonio Esquivel

This book is an exploration, in stunning photography and text, of the 400-year-old Spanish trail known as El Camino Real, blazed by Juan de Oñate in 1918.

July 1998
192 pgs.
$26.95 paper
University of New Mexico Press
(800) 249-7370

The Iguana Killer: Twelve Stories of the Heart

by Alberto Alvaro Rios

Set along the Southwestern border, these stories explore growing up Hispanic in the worlds of Mexico, the United States—and childhood.

July 1998
128 pgs.
$12.95 paper
University of New Mexico Press
(800) 249-7370

Serving Latino Communities: A How-to-Do-It Manual for Librarians

by Camila Aille and Orlando Archibeque

This book is a practical handbook written for librarians who are developing public library services and book collections for Latinos in their communities. It informs librarians how to build a sound rationale for service development or expansion and provides tools for community needs assessment.

Camila Aille is the dean of libraries at Colorado State University, and Orlando Archibeque is the social science bibliographer at the Auraria Library, University of Colorado-Denver.

April 1998
256 pgs.
ISBN 1-55570-276-7
$55.00 paper
Neal-Schuman
(802) 925-8650

Cuban-American Literature of Exile: From Person to Persona

by Isabel Alvarez Borland

The Cuban revolution of 1959 initiated a significant exodus, with more than 700,000 Cubans eventually settling in the United States. This book explores the prose narratives that have emerged from what is now known as
The Other America: Caribbean Literature in a New World Context
by J. Michael Dash

The Caribbean encompasses up to 2" island and mainland territories, four major linguistic groups, and a range of races and cultures. This book traces two centuries of literary tradition by focusing on literatures in the English, French, and Spanish-speaking regions.

June 1998
197 pgs.
ISBN 0-8139-1815-8
$18.50 paper
University Press of Virginia
(804) 924-6064

VIDEOS

The following video recordings are available from:
First Run/Icarus Films
153 Waverly Place, 6th Floor
New York, N.Y. 10014
(800) 876-710

Trinkets & Beads

This is the story of the plight of the Huaroani—known as the fiercest tribe in the Amazon—specifically their attempts to stop a Dallas-based oil company from drilling on their land. Trinkets & Beads reveals the funny, heartbreaking, and thrilling story of the battle waged by a small band of Amazonian warriors to preserve their way of life.

(1996/52 min./color)

The Comrade: The Life of Luiz Carlos Prestes

The end of the cold war and dictatorship in Brazil permitted the realization of this documentary about one of the most persecuted figures in 20th century Latin American history: Luiz Carlos Prestes, the "Knight of Hope" (1898-1990). This is the story of a myth of a man who became a legend, of a man who embodied a cause.

(1997/85 min./color)

Solo, The Law of the Favela

In the slums of Rio de Janeiro, the favelas, soccer might be the only chance to escape from the omnipresent atmosphere of violence and crime. This film focuses on Anselmo and Leonardo, two friends, eleven years of age, who dream of a future as professional soccer players against the backdrop of everyday life in the favelas.

(1994/54 min./color)

¡Ya Basta! The Battle Cry of the Faceless

In Mexico, on Jan. 1, 1994, Indians of Mayan origin staged an armed take-over of several Chiapas municipalities. But the Zapatista Army of National Liberation did not wish to seize power, rather it demanded land, work, housing, education, healthcare, food, justice, independence, freedom, and democracy. In this documentary, the Indian men and women speak, re-stating their struggle in its human, cultural, and historical context.

(1997/50 min./color)

CHILE, OBSTINATE MEMORY

A National Film Board of Canada Production, this film was directed by Patricio Guzman

(1997/52 min/color)

CONFERENCES

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

February 23 - Chicago
February 25 - Columbus, Ohio
March 9 - Washington, D.C.
March 11 - Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.


NAHP - United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP. (202) 662-2150

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24
Annual conference of AAHE, the American Association for Higher Education In Washington, D.C.

Contact: AAHE. (202) 295-3400. Web site <www.aahhe.org>
ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where Are the Latino Voices in School Reform?" at Harrah's Casino and Hotel in Atlantic City.


Florida Community College-Jacksonville - College Teaching and Learning

April 14-17


Contact: Bill Martin, (904) 660-289; e-mail, <wmartin@fcci.org>. Also, Jack Chambers, (904) 632-323; e-mail, <jchamber@fcci.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: Chicano/Latinos in Higher Education: Challenges and Opportunities for Student Success," in Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3683; e-mail, <mldominguez@csudh.edu>.

National MultiCultural Institute
National Conference

June 3-6

14th annual national conference sponsored by the National MultiCultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence: Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NCMI, (202) 483-0700; e-mail, <info@ncmi.org>. Web site at <www.ncmi.org>.

NCORE National Conference

June 3-

12th annual national conference on "Race & Ethnicity in American Higher Education." Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education commission of the States: "Reshaping Education for a New Century." In Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

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By Mark Saad Saka, Ph.D.


Probably no other figure in Mexican history has so captured the imagination of Mexicans and Americans alike as the Mexican revolutionary General Francisco “Pancho” Villa. The subject of countless movies, books, articles, and corridas (traditional Mexican ballads), Pancho Villa remains the symbol of peasant revolutionary, bandit, and champion of the poor throughout Mexico and, along with Emiliano Zapata, the only revolutionary leader to remain unskat ed at the end of the 20th century. Villa represents a unique individual in Mexican history. During the Mexican Revolution, 1910-1924, Villa’s División del Norte was the largest revolutionary army ever formed in Latin America. Villa’s rise to revolutionary leader is even more phenomenal considering that he was born into the lower classes of Mexican society and received little formal education. Unlike other 20th century revolutionary movements, Villa’s Army of the North fought along the U.S. border, at one time forged an alliance with the American government, and remains the only foreign army to have invaded the United States and then eluded capture and retribution.

Long anticipated, Friedrich Katz’s The Life and Times of Pancho Villa emerges as the definitive work on the person of Villa and the social forces that propelled him to international stature. Friedrich Katz, one of Mexico’s most respected and prolific historians, is the Morton D. Hull Distinguished Service Professor of Latin American History at the University of Chicago and is the author or editor of nine books on Mexican history. Over the course of four decades, Katz has provided the field with analytical, high quality, a lucid narratives of the processes that have shaped the course and destiny of the people and nation of Mexico.

The book consists of four major sections: the first traces Villa’s early life and his rise to power as a major revolutionary leader through 1913; the second part covers Villa’s rise to national prominence with the División’s occupation of Mexico City through his demise in a series of catastrophic military defeats in 1915; the third phase analyzes Villa’s guerrilla movement that lasted until 1920 and includes his attack on Columbus, New Mexico, and the subsequent American invasion of Mexico; and the fourth and final section describes Villa’s last years in retirement: his assassination, and an important assessment of who Villa was, what the nature of his movement meant to the revolution, and what his continuing importance as a revolutionary symbol means to modern Mexico.

Katz interprets Villa’s role in the revolution as pivotal in a number of ways, not just for Mexico but also for the United States. For instance, Katz rejects the notion that Villa’s raid on Columbus, N.M., failed to impact the history of either Mexico or the U.S. (pp. 612-14). On the contrary, Katz sees the failure of the punitive expedition, due in large part to Villa’s daring skills as a guerrilla leader, as a major factor in the German military’s decision to assume unlimited submarine warfare against the U.S., figuring that a nation that could not capture Villa along its own borders could hardly mount a military offensive across the Atlantic. In addition, Villa’s raid also encouraged the German foreign minister, Arthur Zimmermann, to propose an alliance (the famous Zimmermann telegram) with then-Mexican President Venustiano Carranza for the return of Mexican lands seized during the U.S.-Mexican War.

These two acts played a critical role in the Wilson administration’s decision to enter the first world war on the side of England, and thus Villa’s raid transformed a cross-border raid into an event that radically reshaped American and European geopolitics for the remainder of the century. In addition, the failure of the punitive expedition radicalized nationalist and leftist forces in Mexico, and encouraged a much more nationalist posture of the constitutional forces that gathered in Querétaro, Mexico. Their strength resulted in the drafting of a much more nationalistic document than would have existed without Villa’s daring raid that brought the response of an American invasion. In addition, the American invasion weakened the Carranza administration, allowing for the revolutionary forces of Emiliano Zapata to survive well into the 1920s and thus play a role in the formation of a post-revolution government.

Unparalleled in its scope and breadth, this book is more than a biography of Pancho Villa: it is a powerful synthesis of the major events that shaped 20th century Mexico, a nation forged in revolutionary upheaval and domestic as well as foreign alliances. It is a testimony to the life’s work of one of Mexico’s most sophisticated and prolific historians, and it will remain the definitive work on Villa and Villismo for years to come.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

To submit a book review, please e-mail us at outlook@aol.com (the Hispanic Outlook office) for Book Reviewers’ Guidelines.
1999 National Conference
Call for Papers
The Fourth National Conference on Family and Community Violence Prevention
Collaboration: Diversity and Self Help in Violence Prevention
October 16-20, 1999
Adam's Mark Hotel in Houston, Texas

Submissions should follow the theme of this year's conference and focus on:
- Family and Community Violence Prevention
- Violence Prevention in Urban and Rural areas
- Community Collaboration
- Nonviolent Leadership

Papers must fall into one of the following categories:
- Ongoing research
- Previously unpublished research, or
- An evaluation of demonstration programs

Submission Guidelines:
1. Please provide one copy of a cover sheet listing the title of the paper, the category into which this presentation best fits, the name(s) of the author(s), and a mailing address, phone and fax numbers and e-mail address.
2. Please provide three copies of a typed one-page abstract of your paper. If possible, include the abstract on a diskette in Microsoft Word or WordPerfect. The abstract should carry the same title that appears on the cover sheet without the author's name.

Please forward submissions to:
Dr. LaRocca Rodney
Principal Investigator: FCYP Program
Hallie Q. Brown Library, Level "B"
Central State University
Wilberforce, OH 45384
Phone: (937) 376-6219 Fax: (937) 376-6180/6420

Proposals are due March 15, 1999

The Conference is sponsored by Central State University; on behalf of the FCYP Program, and the Office of Minority Health, U.S. Department of Health and Human Services.

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SCHOOL NURSE

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university: tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

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REQUIRED:
- BS degree from an accredited College or University
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APPLICATION:
Submit a letter of application resume official transcripts, certification, work experience, and the names, addresses, and telephone numbers of at least three professional references by February 25, 1999, to:

Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Boulevard
Jersey City, NJ 07305
(201)200-3138

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Scholarships up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned mentors, participate in research seminars and developmental programs. Housing and transportation is provided. After graduation 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:
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- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

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For more information, contact:
UGSP
http://ugsp.info.nih.gov
Email: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001
Southwest Texas State University invites applications and nominations for the position of Dean of the School of Business. Southwest Texas State University, a comprehensive 21,500-student university offering undergraduate and masters level degrees, as well as a doctoral degree in Geography, includes seven schools, a College of General Studies, and The Graduate School. The University is located in San Marcos, a city of over 36,000 residents in the beautiful Texas Hill Country, 27 miles from Austin and 45 miles from San Antonio.

The School of Business is accredited by AACSB and offers the B.B.A., the M.B.A., and the Master of Accountancy degrees. The School includes the Departments of Accounting, Computer Information Systems and Quantitative Methods, Finance and Economics, and Management and Marketing. The School has 82 faculty and approximately 3,100 undergraduate and 350 graduate majors enroll each year.

The Dean is the chief academic and administrative officer of the School and reports directly to the Vice President for Academic Affairs. The Dean's responsibilities include facilitating excellence in educational, research, and service programs and activities; encouraging faculty development; developing and maintaining a strategic planning process; pursuing external funds for further development of the School; overseeing AACSB accreditation; and promoting the School's close relationships with business, alumni, and other stakeholder groups.

The successful candidate must have an outstanding record of accomplishments in academic, business, and/or government organizations, and several years of successful administrative experience at increasing levels of responsibility. Candidates should have a demonstrated ability for dynamic leadership, a strong commitment to excellence in teaching, research, and service, and a willingness to use strategic planning as a means for achieving excellence in all areas and initiating innovative programs. Additionally, candidates must have demonstrated abilities in budget formulation and management, recruitment, external fund raising, and communicating with a culturally diverse campus and community. Candidates should present a record appropriate for appointment at the rank of Professor in one of the Departments in the School.

Review of applications will begin on February 15, 1999, with an anticipated appointment date of September 1, 1999. Nominations and applications will be accepted until the position is filled. Expressions of interest, nominations, and applications should be sent to:

Dr. Steven Beebe
Chair of the Dean of Business Search Committee
Southwest Texas State University
601 University Drive
San Marcos, Texas 78666

Applicants should include a cover letter, current vita/resume, and the names, addresses, and telephone numbers of three references who can speak to professional qualifications. Finalists will be asked to furnish transcripts for each earned degree.

Southwest Texas State University is an Equal Opportunity/Affirmative Action Employer.
Pima Community College
Tucson, Arizona

DEAN OF INSTRUCTION
DEAN OF STUDENT DEVELOPMENT

Pima Community College (PCC), the fourth-largest multi-campus community college in the nation, is committed to hiring employees who are creative, open to change and new methods or work practices, have a passion for continuous learning and self-improvement and are willing to promote the College’s mission as a learning institution. Our students are our highest priority, so employees can expect to participate in innovative methods and flexible scheduling.

These positions are the chief academic and student development officers on a college campus and are responsible for providing vision, leadership and direction for the operations, programs, services, activities and initiatives of their respective areas. They will develop mechanisms for a wide range of delivery systems and the use of new and emerging technology in support of instruction and student development.

CLOSING DATE: MARCH 8, 1999

For position information and application materials, please contact: Human Resources, Employment Office: 4905-D East Broadway, Suite 102; Tucson, AZ 85709-1190

Toll Free 1-877-PIMAJOBS, Phone: (520) 296-4624, TTY: (520) 206-4852, Fax: (520) 206-4879, or Web Address: http://www.pima.edu/~humres/krhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.

OPEN RANK
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

TEXAS A&M UNIVERSITY

Academic Rank, Responsibilities and Salary: The Department of Educational Administration at Texas A&M University is seeking an experienced individual to provide leadership in our K-12 administrative preparation program. This is a ten and a half month tenure-track position which has teaching responsibilities in courses leading to mid-management certification with an emphasis on the principalship as well as courses at the doctoral level including courses leading to superintendency certification. The successful candidate will also assist in advising and working with doctoral and master's students, as well as conduct research appropriate to the land grant mission of a Research 1 University. Rank and salary will be commensurate with the qualifications and experience of the successful candidate.

Qualifications: The successful candidate will have a doctorate in educational administration and be qualified to teach a range of courses in the K-12 administration preparation program, and have a demonstrated commitment to scholarly work and public service. Preferred qualifications include experience as a public school administrator, professional associations at the state, national, and international level, and some experience in state/provincial administration. The successful candidate will likely have some knowledge of the management of technology in schools.

Applications: Applicants should submit: (1) a letter of interest; (2) a current curriculum vita; (3) official graduate transcripts; and (4) three letters of reference. All correspondence should be sent to: The Chair, Search Committee, Department of Educational Administration, Texas A&M University, College Station, TX 77843-4226. Telephone: (979) 845-5336

Review of applications will begin March 1, 1999 and will continue until the position is filled. The desired starting date is late August, 1999.

Texas A&M University is an affirmative action equal employment opportunity employer and has a strong commitment to the principle of diversity in all areas.

SCHOOL OF EDUCATION

Second Language Acquisition, Dept. of Educational Theory & Practice, Rank Open (tenure track). Faculty position for scholar with established program or research to provide leadership in second language teaching and learning. Candidates with additional background in sociolinguistics, psycholinguistics, teacher education, foreign language learning or multicultural issues will be given preference. Supervise masters and doctoral programs in TESOL within the departmental specialty in Language in Education. Opportunity to conduct research in the federal research and development Center on English Learning and Achievement.

Teacher Education/Professional Development, Dept. of Educational Theory & Practice, Associate/Full Professor (tenured). Faculty position for senior scholar with established program of research to provide leadership in professional development/teacher education. Applicants should have a strong background of published research and scholarship in pre-service as well as ongoing professional development. A record of successful applications for external funding, evidence of conceptual leadership in that field, and a distinguished record of good teaching. The person will teach and supervise masters and doctoral students in ETAP and may become involved in professional development through the Academy for Initial Teacher Preparation. ETAP offers graduate specializations in Language in Education, Science and Mathematics Teaching and Learning, Research and Evaluation in Curriculum and Instruction; and Instructional Theory, Design, and Technology. The Department also offers initial teacher preparation in English, mathematics, science, social studies, foreign languages, and TESOL.

Adolescent Literacy, Dept. of Reading, Assistant Professor (tenure track). Faculty position for in adolescent literacy with emphasis on reading difficulties/content area learning. Applicants should have a doctoral degree in education or a relevant discipline. Candidates should have a well-defined research agenda, evidence of research skills, and a record indicating capacity for effective teaching. Research interests in classroom teaching and learning preferred. Experience teaching at the middle school/high school level is also desirable. This position entails teaching graduate courses advising graduate students, directing doctoral research and independent study, and maintaining a successful program of research and publication.

Director of School Administration Services & Adjunct Associate Professor, Dept. of Educational Administration & Policy Studies, Professional permanent appointment track. This position would be responsible for: acting as liaison with K-12 educational communities, coordinating the student internship program, assisting in student recruitment and advising, teaching courses in school administration, and performing related professional development activities including applied research. Candidates should have an earned doctorate in education or a related field, significant administrative experience, demonstrated communication and human relations skills, knowledge of educational regulations and processes, and demonstrated teaching competence.

All positions begin September 1, 1999. Salary commensurate with qualifications and experience. Send letter of application, vita, and 3 letters of reference to:

Dr. Michael Green
Assistant Dean
ED239
University at Albany
Albany, NY 12222

Application deadline is February 22, 1999.

The University at Albany is an Equal Opportunity/Affirmative Action employer.
UNIVERSITY OF ARKANSAS
FAYETTEVILLE

PROVOST
AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Arkansas, Fayetteville, invites expressions of interest in, and nominations for, the position of Provost and Vice Chancellor for Academic Affairs.

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and is the primary land-grant campus in the state. Two of the University's most critical priorities are to enhance the research and teaching stature of the University and to receive a Carnegie classification of Research I and become a premier land-grant university for the 21st century.

The University currently has 15,000 students and a full-time faculty of 973. The University's annual budget is currently $225 million, its endowment is valued at $180 million, and its externally funded research is $40 million annually. Two of the goals of the administration are to increase the external research funding to over $100 million and to double the annual budget within five years.

The Provost is the chief academic officer of the University and reports to Chancellor John A. White. The Provost is responsible for all seven schools and colleges at the University.

The successful candidate will have earned a terminal degree in a discipline appropriate for appointment as a full professor and will have a demonstrated record of excellence in scholarship, teaching, grant support, and professional service. This person should have a record of meaningful and successful administrative and fiscal responsibility and skills that will have been derived from management of a complex organization. This person must have an understanding of, appreciation for, and commitment to the land-grant concept.

The University seeks a distinguished academic leader who will have a strong commitment to scholarship, teaching, academic freedom, and diversity and who will have a strong appreciation for the balance between teaching and research. This person must be one of unquestioned integrity and ethics with decisiveness and skill as a consensus builder. The Provost should have a high energy level and a fair, decisive, and innovative leadership style.

This is a unique opportunity for an academic leader to be part of the new administration of one of our country's premier land-grant institutions.

Repeatedly rated as one of the nation's top communities, Fayetteville, Arkansas, is legendary for its beauty, livability, and safety. As we enter the next century, it will be only miles away from the country's population center, connected to the nation by new major arteries and a new regional airport and to the world by the University's ever-expanding information networks.

Under the state's Freedom of Information Act, individual applications are available to the public upon request. All correspondence should be directed to the University's executive search consultant:

Jerry H. Baker, Partner
Baker, Parker & Associates, Inc.
Two Concourse Parkway, Suite 700
Atlanta, GA 30328
bakerbpsearch.com

University of Arkansas home page:
http://www.uark.edu
University of Arkansas information:
http://pitrail.uark.edu/info/briefing-book/

The University of Arkansas is an equal opportunity/affirmative action institution.
COLLEGE OF COMMUNICATION AND FINE ARTS

Three tenure-track positions at the Assistant Professor level are available within the Department of Communication Arts:

(1) Film/Video Production. Successful candidate must demonstrate technical expertise and ability to teach at both the undergraduate and graduate levels in at least three of the following areas: non-linear editing and computer graphics for film & video, cinematography for film & video, directing film & video production, multimedia production, multi-camera television production. Professional credits, strong knowledge of traditional film and digital technologies necessary.

(2) Recording Arts. Successful candidate must have professional credits in the Recording Arts field, composed creative and/or scholarly research, teach courses in introductory sound, recording technology, recording techniques, acoustics, and advanced recording. In addition to a sound engineering background, it is essential that the candidate demonstrate a technical expertise in at least two of the following areas: film/video sound recording, music recording, music production, recording audio for film/video, mixing for film and television, studio production, and digital audio post-production editing for film and television. A M.A. degree will be accepted, however a M.F.A. is preferred.

(3) Screenwriting for Film/TV. Successful candidate will have professional credits in film/television screenwriting, with a particular emphasis in television writing. Teach courses in graduate and undergraduate level writing in at least two of the following areas: writing for TV (one hour episodic), comedy writing, and writing the documentary, beginning, intermediate and advanced screenwriting, including pilot writing. All successful candidates must show evidence of teaching experience at the university level, have an M.F.A. degree, or equivalent professional experience, demonstrate creative work and/or scholarly research, Committee work and student advising are required for all positions. By February 15, 1999 (or until position is filled), send letter of application indicating which position you are interested in, areas of experience, current resume, graduate transcripts and the names, addresses, and telephone numbers of at least three references to:

Professor Howard Lavick, Chair, Communication Arts Dept., MC-8230.

For Communication Arts Department information visit: http://www.limu.edu/collleges/cfa/comm/

COLLEGE OF LIBERAL ARTS

English (two positions available). (1) Assistant Professor of English/Director of Freshman English, tenure-track appointment, Ph.D. in Composition Studies or Rhetoric, successful undergraduate teaching experience, evidence of a research program and administrative experience required. Applicants must demonstrate a commitment to making a career of the study and teaching of writing, able to achieve a high level of competence in teaching, research, and service in order to be granted tenure, concerned with program administration and curriculum development. Teaching responsibilities include freshman composition and advanced writing courses such as rhetoric and theory of composition/rhetoric, and any area of literary studies. Professional writing experience also welcome. Regular faculty teaching load is three courses per semester. The Director of Freshman English is currently assigned one course in the fall semester and one or two courses in the spring semester. Within the Department of English, there are 250 English majors, 40-60 students in writing and literature and a freshman class of approximately 950-1000 students.

(2) Visiting appointment, possible renewal. Ph.D. in Composition Studies or Rhetoric, successful undergraduate teaching experience, evidence of a research program required. Some administrative experience desirable. Applicants should be committed to making a career of the study and teaching of writing. Teaching responsibilities include freshman English (writing and literature) and some advanced writing courses in rhetoric/composition, professional writing, and writing theory. Visiting Professors are paid on a 3/4 full-time basis with possible one-course remission per year for assuming the Director of Freshman English. Please send letter of interest, vita, three references and one-page statement of teaching philosophy to Linda Bannister, Chair, English Department, MC-8315. Applications must be received by March 1, 1999. Will interview at CCCC 99 in Atlanta.

Applications, resume, evidence of scholarly and/or professional activity and teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)

Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarship achievement, and service to the University for purposes of reappointment. Tenure and promotion consideration limited offers full-time housing assistance. Women and minorities are strongly encouraged to apply.

Applicants are invited but LMU requires that all candidates be committed to the Jesuit and Marymount traditions of higher education.

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LOYOLA MARYMOUNT UNIVERSITY

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EDUCATION

FACULTY POSITIONS

Full-Time, Tenure Track FALL 1999

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College, with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago. Currently, we are inviting applications for the following full-time, tenure-track positions that will begin August 16, 1999. Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction.

- CHEMISTRY - Will teach courses in fundamental general, and organic chemistry. Must have instrumentation background in IR and GC, Master's degree (IMA or MS) in Chemistry, Chemical Engineering, or chemical-related field required.

- DEVELOPMENTAL MATH - Will teach courses in developmental education and design courses on mathematics and syllabi. Preference given to candidates with strong background in learning theory and willingness to teach students at a variety of ability levels. Master's degree in Mathematics or Math Education, to include 18 hrs of pure mathematics required.

- HISTORY/POLITICAL SCIENCE - Will teach college-level history and political science courses. Master's degree in Arts or Education with a major concentration in history, as well as graduate hours in political science, and ability to teach political science required.

- INFORMATION MANAGEMENT SYSTEMS - Will teach introduction to and advanced databases and internet technology courses. Must have strong background in information management and a working knowledge of the Internet and web-based applications. Bachelor's degree in Computer Science, Information Systems, or related field required.

- MATHEMATICS - Teaching duties will consist of courses from all levels of mathematics from developmental and college algebra through calculus, differential equations, and linear algebra, including probability and statistics. Master's degree in Mathematics or Statistics required.

- NURSING - Duties will include teaching medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing, licensed or eligible for license as RN in IL required. Recent clinical experience and teaching experience in community college preferred.

- SOCIOLOGY/ANTHROPOLOGY - Will teach college-level sociology and anthropology courses. Master's degree in Arts or Education with a major concentration in sociology required. Graduate hours in anthropology, and ability to teach anthropology strongly preferred.

- SPANISH - Will teach college-level Spanish courses. Master's degree in Arts or Education with major in Spanish required. Some graduate hours in French and ability to teach French strongly desirable.

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program. Review of applications will begin February 26, 1999. To apply, please submit application and resume together with a letter of application to the Office of Human Resources at:

Moraine Valley Community College
10900 S. 88th Avenue
Painesville, IL 60465

MVCC encourages minorities, females, disabled, and veterans to apply.
PASADENA CITY COLLEGE

For 75 years, Pasadena City College has offered quality undergraduate education to day, evening, and weekend students in the Pasaden Area Community College District. Fully accredited by the Western Association of Schools and Colleges, PCC has earned a continuing commitment to the community by offering general and specialized educational opportunities taught by a highly qualified faculty. PCC is the third-largest single-campus community college district in the United States, with approximately 1,300 faculty and staff which serve more than 27,000 students of all ages and diverse backgrounds.

PCC invites applications for the following positions which begin August 1999:

**Tenure-track Instructors:**
- Printmaking/ Drawing, #520
  - closing date: 3/15/99
- Mathematics, #521
  - (3 positions available)
  - screening begins: 2/26/99
  - (position open until filled)
- English Composition, #522
  - (2 positions available)
  - closing date: 3/8/99
- Spanish, #523
  - closing date: 3/10/99
- Computer Science & Computer Information Systems, #524
  - closing date: 3/12/99
- Physical Education-Women's Swimming & Water Polo, #525
  - closing date: 3/17/99

**Medical-Surgical Nursing Instructor, #527**
- closing date: 4/5/99

**Academic Management:**
- Associate Dean of Counseling Services, #526
  - dosing date: 3/19/99

Pasadena City College offers salaries based on academic preparation and experience and a liberal fringe benefits program. The District application and ALL supporting documents need to arrive in the office of Human Resource no later than 4:30 p.m. on the closing date.

Resumes will not be accepted without the District application. For an application packet call: 626-585-7257

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SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
San Mateo, CA
(Located on the beautiful San Francisco Bay Peninsula)
Invites nominations and applications for the position of

ASSOCIATE CHANCELLOR
(CHIEF BUSINESS AND OPERATIONS OFFICER)

**QUALIFICATIONS:** A Master's degree from an accredited college or university with emphasis in business administration, finance, or related fields; OR possession of either a CPA license or Bachelor's degree, plus a combination of education and experience that is appropriate to the position. SALARY RANGE $59,816 to $110,316 (Increase is pending) plus excellent benefits. Open Until Filled. Screening of applications will begin in early February. For descriptive brochure and complete details contact Office of Personnel Services, Director of Personnel Services, (650) 574-6555 OR Visit our website located at: http://www.smccd.ca.us/smccd/jobs/jobs.html

EO/AA

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FACULTY VACANCIES

Agricultural Economics
Environmental Hort. Turf
Lab Tech-Environmental Hort. Turf
Family Consumer Science
Advise Coordinator
Study Skills Reading
History
Psychology
Business Information Systems
Biology
Mathematics
Chair HPER Athletic Director
HPER/Women's Basketball
HPER/Men's Tennis
Art
Librarian
*Associate Degree required

Positions Available August 1999. Masters required. Most positions are tenure-track. Appointments made at Instructor Assistant Professor rank. Contact: Search Committee (name of position); Abraham Baldwin Agricultural College; 2802 Moore Hwy; Tifton GA 31794-2601

EO/AA

Abraham Baldwin Agricultural College

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THE UNIVERSITY OF SCRANTON
A Jesuit University

DEPARTMENT OF EDUCATION

The University of Scranton announces the availability of a tenure-track position in its Early Childhood Education Program. The position, available at the assistant professor rank, has a starting date of the Fall semester, 1999. Review of applications will begin 1 March 1999 and will continue until the position is filled. A description of the position follows:

The search committee seeks a generalist with strengths in teaching methods appropriate to instruction in the early childhood education program. The successful candidate should be able to teach introduction to early childhood education, assessment in early childhood education, and courses that combine the disciplines with play and developmentally appropriate practice. The position will also entail the supervision of student teachers. Preference will be given to candidates with training in, or experience with, special education or educational administration. Qualifications for this teacher education position include an earned doctorate in an appropriate area, an active and articulated research focus, significant experience in basic education in an early childhood education setting, and possession of, or eligibility for, Pennsylvania certification. Service to the profession is expected in this position, and evidence of professional activity is desired.

The Education Department at the University of Scranton offers a range of degrees and certification through both basic and advanced Master's level programs accredited by both the Pennsylvania Department of Education and the National Council for the Accreditation of Teacher Education. The Department is housed in the Scholar's College, one of five colleges at the University. The University of Scranton, one of 2 Jesuit colleges and universities, currently serves students from 38 states and 14 countries and is consistently cited for excellence in U.S. News and World Reports. The University offers competitive salary and attractive package benefits. Located in the historic Pocono northeastern region of Pennsylvania, the University is close to sporting and recreation areas, and is within three hours of the major metropolitan centers of New York City and Philadelphia.

The University of Scranton is proud of its mission in the Catholic and Jesuit traditions and expects the successful candidate must be able to support it mission through his or her work within her/his position at the University. Applications should include a letter of application addressing each of the qualifications listed above, a statement of research interest, a current curriculum vitae, and three letters of reference (with current phone numbers and refereee). Send materials to Dr. Thomas Gerri 
Chair, Early Childhood Education Search Committee, Education Department, University of Scranton, Scranton, PA 18510-4603. Inquiries regarding the University and the surrounding community can be found on its website: www.usf.edu

The University of Scranton is an EOE/AA/Minority/Disabled/Non-Citizen Employer.

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BEST COPY AVAILABLE
ROCKHURST
Pius X, U.S. Jesuit College

CHAIR
FOREIGN LANGUAGES
AND LITERATURES DEPARTMENT

The Foreign Language Department at Rockhurst College is accepting applications for the position of Chair of the department. In addition to teaching responsibilities, the Chair will be expected to lead the development and assessment of programs and curriculum, and to review and lead the development of new full-time and adjunct faculty. Additional responsibilities include faculty recruitment, course scheduling, and budget management. The department currently offers courses in French, German, Japanese, Latin and Spanish, with majors in French and Spanish. This is a tenure-track position, salary and rank commensurate with experience, and will begin August 1999.

Applicants must hold an earned doctorate in either French or Spanish; preference will be given to candidates with credentials at least Masters level; in an additional language. Applicants must demonstrate:
- a record of administrative and leadership experience in higher education;
- familiarity with professional standards in foreign language instruction;
- excellence in college teaching;
- evidence of scholarship;
- knowledge of and experience with the latest educational technologies;
- desire and ability to integrate multicultural perspectives into the curriculum;
- willingness and ability to collaborate with other academic departments;
- a commitment of service to the department and the College; and
- interpersonal, communication, and leadership skills.

Rockhurst College, one of the 28 Jesuit colleges and universities in the United States, is located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area, and consists of 2,900 students in four academic divisions. The Foreign Language Department is housed in the College of Arts & Sciences.

Applications must include:
- letter stating interest and qualifications;
- curriculum vitae with evidence of high-quality teaching and administrative experience at the collegiate level;
- statement of teaching philosophy; and
- names, addresses, and telephone numbers of at least three references who may be contacted.

Applications will be reviewed beginning February 15, 1999, and will be accepted until the position is filled. Completed applications should be sent to:

Mr. Corey S. Simmonds, Interim Dean
College of Arts and Sciences
Rockhurst College
1100 Rockhurst Road
Kansas City, MO 64110

Rockhurst College is an equal opportunity employer and encourages applications from women and minorities.

SALT LAKE COMMUNITY COLLEGE

Dean, School of Business and Industry

Utah's Salt Lake Community College is located at the heart of the beautiful Wasatch Mountains in the state's capital city. Some of the country's best skiing, rock climbing, fishing, and other outdoor adventures are only minutes away. Salt Lake City is an exciting cosmopolitan area offering an array of Symphony, ballet, opera, jazz, theater, and professional athletic events.

The College is a multi-site, urban comprehensive community college which enrolls over 53,000 credit and non-credit students. Students-centered classes, excellent teaching, and beautiful facilities are some of the characteristics of the College.

Salt Lake Community College invites applications and nominations for the position of Dean of the School of Business and Industry. The Dean is responsible for the overall operation of the School of Business and Industry by planning, coordinating, evaluating and developing new and existing programs and to achieve the College mission. The Dean reports to and assists the Vice President of Academic Services.

The School of Business and Industry has 49 full-time faculty, 11 support personnel, and an enrollment of 3,000 students in three major organizational units: the Division of Business Administration, the Division of Industry and Information, and the Utah Small Business Development Center. The current disciplines in the School include: Accounting, Business, Business Information Technology, Business Management, Computer Information Systems, Finance and Credit, Human Resource Technology, Manufacturing and Automation Technologies, Marketing Technology, Marketing Management and Paralegal Studies.

QUALIFICATIONS:
- Because this is a key position in the institution and because the successful candidate will be dealing with transfer institutions and earned Master's degree in a School related discipline is required. An earned doctorate is preferred.
- Evidence of successful management/leadership experience is preferred in community colleges.
- Experience in business and industry.
- Evidence of full-time employment as a faculty member in an accredited post-secondary institution with evidence of successful teaching experience, preferably in community colleges.

APPLICATION PROCESS:
Applications are due March 1, 1999. Applications should include the following:
- letter of application summarizing qualifications and accomplishments;
- official Salt Lake Community College employment application, resume/curriculum vitae, and transcripts. Please request an SLCC position announcement from Human Resources for additional details. Position announcements are also available on the World Wide Web. The starting date will be determined by the successful candidate's availability, with July 1, 1999 as the preferred date. Send completed application and supporting materials to:

Salt Lake Community College
Human Resources
P.O. Box 30806
4600 S. Redwood Road
Salt Lake City, UT 84128
Telephone: (801) 957-4210
Fax: (801) 957-4692
TTY: (801) 957-4721
www.slcc.edu/hr/hr.htm

Affirmative Action/Equal Opportunity Employer

ASSISTANT DEAN OF ADMISSIONS/
COORDINATOR FOR MINORITY RECRUITMENT

Shippensburg University

Serves as primary recruiter and coordinator for the University's efforts to diversify the student body through the recruitment of students of color. Duties include recruiting prospective students of color through high school visits meeting with interested students, parents and counselors representing the University at college fair programs and coordinating community outreach activities with organizations serving high school youth; planning and hosting special events on and off campus designed to generate or further interest among students of color; tracking prospective students through correspondence and phonations; and directing and supporting groups of undergraduate volunteers recruited to participate in admissions activities.

In addition, the Assistant Dean will also evaluate credentials of all prospective students for admission and serve as the office liaison to the Act 101 Program. This person will participate in general recruitment activities such as interviews, Group Information Sessions, and Open Houses. Extensive overnight travel and evenings/weekends hours are required.

Requirements include a Bachelor's Degree and 3-5 years of related experience in the college admissions process and/or college student personnel. A Master's Degree is preferred. Candidates should possess a strong commitment to the recruitment of racial minorities. Strong administrative, interpersonal, and communication skills are required. Experience working with computer systems to generate admissions data and manage information using Microsoft Office 97 is desirable. A valid driver's license is required. The position has an excellent salary schedule and benefits package.

Shippensburg University, established in 1871, is a comprehensive public university offering baccalaureate and master's degree programs. Enrolling 6,500 students, the residential campus is located in the scenic, rapidly developing Cumberland Valley of southcentral Pennsylvania, within a few hours drive of Pittsburgh, Philadelphia, Washington, DC, and Baltimore, MD. The University is noted for its strong sense of community, student centeredness, sound fiscal condition, attractive campus, and strong alumni and community support.

Applicants should submit a cover letter, résumé including the names, addresses, and telephone numbers of three (3) references to: Dr. James H. Whitman, Chair, Assistant Dean Search, Office of Admissions, Shippensburg University, 1 South Main Drive, Shippensburg, PA 17257. The Search Committee will review applications on March 1, 1999, and will continue until the position is filled. Anticipated starting date is July 1, 1999. Additional information about Shippensburg University can be found at http://www.shu.edu

Shippensburg University is committed to equal employment opportunity. Women, persons of color, veterans, and the disabled are encouraged to apply.

Shippensburg University is an Equal Opportunity Educational Employer.
THE COLLEGE OF NEW JERSEY

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Search Committee for Provost/Vice President for Academic Affairs of The College of New Jersey announces a national search for this newly created position.

The College of New Jersey, formerly Trenton State College, is a highly selective, comprehensive residential institution that has received national recognition for the quality of its programs. The College’s 553 undergraduate and 855 graduate students are served by 326 faculty members in the Schools of Arts and Sciences, Business, Education, Engineering, and Nursing. The College’s attractive 255 acre, beautifully landscaped campus with German-style buildings, is located in a suburb of Trenton, the state capital. Governed by a 15 member Board of Trustees appointed by the Governor, The College has an operating budget of $102,748,000.00. On January 1, 1999, Dr. R. Barbara Guttenstem, Provost of Drake University from 1992-1999, assumed office as The College’s fifteenth president. Additional information about the College of New Jersey can be found at www.tcnj.edu

The Provost/Vice President for Academic Affairs is the second-ranking officer of The College and acts as the chief executive officer in the absence of the president. As the chief academic officer of The College, the Provost will have an opportunity, working with the new president, to provide creative leadership in organization and program development throughout all aspects of campus life while maintaining a clear focus on The College’s student-centered mission. The Provost will also assume major leadership working with the campus community in developing and implementing a new paradigm for the teacher-scholar. The Provost, working with the Vice President for Administration and Finance, will develop the guidelines and principles for budget development and resource allocation.

The College seeks an outstanding academic leader who has had successful teaching, scholarly, and administrative experiences and who has a strong commitment to high standards with a focus on student achievement. The successor candidate will have an earned doctorate or the equivalent, be an enthusiastic advocate of The College’s mission as a highly selective institution to educate leaders, emphasize academic excellence in a racially and culturally diverse community, be a strong supporter of The College’s leader-centered approach to education, and have at least three years of administrative experience at the dean or director level.

The Committee will begin to review candidates in mid-February, 1999 and continue until an appointment is made. Nominations and applications, which will be treated in confidence, should be sent to:

Dr. Carlos Alves, Chair, Provost/VPA Search Committee
Office of the President
The College of New Jersey
P.O. Box 7718, Ewing, NJ 08628-0718

The search is being assisted by Dr. Ronald S. Studebaker of the Academic Search Consultation Service and confidential inquiries may be made to him at 202-337-4047.

To enrich education through diversity, The College of New Jersey is an EO/AA/ADA employer M/F/D/V.

THE COLLEGE OF NEW JERSEY

THE COLLEGE OF NEW JERSEY

THE COLLEGE OF NEW JERSEY

THE COLLEGE OF NEW JERSEY

THE COLLEGE OF NEW JERSEY

THE COLLEGE OF NEW JERSEY
DEAN, W. FRANK BARTON SCHOOL OF BUSINESS

The W. Frank Barton School of Business at Wichita State University (Wichita, Kansas) welcomes applications and nominations for the position of Dean.

With almost 15,000 students, Wichita State University is located in a growing metropolitan area of more than 500,000 — the largest city in Kansas. Wichita is a regional center for services (health care, banking, government), an international corporate and manufacturing center (Boeing, Cessna, Coleman, Koch Industries, Learjet, Raytheon, Volks), and an important cultural center. Ties between the Wichita business community and the Barton School are particularly strong, providing faculty and students access to resources that enhance teaching and learning.

The Barton School is AACSB-accredited and is composed of 61 full-time faculty, 22 full-time staff, and more than 2,500 students. The school’s vision is to be recognized as the best source of high quality business education, prospective employees, scholarly research and business development services in the community, state and region.

As the largest business school in Kansas, the Barton School supports ten undergraduate majors (DBA), as well as five graduate programs including masters in business administration (MBA & EMBA), business (MS), economics (MAE) and accounting (MPA). Five academic and outreach Centers are also housed within the Barton School and actively support the School’s mission — including the Center for Economic Development and Business Research, Center for Economic Education, Center for Entrepreneurship, Center for International Business Advancement, and the Center for Management Development. Learn more about Wichita, WSU and the Barton School by visiting our web site, www.wichita.edu.

Candidates for the Dean’s position must have the following qualifications:

- Demonstrated record of leadership in business or academia
- Identification with the Barton School’s mission and vision, and the commitment to articulate and communicate the mission, vision, and related values to our various constituencies
- High standard of personal and professional integrity
- Excellent oral and written communication skills

In addition, the following qualifications are preferred:

- Established credentials and record of achievement significant enough to merit serious consideration for rank of Full Professor within the Barton School
- Demonstrated record of garnering the kind of resources needed to support the Barton School’s numerous programs
- Successful experience working with diverse populations
- Commitment to maintaining AACSB accreditation

Interested applicants should send curriculum vitae, letter of application, and a list of at least three references to the Chair of the Search Committee (contact information below). The letter of application should describe how the applicant meets the aforementioned selection criteria. Nominations are encouraged. Application reviews will begin March 1, 1999 and continue until the position is filled. The appointment becomes effective July 1, 1999. WSU is an EEO/AA employer.

Professor Charles L. Martin
Chair, Dean’s Search Committee
W. Frank Barton School of Business
Wichita State University
Wichita, KS 67260—0084
Tel: (316) 978-7104
Fax: (316) 978-3276
E-mail: martin@twsvum.uc.wusu.edu

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
FACULTY POSITIONS

The Dallas County Community College District is recruiting applicants for faculty positions to be filled for the Fall Semester, 1999.

Generally, all faculty positions require:
1. Master’s degree with nineteen hours in the field (if stated otherwise indicated)
2. Minimum of one year’s teaching experience.
3. Demonstrated skills in successfully working with diverse populations through experiences such as formal training, part-time work experience, etc.
   * Indicates positions that require the above stated criteria

To be considered for any of the positions listed below you must:
* Complete an official Dallas County Community College District Application for Employment Form (Note: A separate application is required for each position for which you apply)
* Provide official college transcripts.

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

BROOKHAVEN COLLEGE
- Mathematics (Position No. 029901003) - Two positions
- Computer Information Systems (Position No. 029901004) - Experience in developing/delivering Internet technology instruction.

Contact Brookhaven College Human Resources (972) 860-483, 3999 Valley View Lane, Farmers Branch, TX 75234.

CEDAR VALLEY COLLEGE
- Patient Care Technician (Position No. 039901002) - Registered nurse, experience in a health care environment. Experienced in a teaching and/or training and development in the private sector.
- Computer Animation (Position No. 039901003) - Experience with 3D Dimensional Graphics Animation tools for the BIDIC platform running under the Windows NT Operating System.

Contact Cedar Valley College Human Resources (972) 860-825, 3010 N Dallas Ave, Lancaster, TX 75134.

EASTFIELD COLLEGE
- Automotive (Position No. 049901001) - Bachelor’s degree in automotive area with a minimum of 2 years of industry-related experience or Associate degree in same with a minimum of seven years same experience.
- Computer Information Systems (Position No. 049901004) - Experience in the area of Computer Information Systems.

Contact Eastfield College Human Resources (972) 888-4715, 17701 N Stemmons Fwy, Mesquite, TX 75150.

EL CENTRO COLLEGE
- Developmental Math (Position No. 059901001)

Contact El Centro College Human Resources (214) 860-288, 1000 Lamar Street, Dallas, TX 75204-3951.

MOUNTAIN VIEW COLLEGE
- Math/Developmental Math (Position No. 069901001)

Contact Mountain View College Human Resources (214) 860-2870, 4444 W Illinois Ave, Dallas, TX 75237.

NORTH LAKE COLLEGE
- Mathematics (Position No. 079901001)
- Speech Communications (Position No. 079901004) - Experience coordinating four instruments.
- Honors/Medial Management (Position No. 079901005) - Bachelor’s degree with three years experience in hospice.
- Computer Information Systems (Position No. 079901006) - (Two positions) - Documented experience in UNIX, LAN Administration, NWLink programming and/or other computer experience.

Contact North Lake College Human Resources at (214) 871-4009, 4600 N. MacArthur Blvd., Irving, TX 75062.

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

The Dallas County Community College District offers competitive salaries, excellent bene and a quality working environment. Application are encouraged from racial and ethnic minorities and women.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER
visit our website at: http://www.dcccd.edu
ASSISTANT DEAN OF FIRST-YEAR STUDENTS
DIRECTOR OF THE INTEGRATED ACADEMIC SUPPORT PROGRAM

Full-time position requiring a generalist to share responsibility for designing and implementing programs and policies that facilitate the transition of first-year students to college. Through individual counseling of students on academic and personal matters, this dean is responsible for ensuring that students meet both academic requirements and the Community Standards of Conduct. Represents the Dean on extracurricular and community programs. The successful candidate must be sensitive to the academic, social, and emotional challenges of adapting to a highly competitive academic environment.

As the Director of the Integrated Academic Support Program, this dean works closely with undergraduates and faculty to support students who are underprepared in English, Math, Chemistry, and Physics. In both capacities the dean is required to be tactful and supportive in communicating with students, parents, faculty, and administrators.

Qualifications: Highly preferred qualifications include a doctorate (Ph.D. or Ed.D.) or a master’s degree and five years of relevant experience in academic administration. Must have strong interpersonal, organizational, counseling and communication skills; sensitivity to and understanding of the needs and concerns of a diverse student population is essential. Experience in a liberal arts college setting is desirable.


Review of applications will begin February 22. Send letter of application, resume, and the names of three references to:

The Office of the Dean of First-Year Students
Search Committee Chair
Dartmouth College
6007 Parkhurst Hall, Room 6
Hanover, New Hampshire 03755-3529

Dartmouth College is an Equal Opportunity/Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.

CAL STATE FULLERTON
ASSOCIATE DEAN FOR TEACHER EDUCATION
SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

The School of Human Development and Community Service is accepting applications for the position of Associate Dean for Teacher Education.

The Position: The Associate Dean is a full-time, Management Personnel Plan (MPP) position reporting directly to the Dean of the School of Human Development and Community Service. The person selected will provide leadership in developing relationships between the Division and the school districts. Promoting and maintaining effective responses to the increased emphasis on the professional preparation of teachers and administrators is critical. Working in consultation with the department heads, this individual will coordinate the budge, course scheduling, faculty contracts, student admissions, and other division operations. The individual oversees the Continuing Education Center, supervises the clerical and other staff support in the Division, and represents the Division to accreditation and credentialing agencies. The Associate Dean maintains and promotes necessary campus and community liaisons that pertain to education and assumes additional duties as assigned.

Qualifications: The successful candidate will have at least a demonstrated record of excellence; a record of working collaboratively; an earned doctorate in a relevant education field from an accredited institution; appropriate evidence of quality scholarship, research and publications; successful university-level teaching experience in education; experience in academic administration; experience in public K-12 education; and some familiarity with instructional technology. Evidence of strong interpersonal skills and experience in working with diverse populations is essential. A knowledge of issues and trends in teacher education.

Salary: Commensurate with experience and qualifications.

Application Procedure: Applicants should provide a letter of application listing qualifications and experience for the position, a current vita, a brief statement of administrative philosophy and vision, at least three and not more than five recent letters of reference that directly address that position, and other support materials as appropriate. For further information call 714-278-3557. Review of applications will begin on February 15, 1999, but applications will be accepted until the position is filled. Materials should be submitted to Chair, Associate Dean Search Committee, Division of Education, EC-379, School of Human Development and Community Service, PO. Box 6606, Fullerton, CA 92834-6606.

For further information, visit our website at: http://www.fullerton.edu.

CSUF is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

AMERICAN COUNCIL ON EDUCATION
DIRECTOR OF RESOURCE DEVELOPMENT

The American Council on Education (ACE), has an opening for an individual to develop and implement a comprehensive strategic plan for foundation, corporate, and other external ACE support in coordination with the Vice President of External Affairs. Will increase the pool of ACE corporate and private funding sources. Indiv. will work with Program Directors to develop priorities and achieve their funding needs. Work with the Vice President and other division staff to develop and implement marketing strategies for the Annual Meeting and ACE membership recruitment. Experience in corporate or business relations preferred. Indiv. should have extensive grant writing and marketing experience. Strong oral and written communication skills required. Must demonstrate ability to manage multiple priorities, handle a heavy workload, and work well under pressure. Nominations and expressions of interest should be sent to:

Director, RD Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036
EOE/AA/E/V

TUFTS UNIVERSITY
Operations Coordinator
Mayer Campus Center
Student Activities

Has primary responsibility for the scheduling and operation of the Mayer Campus Center and manages the scheduling of all university facilities for on-campus use. Assists student and faculty/staff customers with event planning, facility use procedures and coordinating support services. Manages the use and care of two Student Activities vans; coordinates the vending program; provides information and assistance regarding solicitation and distribution of goods and services on campus; handles logistics for major campus programs; serves as an advisor and resource person to various studentaped on student organizations. Position requires a Bachelor’s degree, a Master’s degree in College Student Personnel or related field preferred; 2 years’ experience in student activities or college union; experience planning campus events and advising and supervising students; understanding of and commitment to issues of diversity and college student development; strong customer service skills; strong computer skills. Job # 06699-514

Send 2 copies of both resume and cover letter including the subject line to: E.O. Mayer Campus Center, Resources, 169 Holland St., Somerville, MA 02144. Tufts offers an excellent benefit package including 3-4 weeks paid vacation, tuition benefits, and much more. For further details on this and other positions visit our website at http://www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.
INTERNATIONAL TRAINING DIRECTOR
Green River Community College (WA) has an exempt position available to act as member of the Education & Training Center exe. mgmt team & the GRCC inm l mgmt team. Min qual: Master’s degree in Bus. Admin or related field & 5 yrs’ exp of mgmt & training, preferably in multiple industries. 55k-30k/yr. Open until filled. First review of apps on 2/18/19. For complete job description & req’d app, call our job line (253)288-3380, TDD (253)288-3345. EOE/AA

HAMILTON COLLEGE
Clinton, NY
AF Any Field
The Economics Department invites applications for a two-year visisting position. Teaching load is 5 courses per year. Preference will be given to applicants with a Ph.D. and excellent teaching credentials, particularly in introductory economics. Send vita, evidence of teaching experience and effectiveness, and a writing sample and arrange to have 3 letters of recommendation sent. If possible, at least one reference should be a colleague in teaching. The application deadline is March 1, although applications will be accepted until the position is filled. Women and minorities are encouraged to apply. Hamilton College is an Affirmative Action/Equal Opportunity Employer. CONTACT: Eriq Baldwin, Chair, Economics Department, Hamilton College, 198 College Hill Road, Clinton, NY, 12223.

COLUMBIA COLLEGE CHICAGO
110 South Michigan Avenue • Chicago, IL 60603-1900
DIRECTOR OF ADMISSIONS
Columbia College Chicago is seeking a Director of Admissions.
Reporting to the Associate Provost, the director will design and implement recruitment and marketing strategies; develop promotional materials, marketing pieces and advertising plan; plan, develop and implement new systems to maintain contacts with potential students; and supervise the staff of recruiters and counselors to carry out the college's recruitment goals. An MA, 5 years experience in Admissions Management and excellent computer skills essential.
Columbia College is a diverse, open admissions, urban institution of 9,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Please send letter of application and resume including salary history and requirements to:
Admissions Director Search
Columbia College
616 S. Michigan Avenue
Chicago, IL 60605

For more information, see web page http://www.colum.edu/home.html.

WESTERN CONNECTICUT STATE UNIVERSITY
www.wcsu.edu
DEAN
Ancell School of Business
Western Connecticut State University invites applications and nominations for the position of Dean of the Ancell School of Business. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. The school is located on WCSU’s modern 313 acre Westside campus.

The Ancell School, primarily a teaching institution, is pursuing AACSB candidacy and accreditation and serves 1,200 undergraduate and graduate students. The Ancell School offers the BBA degree with majors in accounting, finance, management, MIS, and marketing, and a BS degree with tracks in public law, corrections, probation, parole & offender rehabilitation, legal studies, paralegal preparation sequence and law enforcement from the Division of Justice and Law Administration. Three graduate degrees, MBA, MHA, and MSJA are offered.

Responsibilities:
The Faculty of the Ancell School of Business is seeking a Dean capable of promoting, developing, and sustaining the School’s educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into five departments (Accounting, Finance, Management, Management Information Systems, and Marketing) and the Division of Justice and Law Administration. The Dean of the Ancell School reports to the Academic Vice President.

Qualifications:
- A record of teaching and scholarship, including an earned doctorate in a field appropriate to the School’s curricula.
- Academic administrative experience, preferable beyond the level of Chairperson, and demonstrated team-building experiences.
- An appreciation for scholarship and research in an academic setting.
- Instructional experience with technology
- Willingness and ability to expand the financial resources for the school.
- Demonstrated ability to communicate effectively and maintain good working relationships with all internal and external constituents of the University.
- Demonstrated ability to represent and promote the Ancell School of Business to external constituents.
- Experience with current AACSB processes, accreditation standards, and experience with strategic planning and budgeting.
- Experience with campus governance and collective bargaining agreements and sensitivities to faculty selection and evaluation.
- An understanding of the needs of our diverse student body
- Willingness to support and implement Ancell School of Business Marketing Strategies.

Application Process: Send letter of application that includes an explanation of what brings you to the position and how how will her experience correspond with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Charles P. Spindel, Dean of Human Resources Management, WCSU, 18 White St., Danbury, CT 06810. Salary: Negotiable, excellent benefits package. Deadline: Applications must be received by March 12, 1999. Anticipated starting date: Beginning of Fall 1999 Semester.

Western is an Affirmative Action/Equal Opportunity Employer.

Peralta Community College District
INSTRUCTOR POSITIONS
LANEY COLLEGE
Cosmetology, Closes 3/4/99
MERRITT COLLEGE
Biology, closes 2/10/99
Child Development, closes 3/4/99
English, closes 3/4/99
Math, closes 3/8/99
Physics Astronomy, closes 3/8/99
PE/Women’s Basketball Coach, Closes 3/8/99

Fully paid fringe benefits program (holidays, sick leave, medical, dental, etc.)

For information, contact Peralta Community College District Personnel in Oakland, CA (510) 466-7297 www.peralta.cc.ca.us AA/EOE

SANTA BARBARA CITY COLLEGE
Applications are invited for the following full-time, tenure-track faculty positions commencing Fall Semester 1999. SBCA commends the academic preparation and experience:
Administration of Justice: Biology, Computer Science, Communications, Counseling, EOPS Counselor, Diet. Food Service... Chair: HSC Program: Diet, Crime/King Program: Child Workshop: Early Childhood Education, Graphic Communications: Health Information Technology, MarineDiving Technologies, Music/Multimedia, Vocational Nursing

Deadline: March 3, 1999. 4 p.m.
For Application, Announcement & General Information Contact: 10th Ave., 805/969-600, Ext. 3070, http://www.sbc.edu

SANTA BARBARA CITY COLLEGE: 721 E St. Drive, Santa Barbara, CA 93105-2954. AA/EOE

AVIATION INSTRUCTOR
SAN JUAN COLLEGE is currently accepting applications for an Aviation Instructor. The position will be responsible for student training in the AS350B and B2S8 aircraft. You will be responsible for conducting flight checks in these high performance aircraft. Qualifications: Must have 600 hours minimum total time with 100 hours dual given. Must have a Private, Commercial, Instrument certification. A Bachelor’s degree in a related field is preferred. Contact: San Juan College, Personnel Office, 661 College Blvd., Farmington, NM 87402, (505) 599-6215 Fax: (505) 599-6921 Closing Date: 3/5/99 AA/EOE
DEAN
College of Criminal Justice

Northeastern University invites applications for the position of Dean of the College of Criminal Justice. Northeastern University is a student-centered, national research university, rooted in an urban community and dedicated to providing academic excellence and practice-oriented, cooperative education. The College of Criminal Justice offers a B.S. degree, with concentrations in criminology, policing, criminal justice, and security. The Master of Science curriculum includes programs of study in criminology, justice administration, juvenile justice, research, and security administration. The College presently has fourteen tenure-track faculty positions, and an expanding number of Visiting and Adjunct faculty who bring special expertise to the College's curriculum. Northeastern University is committed to providing the College with sufficient resources to maintain its top ranking among criminal justice programs in the region.

The Dean, the academic leader of the College, is responsible for administering all facets of the College and is expected to excel in organizational and leadership skills. The Dean is expected to collaborate with a dedicated faculty to establish a clear vision for the College and refine and strengthen the College's mission statement and unit goals in a manner that is consistent with those of the University as a whole. He or she, in conjunction with the faculty, will attract and retain a highly qualified and diverse student body at the graduate and undergraduate levels; assist the College to become a leader in University initiatives and in making significant contributions to the University's teaching and research agenda. The Dean is also expected to play a significant role in the University's fund-raising efforts. In conjunction with the faculty, the Dean will guide curriculum development at the graduate and undergraduate levels; establish and maintain budgets and fiscal accountability; work to achieve goals established by the University; and establish externally funded grants; strengthen the Center for Criminal Justice Policy Research; and maintain research relationships with other Northeastern colleges and units. The Dean will also create and maintain external research collaborations with local and national criminal justice practitioners and community leaders, the scholarly criminal justice community, alumni, and other groups vital to the College's mission. The Dean will be encouraged to teach, conduct research, and carry out other professional activities.

Applicants must possess a doctoral degree in criminal justice or a closely related discipline, or a minimum of an L.B. or J.D. degree. Candidates must have an established record of successful teaching and scholarship in criminal justice/criminology or equivalent professional achievement sufficient for appointment to a tenured, senior position. Candidates must demonstrate significant ability to work with the faculty and staff in the faculty's curriculum vitae, and the names of three references. The decision will be made by the end of March, 1999. The salary is negotiable depending upon credentials.

The position is available July 1, 1999. The salary is negotiable depending upon credentials.

This is a 12-month administrative position requiring tenure faculty status in the College of Criminal Justice. Consideration of applications will begin on March 16, 1999. Interested persons should submit a letter of application, a current curriculum vitae, and the names of three references to: Professor Frank A. Schubert, Chair, Criminal Justice Dean's Search Committee, College of Criminal Justice, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 373-3349; Fax: (617) 373-8723. Northeastern University is an equal opportunity/affirmative action Title IX employer.

Northeastern University participates in an active affirmative action program.

LEHMAN COLLEGE
Associate/Full Professor, tenure track for teacher educator programs in bilingual education and TESOL (N-12) in the Department of Secondary, Adult, and Business Education, to teach graduate and undergraduate courses; conduct supervisory research; supervise student teaching; and advise master's degree candidates. Experience in developing programs for bilingual education (Spanish-English and TESOL, as well as foreign language education for bilingual education). Doctorate in bilingual education. TESOL, linguistics, or other language-related discipline. Fluent in Spanish. Salary: $66,837. Send letter of interest, resume, and three references to: Dr. Nathan T. Avni, Chair, Department of Secondary, Adult, and Business Education, Lehman College, 250 Bedford Park Blvd., Bronx, NY 10468. Additional information see Job Opportunities at www.lehman.cuny.edu.

GREEN RIVER COMMUNITY COLLEGE
ED PLANNER, MULTICULTURAL SVCS COORD
Green River Community College (GRC) is an exempt position available in the office of Ed Planning & Multicultural Svcs. Fifty percent of the time is spent on bachelor’s degree planning, admission, and recruitment. Bachelor’s degree preferred in education or related field. Supervised by the Director of Student Affairs, the Ed Planner is responsible for assisting the College in meeting the needs of diverse student populations. The planner will work with the Director and other staff to develop and implement strategies for recruitment and retention. Application deadline: May 15, 1999. For additional information, contact: Dr. Manuel F. Fimbres, Recruitment Committee, Green River Community College, One Washington Square, San Jose, CA 95192-0124.

EDUPLANNED.COM
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San Jose State University
One Washington Square
San Jose, CA 95192-0124

For additional information on the above positions, access our JobPages at www.sjsu.edu/dept/FinancialAid/SocialWork.

VICE PRESIDENT
FOR EDUCATIONAL
& STUDENT SERVICES

The Vice President for Educational & Student Services is the university’s senior officer with primary responsibility for building university community and for providing leadership to a comprehensive program of quality services to students. Advocating for the interest of students, this Vice President will promote and enhance the values of a student-centered university. The Vice President reports to the University President and is a member of the University Cabinet, collaborates with the other four divisions of the University: Academic Affairs, Administration & Finance, External Relations, Marketing & Advancement, directs the Leadership Studies program, and assists with policy decisions regarding management of the University.

Unsatisfactory direct reports to the Vice President include Academic Advising Services, Office of Admissions, the Center for Multicultural Education, Student Financial Aid, Maucker Union and Student Activities, Placement & Career Services, the Registrar, University Health Services and Residence. This division has a current budget of $58,559,926, and includes approximately 120 professional staff and 225 merit staff.

QUALIFICATIONS: Extensive experience in the delivery of student services programs, demonstrated expertise in at least one student services area: ability to work effectively with diverse internal and external constituencies: a strong strategic planning focus, demonstrated commitment to diversity, evidence of management and organizational skills with the ability to coordinate programs and activities; strong interpersonal and communication skills: familiarity with the goals and purposes of higher education and the key issues facing public comprehensive universities. Ability to work collaboratively throughout the university community. An earned doctorate required. With a minimum of seven years of progressively more responsible management experience in higher education administration.

SALARY: Commensurate with experience.

THE UNIVERSITY: The University of Northern Iowa is consistently recognized as one of the finest universities in the Midwest. With 13,000 students, 850 faculty and 1,000 staff, UNI is one of three public universities in a state that has long been known for quality education at all levels. UNI features a high level of faculty/student interaction, as well as strong initiatives in experiential learning, international programs and wellness. UNI faculty and staff have access to a full range of educational, cultural, medical and recreational programs and facilities in Waterloo/Cedar Falls, a metropolitan area with a population of approximately 125,000. Web site www.uni.edu

APPLICATIONS: Applications received by March 2, 1999, will be given full consideration. Send resume, letter of application and the names of three professional references to:

Vice President for Educational & Student Services Search Chair
Office of the President
University of Northern Iowa
244 Gilchrist Hall
Cedar Falls, Iowa 50614-0002

The University of Northern Iowa is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national origin, sex, age, gender, sexual orientation, marital status, creed, or disability.

FACULTY OPENINGS

A comprehensive two-year college dedicated to student, community, and staff success, presents seeking qualified individuals for several faculty openings.

Automotive Instructor: This individual must possess a Bachelor’s degree in education, technology, or a field related to Automotive Service, equivalent of two year full-time work experience as a line mechanic in automotive service, or equivalent. A four-year full-time teaching experience is required. Applications will be accepted until position is filled.

Accounting Instructor: This individual must possess a Master’s degree in business or education field, minimum of 18 hours in Accounting, equivalent of two-year successful teaching experience at the community college level (equivalent to 900 student contact hours), and two years full-time work experience with primary emphasis in accounting. Deadline for receipt of application form is April 2, 1999.

Nursing Instructor: This individual must possess a Masters degree in nursing with a medical-surgical application focus is required. Current Michigan Registered Nurse license or eligibility for M.N license, equivalent of four years full time successful work experience in nursing, and the equivalent of two years full-time teaching experience (equivalent of 900 student contact hours) Applications will be accepted until the position is filled.

Grinnell College invites applications for a one-year leave replacement position in the interdisciplinary Gender and Women’s Studies Concentration. Candidates may have a specialization in the social sciences, humanities, or sciences but must have a strong background in women’s studies and a demonstrated ability to teach introduction to Gender and Women’s Studies. The introductory course at Grinnell examines the theoretical foundations of North American feminism, paying particular attention to the intersections of race, ethnicity, class, and sexuality in the construction and enactment of different theories. The teaching duties for the year will include two sections of Introduction to Gender and Women’s Studies and one interdisciplinary Senior Seminar for students concentrating in Gender and Women’s Studies. The position includes two additional courses, one for the GWS program and one for the academic department which best fits the candidate’s area of specialization. The topics of these two courses are open to negotiation; but candidates able to teach International Feminist Studies in the GWS program are particularly encouraged to apply. Ph.D. preferred. ABD candidates will be considered. In their letters of application, candidates should address their interest in teaching in an undergraduate liberal arts environment that emphasizes close student-faculty interaction, teaching experience and a commitment to an interdisciplinary approach to gender and women’s studies are required. Applications received by March 16, 1999 will receive full consideration. Please send complete dossier and three letters of recommendation to Victoria Brown, Chair, Gender and Women’s Studies, Grinnell College, PO Box 805, Grinnell, Iowa 50112.
George Mason University

The Graduate School of Education at George Mason University is a dynamic, growing professional school committed to excellence in teaching, research, and service, especially through collaborative field-based projects with schools, businesses, and community agencies. It is also a university-wide institution serving nearly eight thousand students in graduate and undergraduate programs. The Graduate School of Education offers multidisciplinary courses, specializations, and concentrations in a variety of fields, including Education, Counseling, and Human Development. In recent years, the School has experienced significant growth in its graduate program with an enrollment of nearly 15,000 students. The School is committed to providing high-quality education and research that prepares students for leadership roles in the field of education.

Graduate School of Education

Two Positions in Early Elementary Education (1) Social Studies Education and (2) Literacy (Both Tenure Track). Responsibilities include teaching and advising in graduate level pre-service, advanced master’s and doctoral programs: participation in leadership, mentoring, and supervision of educational professionals; and conducting scholarly research. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

Two Positions in Middle/Secondary Education: (1) English/Language Arts Education and (2) Educational Foundations (Both Tenure Track). Responsibilities include teaching and advising in graduate level pre-service, advanced master’s and doctoral programs; participation in field-based initiatives; and conducting and disseminating research. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

Early Childhood Special Education/Severe Disabilities (Tenure Track). Responsibilities include teaching graduate courses, advising students, supervising internships, conducting and disseminating research, and collaborating with other researchers and professionals in the field. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

School Counseling Program Coordinator (Tenure Track or Tenured Appointment). Responsibilities include coordinating the School Counseling Program and overseeing the program’s academic and administrative functions. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

Rancho Santiago Community College District in Santa Ana, California has openings for tenure track Assistant Professors in the following disciplines: Accounting, Art/Digital Imaging/Multimedia, English/ESL, ESL, Machine Technology, Mathematics, Economics, Reading, Spanish, and System Catalog/Library Services. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

PRINCETON UNIVERSITY

Art Historian

Chinese Art, post-Han Tenure-track assistant professor or a tenured associate professor with expertise in papermaking and lacquer or Japanese art, post-Han art history and theory, with a Ph.D. in an art history or historical studies program. Applicants must have a Ph.D. in Education and be able to contribute to the development of a new program of Literacy Education.

Applicants are encouraged to submit a letter of interest highlighting their qualifications, a current vita, and three letters of recommendation. Applications should be submitted to: Dean Murray Galluzzo, 2nd Fl., Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444. Please indicate the position you are applying for at the top of your letter or resume. Review of applications will begin on February 25, 1999, and continue until the positions are filled.

George Mason University is an Equal Opportunity/Affirmative Action employer committed to receiving the needs of its diverse student body through appropriate personnel policies, practices, and procedures.
ASSISTANT PROFESSOR - EDUCAUTION (tenure-earning)
The Department of Educational Foundations and Policy Studies is seeking an outstanding candidate in the area of Educational Administration for a faculty position at the rank of Assistant Professor. The position is available to start as early as Fall 2023. The successful candidate will be expected to engage in quality scholarship and teaching at the graduate level. The candidate should have a strong commitment to diversity, equity, and inclusion. The successful candidate will be expected to have a strong research portfolio and a commitment to teaching excellence. Preferred qualifications include a strong background in educational administration and policy, with a focus on educational equity and social justice.

Send application to: Dr. Stella Klasses, Chair, International/Intercultural Development Search Committee, Department of Educational Foundations and Policy Studies, Florida State University, Tallahassee, FL 32306-4413.

ASSISTANT PROFESSOR - MATHEMATICS EDUCATION (tenure-earning)
The Department of Curriculum and Instruction is seeking a full-time faculty member in the area of Mathematics Education. The successful candidate will be expected to engage in high-quality research, teach at the graduate and undergraduate levels, and contribute to the undergraduate program in Mathematics Education. The candidate should have a strong commitment to diversity, equity, and inclusion. Preferred qualifications include a strong research portfolio and a commitment to teaching excellence.

Send application to: Dr. Robert Belar, Educational Technology Search Committee, 304 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4464. For further information, contact Dr. Belar at rmw46@fsu.edu or visit http://education.fsu.edu.

ASSISTANT PROFESSOR - PSYCHOLOGY (tenure-earning)
The Department of Educational Psychology is seeking a full-time faculty member in the area of Educational Psychology. The successful candidate will be expected to engage in high-quality research, teach at the graduate and undergraduate levels, and contribute to the undergraduate program in Educational Psychology. The candidate should have a strong commitment to diversity, equity, and inclusion. Preferred qualifications include a strong research portfolio and a commitment to teaching excellence.

Send application to: Dr. Lewis Risen, Chair, Educational Psychology Search Committee, Department of Educational Psychology, 304 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4464. For further information, contact Dr. Risen at lcr46@fsu.edu or visit http://education.fsu.edu.

ASSOCIATE PROFESSOR - EDUCATIONAL LEADERSHIP (vocational education administration) (tenure-earning)
The College of Education is seeking a full-time faculty member in the area of Vocational Education Administration. The successful candidate will be expected to engage in high-quality research, teach at the graduate and undergraduate levels, and contribute to the undergraduate program in Vocational Education Administration. The candidate should have a strong commitment to diversity, equity, and inclusion. Preferred qualifications include a strong research portfolio and a commitment to teaching excellence.

Send application to: Dr. Judith Liske, Chair, Educational Leadership/Vocational Education Administration Search Committee, 304 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4464. For further information, contact Dr. Liske at jl70@fsu.edu or visit http://education.fsu.edu.

ASSISTANT PROFESSOR - PSYCHOLOGY (tenure-earning)
The Department of Educational Psychology is seeking a full-time faculty member in the area of Educational Psychology. The successful candidate will be expected to engage in high-quality research, teach at the graduate and undergraduate levels, and contribute to the undergraduate program in Educational Psychology. The candidate should have a strong commitment to diversity, equity, and inclusion. Preferred qualifications include a strong research portfolio and a commitment to teaching excellence.

Send application to: Dr. Lewis Risen, Chair, Educational Psychology Search Committee, Department of Educational Psychology, 304 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4464. For further information, contact Dr. Risen at lcr46@fsu.edu or visit http://education.fsu.edu.

ASSISTANT PROFESSOR - EDUCATIONAL TECHNOLOGY (tenure-earning)
The Department of Educational Technology is seeking a full-time faculty member in the area of Educational Technology. The successful candidate will be expected to engage in high-quality research, teach at the graduate and undergraduate levels, and contribute to the undergraduate program in Educational Technology. The candidate should have a strong commitment to diversity, equity, and inclusion. Preferred qualifications include a strong research portfolio and a commitment to teaching excellence.

Send application to: Dr. Frances Prevost, Chair, School Psychology/ Counselor Education Search Committee, 304 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4464. For further information, contact Dr. Prevost at fmp7@fsu.edu or visit http://education.fsu.edu.

The Florida State University is an equal opportunity affirmative action employer and does not discriminate on the basis of sex, race, color, ethnicity, national origin, age, disability, gender identity, sexual orientation, or pregnancy status. The University is committed to excellence in educational programming and to excellence in educational experience, in service to the University and in service to the community.
DIRECTOR
Center for Teaching Excellence

The University of Maine seeks applications for the position of Director of the Center for Teaching Excellence. The Director will serve as the leader of the Center with responsibilities for developing and delivering its programs. The goals of the Center are to maintain a strong focus on teaching excellence, to support faculty, graduate students, and professional staff and to update their teaching skills. The Director will promote experimentation with teaching techniques and methodologies and to encourage research that contributes to effective teaching and sharing ideas. The Director will also work closely with the Executive Director of Information Technology who has leadership responsibility for the use of digital technologies in educational programs. Much of the work of the Center will be accomplished by means of workshops, seminars, inter- and international consultation. The Director will also be responsible for the provision of undergraduate education.

Required Qualifications
- Masters degree
- Substantial college teaching experience
- Strong experience in a teaching excellence program
- Knowledge of research related to teaching and learning
- Demonstrated organizational and interpersonal skills
- Demonstrated leadership skills
- Demonstrated ability to work with diverse groups across campus

Preferred Qualifications
- Earned doctorate
- Significant administrative experience in higher education
- Experience in obtaining grants
- Demonstrated familiarity with instructional technologies

Founded in 1865, the University of Maine is the State's land-grant and sea grant institution. Today the 1200-acre campus is the site of a modern university with five colleges and more than 200 academic programs. The University has approximately 7,000 undergraduates and 900 graduate students and 650 faculty members. As the flagship campus of the University of Maine System, the University is responsible for providing high quality education, research, and service to the citizens of Maine.

This is a fiscal year 112 month position available July 1, 1999. The review of applications will begin on March 15, 1999 and will continue until the position is filled. Submit a letter of interest, resume, statements of philosophy, and at least three recent letters of reference with telephone numbers to Chair, Director of Teaching Excellence Search Committee, 5703 Alumni Hall, Suite 201, University of Maine, Orono, ME 04469-5703. Please direct inquiries to Douglas_Gelineas@maine.edu. The University of Maine is an Affirmative Action/Equal Opportunity Employer and provides reasonable accommodations, upon request, to enable applicants with disabilities to participate in the job application process.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR
CENTRO DE ESTUDIOS PUERTORRIQUEÑOS
ASSOCIATE OR FULL PROFESSOR

The Centro de Estudios Puertorriqueños is a major CUNY research institute housed at Hunter College. For 25 years, it has pursued an interdisciplinary agenda that is grounded in the Puerto Rican/Latino community, answers to the community's research needs and nurtures its strengths and potentials. The Centro publishes a journal, working papers and other publications. The Centro Library and Archives houses the principal Puerto Rican research collection in the United States. The Centro also coordinates two academic exchange programs. It has a full-time staff of ten and a total annual budget of $1.2 million.

The Director leads the Centro's research and service operations; establishes Centro policies and helps to formulate the Centro's interdisciplinary research agenda. The Director is expected to participate in research activities. The Director also represents the Centro publicly to all relevant constituencies.

Candidates must have an interdisciplinary understanding of the Puerto Rican experience, a history of involvement with Puerto Rican community affairs in the United States. Requires an earned doctorate within fields such as the social sciences, education, law, social policy/work or the humanities appropriate to the Centro's research program, and be fully bilingual in Spanish and English. Teaching experience in a current tenure academic appointment is preferred. Experience with the governing of public higher education affairs is desirable. Experienced in fundraising and grants management.

HOW TO APPLY: Applicants or nominees should submit a curriculum vitae/resume of relevant experience, and the names of three references. In addition, applicants may send a letter summarizing their qualifications for this position.

SALARY: Associate or Full Professor rank housed in an appropriate Hunter or CUNY academic department. Professor: $51,861 - $80,318; Associate Professor: $41,780 - $66,837. Salary within contractual guidelines supplemented by administrative title remuneration of $7,670. Initial appointment of 2 - 3 years, renewable upon satisfactory evaluation. Twelve month work calendar. The Centro Director reports directly to the Provost of Hunter College. Position available 9/1/99.

SUBMIT APPLICATIONS OR WRITTEN NOMINATIONS BY MARCH 1, 1999 (OR UNLESS THE POSITION IS FILLED) TO: CHAIR, DIRECTOR SEARCH COMMITTEE, OFFICE OF HUMAN RESOURCES, E1502 HUNTER COLLEGE, 695 PARK AVENUE, NEW YORK, NY, 10021.

An Equal Opportunity/Affirmative Action/ADA/Americans With Disabilities Act Employer

UNIVERSITY OF WISCONSIN
MADISON

DIRECTOR OF UNIVERSITY RESEARCH PARK

Organized in 1984, the University of Wisconsin-Madison Research Park (URP) is a corporate partnership that develops land and leases it to companies interested in maintaining close contact with the university community. The park's primary mission is to serve as a conduit for transferring technologies from the campus to the private sector for the mutual benefit of all. It provides an atmosphere conducive to nurturing a productive combination of academic and technological development. The URP is home to 68 Wisconsin companies and operates on 25 acres currently there are 2 buildings totaling 65,000 square feet in the URP. More information about the university research park can be accessed at:

http://www.wisc.edu/URP/Researchpark.html

The Director who reports to the URM-Chancellor is responsible for directing the University Research Park, including the Madison Research Technology Center and serves as a member of the university administration. Principles duties include: maintain and participate in the planning and advise the chancellor and other appropriate authorities on both campus and outside the university on the future of the University Research Park. The potential creation of a new technology park and research and the potential creation of a land acquisition project adjacent to the existing park property. Also, the Chancellor on other potential non-academic real estate enterprises such as the creation of Real Estate Development Corporation etc. recommended in the September 1997 report of the Urban Land Institute and serve as a member and staff of the university's science, technology and transfer.

Major qualifications for this position include: a college degree and graduate degree in business or public administrative financial management, real estate or related fields. Corresponding experience in these areas: experience in the development of new real estate developments, experience in real estate development, experience in the management of real estate development, experience in the management of real estate development, experience in the management of real estate development.

The position is available immediately. Applications and nominations must be received by February 28, 1999. Submit applications and nominations to the chair, committee. Application and nominations may also be considered. The search committee will convene and interview candidates to determine the qualifications and appoint the best qualified candidate. The search committee will interview the names of nominees and applicants who complete application materials. The search committee will interview the names of nominees and applicants who complete application materials. The search committee will interview the names of nominees and applicants who complete application materials. The search committee will interview the names of nominees and applicants who complete application materials. The search committee will interview the names of nominees and applicants who complete application materials. The search committee will interview the names of nominees and applicants who complete application materials.
DEAN OF THE SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Central Connecticut State University invites nominations and applications for the position of Dean of the School of Education and Professional Studies. A comprehensive state university, Central Connecticut State University is located in the Hartford Capital Region, with convenient highway and public transportation access to New York City and Boston. CCSU, established in 1849, is the oldest—and in many ways the newest—public institution of higher education in Connecticut. The University offers a broad array of liberal arts, science, and professional programs that lead to Bachelor’s degrees, Master’s degrees, and 6th Year Certificates. Academic departments are organized within Schools of Arts and Sciences, Education and Professional Studies, Business, and Technology. With 910 undergraduate and 2500 Master’s level students, CCSU is the largest institution in the four-campus Connecticut State University System.

The School of Education and Professional Studies is searching for an outstanding leader with the vision to assist the School’s efforts to move into the next century with a major focus on student learning. The Dean is the chief academic officer of the School and reports directly to the Vice President for Academic Affairs. The successful candidate will be expected to provide vision and leadership in the planning and delivery of high quality instructional, research, and service programs. The Dean is accountable for administering the School’s resources and curricula to achieve the mission of the School and the University.

The School of Education and Professional Studies includes the departments of Health and Human Service Professions, Educational Leadership, Physical Education and Health Fitness Studies, Reading and Language Arts, Special Education, and Teacher Education. The Dean serves as the official head of the university’s NCATE accredited teacher preparation programs and other nationally accredited programs. The School has developed a large Professional Development Schools network with schools in the Hartford metropolitan region. Instruction is offered through the 6th year certificate level. The Student Training Program faculty and 1430 undergraduate and 1060 graduate students in the school.

Qualifications for the position include an earned doctorate; a record of academic excellence in teaching and scholarly activity sufficient to achieve tenure within a department in the school; a record of outstanding leadership and administrative skills; budgetary, planning, and fiscal management experience; a commitment to public education and to NCATE and other professional national accreditation standards; a record clearly demonstrating a commitment to participatory decision-making, diversity, and affirmative action. Preference will be given to candidates with evidence of experience and/or public service in schools or other professional settings; experience in grant writing; commitment to Professional Development School networks; knowledge of collective bargaining. Credentialed experience substantively comparable to the above will also be considered.

Deadlines: Nominations must be received by February 10, 1999. Letters of application must address the qualifications and be accompanied by a curriculum vitae, a statement of educational and administrative philosophy, and the names, titles, addresses, and telephone numbers of three references. Although letters of application received before February 15, 1999, are best assured of full consideration, the position will remain open until filled.

Address letters of nomination and application to: Dr. June B. Higgins, Chair, Dean of Education and Professional Studies Search Committee, Office of the Dean, School of Arts and Sciences, Central Connecticut State University, New Britain, CT 06050. For more information about CCSU and the School of Education and Professional Studies, visit the University web site at www.ccsu.edu.

CCSU aggressively pursues a program of equal employment and educational opportunity and affirmative action. Members of all underrepresented groups, women, veterans, and persons with disabilities are invited and encouraged to apply.
WESTERN NEW MEXICO UNIVERSITY

COMPUTER & TECHNOLOGY INSTRUCTOR

The Applied Technology Department invites applicants for a 9-month tenure-track instructor position in Computer and Network Technology beginning August 1999. Computer and Network Technology students are prepared to enter the work force as technicians who typically install, troubleshoot, and repair computers, networks, and software. This is a grant-funded position and subject to availability of funds.

RESPONSIBILITIES:
Instruct a minimum of 12 credit hours per semester, advise students in the major, work with an advisory committee to develop curriculum plans and future direction of the program, maintain student records, office hours, and the facility; serve on university and department committees; and other duties as assigned.

MINIMUM QUALIFICATIONS:
Bachelor's degree in computer related field; three to five years of practical experience in the computer technology industry; a working knowledge of hardware architecture and software parameters; network proficient both in hardware and software.

PREFERRED QUALIFICATIONS:
Master's degree in computer related field; teaching experience, proficiency in Spanish and professional experience with diverse groups preferred.

SALARY: $30,000 + DOE

TO APPLY:
Submit letter of intent, resume, teaching philosophy, transcripts, and five references with addresses and telephone numbers to:

Western New Mexico University
Human Resources Department
P.O. Box 680
Silver City, NM 88062

Phone (505) 538-6328
Fax (505) 538-6338

DEADLINE DATE:
Review of applications will begin February 22, 1999; open until filled.

Western New Mexico University serves a diverse multicultural population of nearly 2,500 students including non-traditional students. Exemplary teaching, quality programs, commitment to diversity, and enhanced regional service are characteristic of the University's mission. All qualified applicants will receive consideration without regard to race, color, religion, gender, age, handicap, or national origin.

WNMUI IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

City College of San Francisco invites applications for the following full-time, tenure-track, and/or long-term substitute academic positions which are anticipated for Fall 1999/Spring 2000 (based on availability of funds):

Asian American Studies Instructor
Art Instructor (Printmaking)
Art Instructor (Drawing & Design)
Biological Sciences Instructor
Biology (Anatomy) Instructor
Biology (Bio. Tech. General) Instructor
Business (Accounting/MAC) Instructor (2 positions)
Business (Business English)
Chemistry Instructor
Computer Info. Systems (JAVA) Instructor
Computer Info. Systems (Programming) Instructor
Computer Info. Systems (Database) Instructor
Computer Info. Systems (UNIX) Instructor
Computer Info. Systems (UNIX, Programming) Instructor
Computer Info. Systems (Windows, Spreadsheets) Instructor
Counselor (General Counseling) (2 positions)
Counselor (Admissions & Records/Veterans Affairs Office)
Counselor (Special Programs)

Counselor (Career Development & Placement Center)
Counselor (Transfer Center)
Disabled Students Program & Services Instructor
Earth Science Instructor
English (Speech/Forensics) Instructor
English (Composition) Instructor
English as a Second Language Instructor (18 positions)
Graphic Communications Instructor
Health Science (Interpreter Program) Instructor
Interdisciplinary Studies (Multi-Media) Instructor
Librarian (Language Lab)
Librarian
Mathematics Instructor (2 positions)
Mathematics (Learning Assistance Center) Instructor
Music Instructor
Photography Instructor
Physics Instructor (3 positions)
Physical Education & Dance Instructor
Student Health Services Nurse
Trade Skills (Construction) Instructor
Transitional Studies ABEGED Instructor
Vocational Nursing Instructor (5 positions)

To inquire about job announcement(s) availability, visit the CCSF, Human Resources Dept. At (415) 241-2246, or FAX (415) 241-2335. Visit CCSF HR Dept. Web Page at http://www.cccsf.cc.ca.us/hr for a current job listing. AA/EO

Plattsburgh State University of New York invites applications for Fall 1999 positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multi-cultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. We offer a competitive salary and an excellent benefits package.

Successful candidates must be committed to excellence in teaching with an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies. All of which are special foci for the Col. ... a desire to integrate information technologies and a willingness to participate with new distance learning programs.

Applications from women and minority candidates are especially welcome.

Plattsburgh State University is an affirmative action, equal opportunity employer.

ART-Photography/Design (PJ #2259-808)

LECTURER - Qualifications: M.F.A. required with emphasis in either photograhry or graphic design; evidence of professional level studio research and/or exhibitions is desirable; must be versed in basic light darkroom techniques, the history of photography, and digital photography; successful college teaching experience in these areas preferred.

Responsibilities: Teach photography and basic 2-D design and/or graphic design; four courses per semester; assist with upkeep of equipment and studio facilities. Additional application instructions: teaching philosophy, 20 slides of your own work and 20 slides of students' work. Review of applications begins February 28, 1999 and continues until position is filled.

HOTEL, RESTAURANT, & TOURISM MANAGEMENT - (PJ #2258-808)

ASSISTANT PROFESSOR (tenure track) - Qualifications: Doctorate degree strongly preferred, however master's degree in hospitality with extensive experience will be considered at the non-tenure level; successful teaching in the university-level program preferred. Responsibilities: Teach and advise undergraduate HRT majors, conduct research, and serve on department and campus-wide committees. Possible teaching responsibilities include some combination of the following: food service systems management, organization & management in food service, food service planning and purchasing, physical systems design, cost control, hospitality management, accounting, and lodging administration. Review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letters, resume or curriculum vitae, transcripts, three letters of recommendation and other requested material to Chair, Search Committee (PJ #____), C/O Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2481. Fax # (518) 564-4600.

Visit our website, http://www.plattsburgh.edu

780
James Sprunt Community College
Kenansville, North Carolina

PRESIDENT

The Board of Trustees of James Sprunt Community College is seeking applications for the position of President of the College. JSCC is a comprehensive community college enrolling 1200 curriculum students in college transfer, technical and vocational programs and 3,500 additional students in non-credit courses. Charter in 1964, JSCC is located in southeastern North Carolina, in the Duplin County seat of Kenansville.

An applicant must hold a Doctorate from an accredited institution and must have significant experience as a senior level administrator, preferably in a community technical or junior college. The successful candidate will be or become a resident of Duplin County. Salary is based on the North Carolina Community College presidents salary scale. Projected employment date: July 1, 1999

Application deadline: March 5, 1999

Desired Characteristics:

- Understanding of and commitment to the philosophy and mission of the North Carolina Community College System
- Understanding of and commitment to the mission and goals of James Sprunt Community College
- Strong commitment to learning and teaching in a student-centered environment, and sensitivities to the needs of students, faculty and staff members
- An understanding and appreciation of students and citizens of a rural environment and sensitivity to cultural and demographic diversity
- Commitment to economic development and responsiveness to the training needs of area business and industry
- The ability to communicate effectively and openly and to be an effective leader and advocate of the college
- Strong financial management skills and the ability and desire to be both innovative and fiscally responsible in the use of resources
- An understanding of and commitment to the appropriate use of technology in learning, teaching, administration and management
- The ability to work effectively with other educational entities, business and industry, all levels of government, and the community at large

Send inquiries and requests for application to:
Mrs. Helen A. Boyette, Chairman
Presidential Search Committee
James Sprunt Community College
Post Office Box 647
Wassaw, NC 28396
or fax request to 910-256-1222

Information on James Sprunt Community College is available on the college’s web site at www.sprunt.com

JSCC is an Affirmative Action/EQual Opportunity Employer

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**DEPAUL UNIVERSITY**

Assistant Professors

The Department of Management in the College of Commerce announces one tenure track Assistant Professor position in Operations Management and two tenure track Assistant Professor positions in Strategic Management/Entrepreneurship. Salary is competitive and commensurate with qualifications. Position to be filled effective in the Fall of 1999, subject to funding availability. Desired qualifications for the position include commitment to excellent teaching and demonstrated research potential.

Ph.D. in the functional area preferred, ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities in Operations Management include: business process design, project management, and operations strategy. Teaching responsibilities in Strategic Management include: growth strategies, entrepreneurship and new ventures, management, and corporate venturing.

Vitae must be postmarked by February 26, 1999, and should be sent to Dr. Gerhard Plischka, Chairman, Department of Management, DePaul University, 1 East Jackson Blvd., Chicago, IL 60604-2287. Please, no phone calls or e-mail. DePaul University is committed to diversity and equality in education and employment.

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**DIRECTOR, English Language Center**

The Director of the English Language Center (ELC) is responsible for the administration of teaching and ancillary services for students who are non-native speakers of English. A major focus will be to expand the ELC clientèle base and develop new entrepreneurial intensive English Programs. The position requires an effective and participatory leadership style as it relates to the supervisory, budgetary and operational aspects of ELC initiatives. Knowledge of the multicultural and family culture with TESOL accreditation standards is essential. Master’s degree in TESOL/ESL or a related field is required, doctorate preferred. Excellent communication skills and five to seven years of proven managerial experience in ESL setting is required. Knowledge of computer applications in word processing, data base management, and spread sheets would be helpful. Forward a letter of application and resume by March 15, 1999 to Dr. George A. Atkins, Chair, Search Committee, 253 Ryder Hall, Northeastern University, Boston, MA 02115.

Northeastern University is an Equal Opportunity, Affirmative Action Title IX Employer.

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**EXECUTIVE DIRECTOR FOR UNIVERSITY RELATIONS**

Eastern New Mexico University

The Executive Director of University Relations is a member of the University administrative staff and serves at the pleasure of the President. The Executive Director is responsible for developing and implementing the University's public information and public relations strategies. These strategies include traditional and electronic communications to internal and external audiences, management of University publications, and representation of the University in its interactions with Government and legislative bodies. The successful candidate will possess a minimum of a Bachelor's degree and a minimum of five years' experience in college relations. Knowledge of basic computer applications desired, knowledge of HTML and Web Page development expected. Knowledge of public relations principles and techniques required; ability to manage a budget and supervise staff desired. None.

Submit letter of application, resume, and names and addresses of three references to

Executive Director Search
ENMU Personnel
Portales, NM 88130

Deadline: March 15, 1999

Enrollment is negotiable. Start date January 1, 1999

www.enmu.edu

Equal Opportunity/Affirmative Action Employer
OFFICES OF RESIDENCE & STUDENT LIFE
Division of Student Affairs
Bowling Green State University

The Offices of Residence and Student Life at Bowling Green State University, is now accepting applications for the following positions for 1999-2000:

**Area Coordinator**, This 12-month, live-in, full-time position is responsible for the overall operation of an area of undergraduate residence halls which houses between 1,000 and 1,500 students. Responsibilities include the supervision of office clerks, full-time hall directors, graduate hall directors, and hall secretaries, administration of the area budget, oversight of area facility issues, and coordination of area judicial affairs.

**Minimum qualifications**: Master's Degree in College Student Personnel Administration or related field, and three years of residence hall experience.

**Salary**: Competitive and commensurate with education and experience, includes a furnished apartment and board plan. Full benefits package available.

Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPR (Search V-008-9). The starting date for this position is July 1, 1999.

**Area Coordinator (Greek Affairs)**, Responsible for the administration of all staffing, programs and educational services for the University-owned fraternity and sorority houses. Responsibilities include the selection, training, and supervision of graduate House Directors and House Assistants, faculty management, program coordination and development for organization members, Council advising, and serving as a liaison between the Office of Residence Life and University departments.

**Minimum qualifications**: Master's Degree in College Student Personnel Administration or related field, one year of experience with fraternities and sororities, preferably in a residential setting. Demonstrated supervisory experience, knowledge of student development and theory and practice, and excellent interpersonal and communication skills.

**Salary**: Competitive and commensurate with education and experience. Full benefits package available. Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPR (Search V-007). The starting date for this position is July 1, 1999.

**Residence Hall Director**, This 12-month, live-in, full-time position is responsible for the daily operation of an undergraduate residence hall which houses between 475 and 850 students. Responsibilities include the supervision of an office clerk, graduate hall director, resident advisor staff, hall secretary and desk staff, administration of a hall budget, oversight of facility issues, advising of hall student government, and the coordination of hall judicial affairs.

**Minimum qualifications**: Master's Degree in College Student Personnel Administration or related field, and previous residence hall experience. This is an entry-level position.

**Salary**: Competitive and commensurate with education and experience, includes a furnished apartment and board plan. Full benefits package available. Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPR (Search V-006). The starting date for this position is July 1, 1999.

**Coordinator, Leadership Development/Community Service**, Responsible for addressing the goals of the Office of Student Life by initiating, developing, and implementing all leadership development and community service programs. This individual will be accountable for all initiatives within Student Life as well as maintain a liaison relationship with other leadership service programs across the Division of Student Affairs.

**Qualifications**: Masters degree in student personnel counseling or related field. Requires knowledge of higher education, student affairs in particular Program development and coordination, communication skills, organizational skills, creativity, advising students and organizations, supervision, knowledge of leadership programming, knowledge of community service opportunities, basic understanding of budgeting, higher education familiarity, word processing and basic desktop publishing. Full-time administrative or staff position. Administrative grade level 14 minimum salary $31,714.

**Salary**: Competitive and commensurate with education and experience. Credentials must be postmarked by March 12, 1999 (Search V-010). The anticipated starting date for the position is June 1, 1999.

**To apply**, please submit a letter of application which includes the position search number, resume, and the names, addresses, and telephone numbers of three professional referees to:

Human Resources (Search Number)
100 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403

Lansing Community College

Lansing Community College (LCC) is seeking a President for this 30,000 student institution with a $70 million budget. Prospective candidates should have a successful record in private industry, education or government, and understand the importance and unique roles community colleges play in our nation's educational system. Lansing Community College is governed by a seven-member elected Board of Trustees which has committed to policy governance and continuous quality improvement.

Candidates must have experience leading an organization, demonstrate exceptional communication skills, be committed to adapting to new technology, understand student issues and labor relations, and be willing to try new ideas to enhance the delivery of LCC's educational programs in the Mid-Michigan service area.

For more information, please visit our website at: http://www.lansing.cc.mi.us

Expressions of interest and resumes should be directed to the Chair of the Board of Trustees:

Ronald A. Nichols, M.D.
Chair, Board of Trustees
Lansing Community College
P.O. Box 40010
Lansing, MI 48901-7210

The review of candidates will begin in early March, 1999, and continue until an appointment is made. Confidential inquiries may be directed to our consultant, Dr. Ronald S. Stein at (202) 332-4036. Applicants should be aware that Michigan's Open Meetings Act and freedom of Information Acts cannot guarantee confidentiality.
CCBC
The Community College of Baltimore County

Presidential Searches

Catsonsville, Dundalk and Essex Campuses of The Community College of Baltimore County

The Chancellor and Board of Trustees of The Community College of Baltimore County (CCBC) invite nominations and applications for the position of Campus President at the College's Catsonsville, Dundalk, and Essex campuses. The Campus President, who reports to the Chancellor, is the chief executive officer and the chief learning officer of the campus. The Campus Presidential Search Committee is seeking leaders who are committed to the College's Learning First vision.

Application Process: The Profile Brochure contains details on the searches for Catsonsville, Dundalk and Essex Campuses, the preferred qualifications, and application instructions can be requested by contacting: Debbie Dillon, Search Liaison, The Community College of Baltimore County, 600 South Rolling Road, Baltimore, Maryland 21228.

Web Address: www.ccbcc.commԀ.us

For additional information contact Elizabeth Rocklin, Association of Community College Trustees (ACCTT), 1740 N Street NW, Washington, D.C. 20036, Telephone: 202-775-4667; Fax: 202-233-1297; email: erlockin@acctt.org.

All inquiries, nominations, and applications will be held in strictest confidence. The Community College of Baltimore County practices equal opportunity in education and employment and is strongly and actively committed to diversity within the college community. Candidates who would enrich the college's diversity are encouraged to apply.

—an ACCT Search—

Bowdoin College

DIRECTOR OF THE BALDWIN LEARNING AND TEACHING CENTER

Bowdoin College invites applications for the position of Director of the Baldwin Learning and Teaching Center. Reporting to the Dean for Academic Affairs, the Director will create and oversee an endowed program to strengthen the culture of learning at Bowdoin by assisting students in attaining their academic goals and faculty members in enhancing student learning. The Director will coordinate existing academic resources and offer new services, provide academic counseling, conduct workshops, initiate and coordinate tutoring and study group activities, train peer tutors and facilitators, and work with faculty to assess and improve the quality of teaching.

Requirements include an advanced degree in a field related to learning and teaching such as education, psychology, or counseling. Candidates with advanced training in other disciplines and substantial experience, preferably at the postsecondary level, in learning assurance, and/or faculty development will be considered. Further assets would be previous work with diverse student populations, students with learning disabilities or students who speak English as a Second Language, and experience working with faculty or creating and developing a new program. Review of candidates' materials will begin on February 22, 1999. Please submit a letter of intent, a curriculum vitae, and three letters of reference to the Manager of Employment, Bowdoin College, 3501 College Station, Brunswick, ME 04011-8426.

Bowdoin College is committed to equal employment through Affirmative Action.

Women and Members of Minority Groups are encouraged to apply.

—an ACCT Search—

Hunter College
Of the City University of New York

DEAN OF RESEARCH

Hunter College seeks applications and nominations for the newly created position of Dean of Research. Hunter College currently receives over $27 million in external research funding. The college seeks a dynamic and creative individual to provide the leadership necessary to continue growth of the College's research programs. The Dean is expected to develop and promote policies that support ongoing research and represent the College's research to federal, state, and local governments, corporations, foundations, and other educational institutions. The Dean will develop new research initiatives, coordinate interdisciplinary efforts and encourage innovative projects, including faculty agreements. The Dean, who reports to the Provost, works with other Deans, administrators, faculty and serves as a member of the President's Cabinet.

QUALIFICATIONS: The successful candidate must have a Ph.D. or equivalent, as well as an outstanding research record, which would qualify for appointment as a tenured full Professor in an academic department at Hunter College. Appropriate research or administrative experience is required.

SALARY: $92,904 - $106,916

START DATE: July 1, 1999

Review will commence on March 15, 1999, and will continue until the search is concluded. Send resume and statement of interest to: Charles E. Hayes, Director, Human Resources, Hunter College, 695 Park Avenue, Room E1502, New York, New York 10021.

An Equal Opportunity/Affirmative Action/IRA/Americans With Disabilities Act Employer

Chancellor
West Valley-Mission
Community College District

The Board of Trustees of the West Valley-Mission Community College District invites applications and nominations for the position of Chancellor of the District. The Chancellor is the CEO of the two-college district and reports to a seven-member publicly elected Board of Trustees. The Board seeks a dynamic, effective leader who loves learning and teaching, is committed to high educational standards, and is committed to the educational needs of the area, to building consensus about the direction of the District and Colleges within a framework of shared governance, and providing visionary leadership within the fast-paced culture of the “Silicon Valley.”

APPLICATION INFORMATION: The profile brochure which contains details on the West Valley-Mission Community College District, the Challenges and Opportunities, the Chancellor Profile, and the application instructions should be requested by contacting: Christina Booth, Executive Assistant, Human Resources, West Valley-Mission CCD, 1400 Fruitvale Avenue, Saratoga, CA 95070-5698: TEL: 408/741-2131; FAX: 408/667-9059; e-mail: christina_booth@wvmccd.cc.ca.us.

WVMCCD's World Wide Address is: www.wvmccd.cc.ca.us

For additional information, contact: Del M. Anderson, Association of Community College Trustees (ACCTT) Search Consultant; 410-10 Redwood Road, #251, Oakland, CA 94619; TEL: 510/638-5288; FAX: 510/382-9637; e-mail: Delmerson@webtv.net.

—an ACCT Search—
A private, Catholic Vincentian university, founded in 1898 in Chicago, serves approximately 18,000 undergraduate and graduate students with degrees in Education, Liberal Arts and Sciences, Law, Commerce, Computer and Information Science, Music, Theatre and Adult Education. DePaul is committed to the development of Chicago and to the progress of its schools and diverse communities. The University plans aggressive growth for 2006.

The School of Education seeks applications for five approved and funded positions, beginning in the 1999-2000 Academic Year: Curriculum Studies, Introduction to Teacher Education with Social Studies, Physical Education, Reading/Language Arts, and Social and Cultural Studies with Specialty in Youth Culture. Positions will be filled at the Instructor, Assistant or Associate level. The School actively seeks to build and maintain a diverse faculty. For all positions the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

In keeping with DePaul University’s Vincentian mission, the School of Education is committed to social justice. The School fosters conversations on education across the University and prepares urban professional multicultural educators in programs that connect theory with practice. For more information, refer to our website at: http://www.depaul.edu/~educate. Graduate and undergraduate curricula promote and emphasize the examination of schooling and other educational issues from psychological, social, cultural and political contexts. In addition, the School encourages the students and faculty to engage in activities that lead to improvement and innovation in schools and other institutions serving children and youth. The primary location of the School of Education is the Lincoln Park Campus. The Ed.D. Program in its first year of operation on the Lincoln Park Campus emphasizes curriculum and educational leadership preparation for the 21st Century. The School offers Masters programs on several suburban campuses. Serving eighteen hundred students, the School offers certification in elementary, physical education, secondary, educational leadership, human services and counseling, early childhood, early intervention, learning disabilities, social emotional disorders, an endorsement in bilingual/ESL, and reading specialist approval. The School is accredited by NCATE. Alumni are found nationally, regionally and locally.

All positions require teaching undergraduate and graduate students in field of expertise and related areas. Bilingual (Spanish) candidates are encouraged to apply. Faculty members are expected to supervise internships, advise students, or direct graduate student research.

Required qualifications:
• earned doctorate required for appointment at assistant or associate professor
• defined research agenda
• ability to work collaboratively within and across programs
• two areas of expertise to contribute to the School
• recent experience with culturally diverse urban populations
• commitment to urban education
• excellence in teaching, service and scholarship or demonstrated potential

Nominations and applications for the positions are invited. Salary and benefits are competitive and commensurate with qualifications and experience. Please send:
1. Letter of application clearly delineating qualifications for areas of expertise
2. Complete and up-to-date vita
3. Complete transcripts
4. One example of recent professional publication or presentation
5. One page statement on philosophy of teaching
6. Three to five professional letters of references sent directly

Review of applications will begin as received and continue until the positions are filled. Send all applications and materials to Marianne Murphy, Assistant Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614 FAX (773) 325-7728 E-mail: mmurphy@wpdepaul.edu

DePaul University is committed to diversity and equality in education and employment.

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education"
is archived in the ERIC database on an annual basis. Three annual cumulations (26 issues) may be purchased on microfiche or reproduced paper copy from the

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov
CHANCELLOR/CEO
Community Colleges
of Spokane

The Board of Trustees of the Community Colleges of Spokane District 17 invites applications and nominations for the position of Chancellor/Chief Executive Officer.

The Chancellor/CEO reports to a five-member board of trustees appointed by the governor to five-year terms. The board seeks a dynamic, visionary leader who is committed to quality education and community service, to meeting the educational needs of the region, and to leading the community college district into the 21st century.

Application Information
The Profile brochure, with details on Community Colleges of Spokane, the Opportunities and Challenges, the Chancellor/CEO Profile, and the application instructions, should be requested by contacting Ms. Bridget Piper, Chair, Chancellor/CEO Search Committee, c/o Ms. Debbie Reeves, Search Liaison, Community Colleges of Spokane, 2000 North Greene Street, MS1001, Spokane, WA 99217-5495. TELL: 509/533-7403; FAX: 509/533-7405; e-mail: reevesd@distr Spokane.cc.wa.us

The Internet address for CCS is: ccs.spokane.cc.wa.us

Nominations and applications will continue to be accepted until the position is filled. However, since the Chancellor/CEO Search Committee will begin reviewing applications in early March 1999, submissions are encouraged prior to that time.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 N Street, NW, Washington, DC 20036. Telephone: 202/775-4667; Fax: 202/223-1397; e-mail: rocklin@acct.org, Del Anderson, ACCT Search Consultant, also available for this search. Telephone: 510/639-5286; FAX: 510/382-0637; e-mail: DelAnderson@webtv.net

All inquiries, nominations and applications will be held in strictest confidence. Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the community college district's diversity are welcomed.

EL CAMINO COMMUNITY COLLEGE

El Camino College is an accredited, public two-year college in southwest Los Angeles County. El Camino College is seeking innovative individuals to work in a stimulating environment with an extremely diverse student population in the following full-time positions for the fall 1998 semester:

ACADEMIC (TENURE-TRACK):

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For more detailed information and a district application, please contact:

El Camino College-Human Resources
16007 Crenshaw Blvd., Torrance, CA 90406
(310) 660-3474 or 3477
Job Hotline (310) 660-3809
Visit our website: http://www.elcamino.cc.ca.us
EEO/AA

CHANCELLOR/CEO
Community Colleges
of Spokane

March 29-29
1999 National Conference
on Higher Education
Washington, DC

To receive exhibit space or other information about exhibiting, sponsoring, or attending the 1999 National Conference, please contact:

AAHE
1 Dupont Circle, Suite 360
Washington, DC 20036
fax 202/293-0073
e-mail exhibits@aahe.org

Join Our Commitment To

ACADEMIC EXCELLENCE

Essex County College, a two year, comprehensive community college located in Newark, NJ seeks applicants for the position of Vice President of Academic Affairs-Chief Academic Officer

The requirements for this position include

- Earned doctorate
- Increasingly responsible academic administrative experience during the last three years at the dean's level or higher
- Demonstrated record of innovative and creative leadership in designing, developing and administering academic programs and faculty development
- Administrative effectiveness in strategic planning, collective bargaining, enrollment, budget and personnel management

Essex County College is a comprehensive urban community college which enrolls more than 8,000 credit and 15,000 non-credit students in over 40 majors. The college also has a rapidly growing suburban branch campus.

Screening of applicants will begin in March and will continue until an appointment is made.
EMORY UNIVERSITY, one of the nation's leading research universities, is composed of several affiliated institutions located in the metro Atlanta area. With a rich history spanning over 160 years, our University has made great strides in education, medicine and contributing to a better quality of life. We are seeking an experienced individual to add to our success in the field of Information Technology.

CHIEF OPERATING OFFICER
Information Technology Division

The Chief Operating Officer will oversee all day-to-day operations of the University's central information technology resources including teaching and research support, central information systems, networks for voice, video and data, a data center and a customer support center. Reporting directly to the Vice Provost for IT and acting as leader of the IT Management Team, the COO will work on a broad range of strategic and operational issues (with an emphasis on implementing these strategies) as well as assume responsibility for coordinating the activities of the Division's eleven functional teams. The COO will manage an organization with $22 million budget for IT, a telephone budget of $10 million and a staff of 250 employees. The COO works cooperatively with several other IT service providers on campus. This position requires a team leader with a Bachelor's degree, a broad operating background in IT at the management level and hands-on familiarity with mainframe, client-server and distributed computing acquired by having at least 10 years experience in the field. Must also be familiar with emerging technologies that are applicable to the academic environment. Must have demonstrated commitment to working in a team-based, customer-focused environment. Excellent communication skills and the ability to create consensus in a diverse user community are essential. Strong planning and implementation skills are also essential.

Qualified candidates, please send resumes to:
Elizabeth F. Bicknese, Partner, Heidrick & Struggles, Inc., 303 Peachtree Street, One Peachtree Center, Suite 3100, Atlanta, GA 30308. FAX (404) 577-4048, E-mail: EFB@H-S.COM, AAEOE.

www.emory.edu

WESTERN NEW MEXICO UNIVERSITY

DEAN
SCHOOL OF EDUCATION

The School of Education (SOE) is seeking an outstanding leader whose vision will assist the university to move into the next century as an exemplary model of a modern, technologically capable institution with a strong focus on student learning outcomes, professional growth of the SOE faculty, and collaborative partnerships with public, native, and private schools. The dean is the chief academic officer, reports directly to the Vice President for Academic Affairs, and serves on the president's cabinet. The SOE is the largest academic unit at the university.

SOE has 7 tenured-track positions, four housed at the Gallup Graduate Studies Center, which serves about 250 students in Gallup, NM. On campus approximately 300 professional education students are enrolled in a variety of undergraduate and graduate NCATE-accredited programs. All programs hold a commitment to the core values of diversity, inclusion, reflective practice, and collaboration. Faculty committees on curriculum, policies, and professional development guide the SOE in its creation of a participatory, open learning environment that draws on faculty members' individual strengths. A collaborative governance structure enhances the student body's learning environment.

REQUIRED QUALIFICATIONS: An earned doctorate in an appropriate field, a record of academic excellence in teaching in P-12 schools and at the university level, and scholarship sufficient to hold a tenure rank; a record of outstanding leadership and administrative skills including budgeting, planning, and fiscal management experience; demonstrated commitment to collaborative decision-making and diversity issues; experience implementing reforms in teacher, counseling, or administrative education; evidence of interpersonal and communication skills; ability to work effectively within the university community; and experience with the NCATE accreditation process.

FREE-RED QUALIFICATIONS: Prior experience as a department chair, assistant dean or dean.

SALARY: Competitive with regional peer.

APPLICATION INFORMATION: Reviews of applications for this position will begin February 19, 1999, and will continue until the position is filled. Applications must include a letter of application, resume, statement of their education and administrative philosophy, and the names, addresses and phone numbers of five references. Forward inquiries, nominations, and applications to:

School of Education Dean's Search
Western New Mexico University
Human Resources Department
PO. Box 680
Silver City, NM 88062

Phone (505) 538-6328
Fax (505) 538-6338

Western New Mexico University is a comprehensive regional institution serving a diverse multicultural population of nearly 2,500 students, including non-traditional students. WNMU is located in Silver City, which is surrounded by the Gila National Forest and a beautiful mountain environment. The Continental Divide, open space, and recreational opportunities are also available.

NMU is an Affirmative Action/Equal Opportunity Employer.

www.emory.edu
DIRECTOR OF HUMAN RESOURCES

Eastern College, an innovative Christian College of the arts and sciences, is seeking a Director of Human Resources. Reporting to the VP for Administration, the Director will provide a full HR generalist function with particular emphasis on recruitment and employment, training and development, and employee relations. Alignment with the College’s mission and faith statements is essential. Bachelor’s degree is required, 3-5 years experience and FHR certification are preferred. Demonstrated acuity for details, effective written and verbal communication skills and computer literacy (Word and Excel) are essential. Interested and qualified candidates should forward a resume, cover letter and three professional references to:

Eastern College
Vice President for Administration
Attn: Job # 9904
1300 Eagle Road
St. Davis, PA 19087-3696
Eastern College is an equal opportunity/affirmative action employer.

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Visiting Positions

Starting 1999-2000

SPANISH-1-yr-Language, courses in Latin American/U.S. Latino literatures and cultures

ECONOMICS-2-yr-Principles of Economics, Business Economics electives

These positions are being posted jointly with the Five Colleges of Ohio Consortium.

Fr: complete job descriptions, please see www.wooster.edu. click on Inside Wooster, click on Employment Opportunities or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wc.edu

Think Convention!

AAUW National Convention
June 19-22, 1999
Washington, DC

www.aauw.org

California Lutheran University

Thousand Oaks, CA

Faculty/Director Position in the School of Education beginning Summer, 1999.

DIRECTOR OF SPECIAL EDUCATION

QUALIFICATIONS: Possession (or near completion) of earned doctorate in Special Education or related discipline. A minimum of three years’ experience teaching exceptional individuals in culturally diverse K-12 settings, teaching competency and program development at the graduate level, and evidence of scholars accomplishments Administrative experience required

Applications will be under review beginning March 1, 1999. California Lutheran University is committed to ensuring equal opportunities to all persons, and does not discriminate on the basis of sex, race, color, religion, age, marital status, veteran’s status, non job related disabilities, or national or ethnic origin. Salary is competitive for academic environment. Applicants should send a letter of interest, vita, a copy of graduate transcripts, publication reprint or article in progress, and the names of n references to:

Dr. James Mathler, Chair
Search Committee
School of Education
California Lutheran University
60 West Olsen Road, 44100
Thousand Oaks, CA 91360

College of Agriculture and Life Sciences
Department of Education
Extension Education
Assistant, Associate, or Full Professor

Provide leadership for the extension program of the Department of Education. Serve as a resource person for extension related training and program development across departments, programs, and disciplines. Assists Cornell Cooperative Extension Associations in their efforts to build local capacity to offer high quality educational programs in non-formal settings to diverse audiences.

Conducts high quality research that relates to extension and adult education. Identifies external funding, when appropriate, to support research and extension efforts. Teach one graduate level course per year and advise and mentor graduate students in the area of extension or adult education.

Work collaboratively within the program in Agricultural, Extension, Education, and Adult Education and with other programs within College of Agriculture and Life Sciences to support extension and adult education.

Qualifications: Doctorate in Adult Education, Extension Education, or a related discipline. Demonstrated experience and interest in extension and/or adult education in diverse settings. Excellent ability to develop and conduct a high quality research program. Commitment to excellence in teaching and advising. Potential or demonstrated ability to bring innovative approaches to extension and/or adult education.

Compensation: Competitive with education and experience. An attractive fringe benefit package is available. This is a 12 month position.

Applications: The review of applications will begin on March 1, 1999. Starting date is July 1, 1999. Please submit a letter of interest, curriculum vitae, a writing sample, and three letters of reference to:

Professor Dalva Hedlund, Search Committee Chair
411 Kennedy Hall
Department of Education
Cornell University
Ithaca, New York 14853
Email: deh2@cornell.edu

Information about the College and Department can be found at http://www.cals.cornell.edu/departments.
Assistant Vice Chancellor
FOR GRADUATE SCHOOL & RESEARCH

Applications and nominations are invited for the position of Assistant Vice Chancellor for Graduate School and Research at the University of Wisconsin Oshkosh.

Responsibilities: The Assistant Vice Chancellor for Graduate School and Research will report directly to the Provost and would be responsible primarily for providing leadership to graduate education to include graduate admissions, curriculum, program review, Graduate Council and program coordinators, research initiatives and supervising personnel functions within the school of graduate studies. Other duties would include providing leadership and supervision to the Continuing Education Division, the Weekend and Evening Degree Program, the Office of Institutional Research and university-wide grant efforts.

Qualifications: Include a doctorate or an appropriate terminal degree, an outstanding ability to teach, scholarly activity, and service, experience with and a vision of and appreciation for the value of graduate education and research, administrative experience in higher education at least at the department chair level or equivalent, outstanding leadership and management skills, strong oral and written communication skills, an ability to function effectively in a shared governance environment, a capacity for high volume and diverse workload, and demonstrated grant writing ability.

Starting Date: Negotiable, July 1, 1999, preferred

Application Procedure: Interested candidates should submit a letter of interest that addresses the qualifications above, a current resume and position titles, addresses, and telephone numbers of three references to:
Dr. Colleen McDermott, Chair, Search and Screening Committee for Assistant Vice Chancellor for Graduate School and Research, University of Wisconsin Oshkosh, 800 Algoma Blvd., Oshkosh, WI 54901. Phone 920-424-2291, Fax 920-424-0247, E-mail mcdermot@uwosh.edu

Application Deadline: The deadline for nominations and applications is March 1, 1999.

University of Wisconsin Oshkosh
An Affirmative Action/EQUAL Opportunity Employer
Minors and women are encouraged to apply
http://www.uwosh.edu

Western New Mexico University
Vice President for Academic Affairs

Western New Mexico University is a public, comprehensive, regional university serving a diverse multicultural population of over 2,000 students including non-traditional students. WNMI's accredited programs include nursing, occupational therapy, nursing, NCATE at graduate and undergraduate levels, business administration, AICW at graduate and undergraduate levels, economic development, and the child development center. The social work program is an accredited. WNMI offers a variety of two and four-year programs in vocational education, the arts and sciences, education, business, and social work. Masters programs are offered in business, education, and interdisciplinary studies.

Responsibilities: The Vice President for Academic Affairs reports to the President and serves as Dean of the College of Education. The Vice President for Academic Affairs supervises all academic and academic support units, provides strategic planning and academic advising, oversight of academic programs and fiscal management of academic programs, serves as an advocate for academic programs and faculty, provides innovative and energetic leadership, and promotes the academic excellence of the University through the representation of academic programs of the University in a variety of external constituencies, and articulates a clear vision for academic programs.

Qualifications: Earned doctorate from an accredited institution, teaching experience at the collegiate level, and continued professional accomplishments that support appointment at full professor in one of the university's academic programs, document of progressively responsible leadership experience, preferably at the department chair level of dean level, excellent interpersonal, management, consensus-building and communication skills, demonstrated commitment to collaborative decision-making and shared governance, understanding of the mission of a regional public university with open admissions, experience in applying technology to the teaching and learning environment, demonstrated commitment to advancing cultural and gender equity, experience working with regional or professional accreditation processes, record of leadership in strategic planning, budget development, and supervision; human resources management; knowledge of current trends, ideas, issues, and resources in higher education; tenure and experience in bipartisanship and experience with quality measures and information technology management.

Salary: Competitive with peer regional institutions

Application Information:
Review of applications begins March 1, 1999, and will continue until the position is filled. Applications should include a letter of interest, resume, statement of administrative philosophy, and the names, addresses, and telephone numbers of five references. Forward interest, nominations, and application to:

Vice President Search Committee
Western New Mexico University
Human Resources Department
P.O. Box 660
Silver City, NM 88062

Capital Community-Technical College is an Affirmative Action/Equal Opportunity Employer. Protected group members are strongly encouraged to apply.
cctc.commnet.edu

Director of Development
12 Month Tenure Track Position

Anticipated Starting Date: April 1, 1999

Minimum Qualifications: Master's degree in Education or related discipline and two years of professional fund raising experience.

Responsibilities: Under the general supervision of the President, the Director of Development will be responsible for a full range of professional duties related to development and fund raising activities, including compiling, generating and interpreting research information on donor prospects, soliciting donations, writing and submitting grant proposals, managing the donor database, and maintaining fund raising goals.

To Apply: Send letter of intent, resume, transcripts, and three references to:
Mr. R. L. Fisher, Director of Personnel, Capital Community-Technical College, 61 Woodland Street, Hartford, CT 06105

Application Deadline: February 28, 1999

Capital Community-Technical College is an Affirmative Action/Equal Opportunity Employer. Protected group members are strongly encouraged to apply.
cctc.commnet.edu
SUMMER 1999
Universidad Complutense
MADRID - SPAIN

Scholarship Program for Teachers & Counselors

One to four weeks of intensive Spanish language study from early July to early August, 1999.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor de la Santa Cruz de Granada. For more information, please contact:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 587-1260
Fax: (201) 368-0433

Upcoming Issues
Spring '99

Our 9th year covering Minority Issues

Graduate School Issue
May 7th Issue

Health Professions Issue
June 4th Issue

High visibility advertising for staff and faculty recruitment

Call for advertising info: 201.587.8800
Visit our website! http://www.HispanicOutlook.com
PRESIDENT
northeast
MISSISSIPPI COMMUNITY COLLEGE
Booneville, Mississippi
The Board of Trustees of Northeast Mississippi Community College (NEMCC) announces a vacancy for the position of President of NEMCC. The President is the Chief Executive Officer of the College and reports directly to a fifteen-member Board of Trustees. The Board of Trustees desires to fill the position in time for the incoming president to assume responsibilities on July 1, 1999.
NEMCC is a public comprehensive community college serving a five county area of northeast Mississippi. The five counties include Alcorn, Prentiss, Tippah, Tishomingo and Union. The College currently enrolls more than 3,000 students and employs over 250 full-time faculty and staff. Presently, the College has an annual budget in excess of $17 million. The physical plant is valued at over $56 million.
A fifteen-member Presidential Search Committee is being formed to develop a statement of the qualifications, experience and characteristics being sought as soon as possible. Meanwhile, nominations and expressions of interest may be addressed to: Ms. Lynn Vuncannon, Presidential Search Committee Liaison, c/o Keenum & Tutor, Attorneys at Law, POB 418, Booneville, MS 38829; Tel: 601-720-7200.
Web Address: necc.cc.ms.us
Additional information is available from: Joe Conte, ACCT Search Consultant, 121 South Gordon Road, Ft. Lauderdale, FL 33301-3741; Tel: 954-467-8695; Fax: 954-467-7032; e-mail: jconte@ix.netcom.com.
Applications close March 31, 1999.
NEMCC is an Affirmative Action and Equal Opportunity Employer.

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ANNOUNCEMENT AND CALL FOR PRESENTATIONS
12th Annual
NCORE
NATIONAL CONFERENCE ON:
Race & Ethnicity
IN AMERICAN HIGHER EDUCATION
June 3 through June 7, 1999
Memphis, Tennessee
Sponsored by:
The Southwest Center for Human Relations Studies
Public and Community Services Division
College of Continuing Education
The University of Oklahoma
2350 McKown Drive
Norman, Oklahoma 73072-4678
Phone: (405) 325-2248

Collaborating
American Association of Community Colleges
79th Annual Convention
April 7-10
Opryland Hotel
Nashville, Tennessee
For more information contact:
Susanne Raman
Phone: (425) 636-1640
MSU-JSRI JOINT POSITIONS ANNOUNCED

The Julian Samora Research Institute and Michigan State University announce searches to fill three joint positions at this mid-Michigan campus. These position announcements are part of a Michigan State University initiative to strengthen faculty capacity in Latino-Chicano Studies. A position is being advertised in the School of Social Work and three faculty positions are being advertised in Psychology, Sociology, and Anthropology. Two of the three positions in Psychology, Sociology, and Anthropology will be filled.

SOCIAL WORK/LATINO STUDIES - The School of Social Work invites applications for a tenure-track faculty position (assistant professor) specializing in work with Chicano/Latino families and communities. The candidate will be appointed in the School of Social Work (the tenure home) and will have an affiliation with the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to Latino communities. The position involves a 50% teaching release for three years to allow work to advance the Institute's mission to promote the generation of scholarship on Chicano and Latinos. Sociology seeks candidates who have primary research and teaching interests in Chicano, Latino, and/or Latin American-origin groups and communities, and minority mental health. Preferred secondary areas of specialization include the study of diverse and nontraditional families and households (as defined in terms of race, class, gender, ethnicity, migrant status, sexuality, or other forms of structural inequality). All methodological approaches are appropriate. Applicants are encouraged to apply. The starting date for this position is Aug. 16, 1999. Teaching responsibilities include undergraduate, graduate courses in family, mental health, race and ethnicity, Chicano, Latino, and Latin-American-origin communities in the U.S., and integrated social sciences. Applications should be sent to Dr. Steve Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824. Review of applications begins Feb. 1 and continues until a suitable candidate is identified. Further information, please contact Dr. Steven Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824 or e-mail him at gold@pilot.msu.edu.

ANTHROPOLOGY/LATINO STUDIES - The Department of Anthropology and the Julian Samora Research Institute invite applications for a possible tenure-stream faculty appointment (at the Assistant Professor level), specializing in Chicano/Latino Studies. The candidate will be jointly appointed by Anthropology and the Julian Samora Research Institute. The position involves a 50% teaching release for three years to allow work to advance the Institute's mission to promote the generation of scholarship on Chicano and Latinos. Teaching responsibilities include undergraduate and graduate courses in family, mental health, race and ethnicity, Chicano, Latino, and Latin-American-origin communities in the U.S., and integrated social sciences. Applications should be sent to Dr. Steve Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824. Review of applications begins Feb. 1 and continues until a suitable candidate is identified. Further information, please contact Dr. Steven Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824 or e-mail him at gold@pilot.msu.edu.

PSYCHOLOGY/LATINO STUDIES - The Department of Psychology and the Julian Samora Research Institute of Michigan State University invite applications for a tenure-stream position at the rank of Assistant Professor specializing in Chicano/Latino Studies. The position involves a 50% teaching release for three years to allow work to advance the Institute's mission to promote the generation of scholarship on Chicano and Latinos. Teaching responsibilities include undergraduate and graduate courses in family, mental health, race and ethnicity, Chicano, Latino, and Latin-American-origin communities in the U.S., and integrated social sciences. Applications should be sent to Dr. Steve Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824. Review of applications begins Feb. 1 and continues until a suitable candidate is identified. Further information, please contact Dr. Steven Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824.

Handicapped persons have the right to request and receive reasonable accommodations for any of these publicized positions. MSU is an affirmative Action/Equal Opportunity Institution.
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I DUNTO FINAL!

HOW TO RECRUIT AND RETAIN LATINO FACULTY

In Lewis Carroll's Alice's Adventures in Wonderland, Alice asks the Cat: “Would you tell me, please, which way I ought to go from here?” “That depends very much which way you want to go,” said the Cat. “I don't much care which way you go,” said Alice. “Then it doesn't matter which way you go,” said the Cat.

Like Alice, Chicano/Latino faculty face a dilemma: an academic often unconcerned with guidance or direction, and a consistent obstacle for those who are different in language, appearance, or both.

The cycle of obstacles begins early, in grades K-12. As American institutions admit and educate increasing numbers of minority students, they also witness alarmingly high minority dropout rates. Having run the gauntlet of public education, our hermanas y hermanos who succeed in reaching college remain at-risk for each step-out (i.e., leave college and return later) or dropout, further limiting the number in graduate school. Surveys indicate that due to changes in affirmative action laws, fewer minorities are applying to and entering college. Even within a university, with a new faculty position with a rare Latino candidate, it presents as a culturally insensitive place. Few within the institution know about the personal and professional identity development of Latino faculty, completing the cycle of educational frustrations.

A radical thought occurs: suppose the theories and interventions we use to prevent dropout in the public schools were to be applied to the academy?

There are many such programs. For years, scholars have been writing about culture-based empowerment models of student retention, and are increasingly specific in their recommendations, stressing the need for intercultural understanding. From similar modifications, these models also provide direction to colleges and universities.

Jim Cummins, University of Toronto, has written extensively on empowering minority students. The central idea in his model is that majority-minority societal group relations, school/minority community relations, and education/minority student relations exert a major influence on school performance. Problems in these relations result in widespread school failure for dominated minorities.

He proposes that schools incorporate minority culture and language into the curriculum. In higher education, this means that universities must explicitly incorporate diversity (in this case racial/ethnic and linguistic) issues into their mission statements. These statements must appear at the departmental and college levels, where they can provide guidance for deans and department chairs. This inclusion allows faculty to create university-sanctioned culturally responsive learning and research environments that, in turn, will attract a more diverse faculty. Cummins also recommends that professors involved in assessment become advocates for minority students.

by focusing on systemic/institutional interactions as a primary cause of academic difficulties rather than deficiencies within the student. For universities this means that there must be culturally aware assessment at all stages of faculty recruitment and retention. The competitive, aggressive nature of some search processes is unnatural to Latino and other culturally diverse faculty who may value interdependence and who are more relational (rather than independent) in their social patterns of interacting. In a society where the majority group values independence and assertiveness, such relational styles may be evaluated as weaknesses. Deans, in other words, must recognize that apparent over- or under-participation of culturally different faculty (my own Latino excellence has at times been called to my attention) may be due to differing cultural styles of communication rather than to disinterest or lack of professionalism.

If minority/majority relations impact faculty retention, it follows that the cognitive and affective status of Latino professionals will also be affected. Interactions noted above have been described as person-environment transactions in the mental health literature. Many Latinos have had to overcome significant economic and cross-cultural barriers to achieve the profession. This achievement is not without its cost. Being first in the family to go to college or earn a doctorate may strain family and personal relations. The almost daily battle against ethnic stereotypes in higher education degrades the spirit of even the strongest person. Mental health researchers call it ethnocultural stress and distress. Moreover, many Latinos in the academy also bear the weight of demonstrating the legitimacy of their achievements against a still-raging affirmative action controversy.

The academy can respond by demonstrating sensitivity to organizational and occupational conditions that reduce stress and ethnocultural conflicts. Or, as my Abuela used to say, "Lo córdés no quita la ruidosa." Such initiatives can have significant mental health effects. Latino professionals often attend to interpersonal relationships or personalismo, preferring personal contact to abstract institutional ones. Personalismo is supported by structured mentoring relationships between junior and senior faculty. Accessibility of deans and department chairs who are flexible about hierarchy or "going through channels" demonstrates institutional sensitivity to Latino and other minority faculty who rely on interpersonal relationships to navigate the academy.

Administrative communiqués about hiring practices that seek to diversify the academy may be less effective than regular educational forums on the role/responsibilities and opportunities afforded by a culturally diverse faculty.

Finally, administrators should be aware that time is both an ally and an enemy for Latino faculty. Because we often enter the academy unacculturized as to the norms of the profession, it takes us longer to accomplish the requirements of tenure. Perhaps we should keep in mind the Cat's reply to Alice: "Oh, you're sure to get somewhere, if only you walk long enough."
COMMUNITY COLLEGE ISSUE

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Latino Stereotyping: The Continuing Disgrace of Our Nation's School Books by Barbara Cruz, Associate Professor of social science, Education—University of South Florida, Tampa.
Population Shifts and Strategies

Hispanic children of elementary school age and younger now outnumber Black children for the first time in the nation's history. Further, Hispanics will become the nation's largest minority within seven years, according to U.S. Census Bureau statistics.

By 2005, the Bureau projects that Hispanics will overtake Blacks as the largest minority group in the United States. Some observers believe that the balance could actually change as early as the 2000 census count. That possibility and the attendant benefits that would accrue to Hispanics mobilized several Hispanic Congresspersons to press the Clinton administration to take steps long overdue to assure an accurate count of Hispanics.

The House Hispanic Caucus

The bottom line is that under existing methods, many Hispanics have not been counted in the past. Faced with that reality, Hispanics in the House of Representatives pressed both President Clinton and Vice President Gore to speak out in favor of allowing the U.S. Census Bureau to use statistical sampling methods in addition to actual head counts for the year 2000 Census. Congressional Republicans opposed the plan.

Rep. Loretta L. Sanchez, D-Calif., fresh from her reelection victory, said that such statistical sampling methods are crucial for Hispanics because low-income people have gone uncounted in past census tallies.

One in every 20 Hispanics was missed in the 1990 census, according to the Government Accounting Office, a key investigative arm of Congress. The GAO has said that the 1990 census missed 16 percent of the population, or 8.5 million people, the majority.

The administration and many congressional Democrats said that use of statistical sampling to estimate the number of people not counted directly would help correct the undercount.

Others argued that such sampling would augment the number of minority groups who, they felt, would likely vote Democratic. Some Republicans said that sampling is not provided under the Constitution and would be subject to political manipulation.

[Editor's Note: The U.S. Supreme Court recently voted 5-4 to bar the Census Bureau from using statistical sampling to reapportion House seats after Census 2000. Jeff Rabin, LA Times, quoted Congressman Xavier Becerra as saying an undercount would have the greatest impact on low-income, inner-city neighborhoods and rural areas. Assembly Speaker Antonio Villaraigosa as saying the "horrible decision" could mean the loss of congressional districts.]

The Trend

Data provided by the Census Department points out a clear trend. By 2010, there should be more Hispanics than all other minorities combined.

Hispanic children surpassed Blacks in number—just barely—as birth rates for Hispanic women fell much more slowly than did those of Blacks.

That's one of myriad statistics in the government's annual report on the well-being of the nation's children. In 1997, there were 605 million of them.

"It brings urgency to the plight of Latino children," noted Lisa Navarrete of the National Council of La Raza, the nation's largest Hispanic community advocacy group. Unfortunately, she said, the figures show that Hispanic kids lag behind their White counterparts on a host of measures.

The Good and the Bad

Overall, the news was good. More children were immunized, were read aloud to, and finished high school. Fewer infants died, fewer kids had lead in their blood, and fewer teenagers were killed.

"There are more indicators that are getting better than are getting worse," noted Dr. Duane Alexander, director of the National Institute of Child Health and Human Development, when the report was released here in Washington.

But there was bad news, too. Children who were poor, Black, or Hispanic did worse on many fronts. There were more low-birthweight babies and more teenagers smoking and drinking.

"And we're not talking about an occasional drink. We're talking five drinks in a row in the last two weeks," Alexander said. The same goes for smoking, he said. "These kids are hooked.

Hispanic Realities

But the report's most dramatic data might be the demographic changes among minority children. Hispanics and Blacks each now make up about 15 percent of America's children, with Hispanics slightly outnumbering Blacks. The Hispanic population is concentrated in a handful of large states, though it is growing across the country, and the changing demographics pose numerous challenges.

"It's something that has to be taken into account whether you're delivering health services, educational services, social services, or whatever," Alexander said.

In school, Hispanics often need help learning English. Regarding health matters, Hispanics are least likely to get immunizations and most likely to get pregnant.

Hispanics, especially the poor ones, are not being well served. Many Hispanics hope the changing demographics will help publicize their legitimate needs. But for the moment, the figures clearly show that Hispanics have the lowest levels of educational achievement. There is a growing sense in Washington that these key issues have to be addressed.

And the first one is to secure an accurate census count in the year 2000.

Dr. Mellander is a professor at George Mason University.
Groundbreaking Research;
Serendipitous Grants

By Mia Anderson

A.W., the American Association of University Women, a nationwide grassroots organization of more than 160,000 college graduates, is dedicated to promoting equity and education for all women and girls. AAUW consists of three corporations—The Association, the Educational Foundation, and the Legal Advocacy Fund—each founded for the express purpose of removing financial, legal, and social barriers faced by all women and girls.

According to Valerie Ducker, director of AAUW’s Diversity Initiative, the mission is “one of education and equity,” and “since the 1990s, we have been diversifying our organization. We have completed a diversity plan and want to build a collaborative—we want to broaden our impact and expand our outreach. And the more diversified we can be, the more we build on the talent and diverse perspectives in our communities, the greater our impact.”

One of special interest here is the Educational Foundation, whose widely respected research has drawn national attention to the problems facing girls in school. In 1991, the foundation published the landmark book *Shortchanging Girls, Shortchanging America,* and in 1992 came *The AAUW Report How Schools Shortchange Girls,* a startling examination of how girls in grades K-12 receive an education. In 1993, the foundation published *Hostile Hallways: The AAUW Survey on Sexual Harassment in America’s Schools.*

Next, the foundation turned to identifying the “approaches and school climate that work to ensure that girls succeed in school.” In 1995, it published *Growing Smart: What’s Working for Girls in School,* and *Girls in the Middle: Working to Succeed in School* appeared in 1996. Early last year, *Separated by Sex: A Critical Look at Single-Sex Education for Girls* challenged—and, after thorough comparison of findings—the popular idea that single-sex education is better for girls than co-education.

“I think it is crucial that girls in this population receive an education that doesn’t limit them to unskilled, subsistence, and seasonal or contingent jobs,” the report insists.

Just beginning is a newly formed independent commission convened by AAUW and charged with looking specifically at the differences in the way girls and boys accept and use computer-based technologies and what strategies and techniques teachers can use to ensure equity in the classroom. The 13 commissioners include academics, Internet company and software provider professionals, and others. Co-chairs are Sherry Turkle, professor of sociology at the Massachusetts Institute of Technology, and Patricia Díaz Dennis, former member of the Federal Communications Commission and current senior vice president for regulatory and public affairs at a major communications corporation. "People operate with a lot of assumptions," Díaz Dennis says, "and we want to get past those and find out what’s really true about gender and technology. We want to be able to..."
make some concrete recommendations so that technology is used in a positive way across the board in schools.

Asked if Hispanic girls and their relationship to technology will be looked at, Diaz Dennis responds that “Girls are girls—there are lots of differences that we’ll take into account, particularly socioeconomic differences. My fourteen-year-old daughter is on the Net in ways I never would have considered. Everyone needs to have a good relationship with it...All of us are concerned,” she says. “That one-half of our population be fully engaged in where we as a society are going with technology. We want people to be proficient with computers and want to make sure that that includes women.”

Teacher training will be an especially important component of the commission’s study. “It all comes down to the teachers,” Diaz Dennis says. “If they model a positive attitude toward computers and technology, this will have a positive effect on the students.”

“AAUW is to be applauded,” she says. “For funding this commission—the full name of which is the AAUW Educational Foundation Commission to Examine Gender, Technology, and Teacher Education—Teachers who understand how technology shapes and changes the way we think can help ensure girls aren’t just users of technology, but creators.”

AAUW Awards and Grants

Another major program of the AAUW Educational Foundation that benefits Hispanic women involves the bestowing of, in 1997-98, nearly $3 million dollars in awards and grants; in that year and the 1998-99 year, 16 of the recipients were Hispanic women. HO interviewed several awardees.

Sylvia Cedillo—who is Mexican American and one of twelve children, ten of whom went to college, including two who became lawyers, herself included—has won three Foundation awards and grants and calls herself an “AAUW poster child!” Her first, in 1994-95, when she was in her final year of law school at the University of Texas at Austin, helped fund her project, which was the production of the booklet, Sexual Harassment: What Students Suffer and What Schools Should Do, a booklet that, now published also in Spanish, is still marketed and is being sought by the U.N. Department of Education for its regional civil rights offices. The booklet discusses peer-on-peer sexual harassment in schools, educating both students and their parents about their rights in protecting themselves.

Cedillo laments that there “still is no mandatory requirement that a school has a sexual harassment policy—the law says only that schools may develop one.” The booklet is important, she says, because it is user-friendly and concrete in its discussion, providing clear definitions of behaviors that constitute sexual harassment as well as sample policies and sample complaint forms.

Cedillo received a Foundation 1998-99 “Community Action” grant, one that provides seed money to individual women and to AAUW branches for projects that promote education and equity for women and girls. The funds are helping her produce both a parents’ kit and an educators’ kit about peer-on-peer sexual harassment in schools.

“Parents need to know that they have to document incidents when their child suffers harassment. They need to document all of their communications with the school.” The kit will provide very specific how-to information for parents....Parents need to know that a child who isolates herself in her room, for example, might be a victim to a word/concept that Cedillo does not like of sexual harassment, that this is not “normal” behavior.

“There is a dearth of information for teachers. Teachers need guidance too. They need to know that the schools sexual harassment policy should be posted in their classrooms. They need to know what behaviors [by teachers or students] could be considered sexual harassment. They need to let students know what these behaviors are—and that they don’t have to take it.” Cedillo’s educators’ kit will not be vague. She has spoken to approximately 15,000 students and 5000 to 6000 teachers in the past three years, and says that, regrettably, the male students often have to be “wrestled with to get them to focus, to listen, to take the matter seriously.”

Asking how AAUW helps Hispanic females in particular, Cedillo cites the many publications it has published, all of which show an understanding of the environment in schools and deal with issues specific to Hispanics. She cites the grantsawards to Hispanic women and points out that there are opportunities at the local branch as well. Her own Austin Chapter provides many scholarships and other awards, she says. And Cedillo cites the “terrific mentoring opportunities, especially at the local level. It is one of the best things that AAUW does, and it’s an extra plus that the mentor is a woman who graduated from a college or university.”

Rebecca Garcia Chackalackal is a 1998-99 AAUW “Selected Professions” $5000 grant winner. These go to women in traditionally male-dominated fields. She used her award to help pay tuition for her first year of medical school at the University of Iowa. Half Mexican American and half Croatian, she is interested in working with underserved populations. An anthropology major in undergraduate school, she volunteered for a year as the student service coordinator at a church and helped out at centers for the homeless. She
realized that as a doctor, she would be able to help people who really need it, and began pursuing a medical degree. Currently interviewing for residency in family practice, she still finds time to volunteer at a free health care facility in Iowa City. "Hispanics in Iowa feel really isolated, so it's very rewarding for me to help them out in the health care area," she says.

Chackalackal's husband is originally from southern India, where she did a rotation last summer. At the hospital she "saw things that I definitely haven't seen here—malnutrition, for example. By their standards, it was a fancy hospital, but while the doctors were wonderful and it was a great learning experience for me, it was really outdated."

Chackalackal learned about the AALW grants from a Hispanic counselor at the University of Iowa. She wasn't at all confident, she says, but urges potential applicants to "take chances because you never know!"

Gloria Pilar Totoricaguna won a 1998-99 "American Fellowship", given to women doctoral candidates writing their dissertations and to postdoctoral scholars pursuing research. She is "very thankful" to AALW, especially for allowing applicants to study outside of the U.S. and for its emphasis on candidates who will return with their university training and use it to improve the community and the schooling conditions for girls. Mentoring included for many female students, she says, high school is "their last chance for education. But if they can see that [a college education] is possible, if they can see a personal face on it, maybe they will find what it takes to go on the college."

Totoricaguna, whose ethnicity is Basque, did graduate study in Uruguay, completing her master's degree in Latin American Politics and Economics. She is using her AALW grant to help finance her final year of Ph.D. study at the London School of Economics. Now completing the writing of her dissertation, she plans to teach at the university level after graduation.

Totoricaguna lives in Boise, Idaho, which she says has a Hispanic community of 10 or 15 percent, with her husband and daughter, and teaches political science at Capital High School. At both the high school and at Boise State University, she works with mentoring projects involving "job shadowing," which matches female students with female mentors. A student interested in wildlife management, for example, with a woman working in the Idaho Fish and Game Department. A student interested in political journalism was matched with a mentor from the Snake River Alliance, an environmentalists group whose efforts aim at stopping dam building and stopping bomb testing at military bases with bomb testing communities. The student is learning how to create media spots, put together newsletters, and go to the legislature with Alliance lobbyists. A political science student was "matched" to serve as an intern in the Idaho state house and senate. "I feel like I have a responsibility to the community. Totoricaguna says, and I applaud AALW for holding that up as a responsibility."

Graciela Biscareño-Sato, born in Texas to Mexican parents, received an AALW "Career Development" grant for women reentering the workforce, changing careers, or advancing their current careers for 1998-99. A captain in the U.S. Air Force, on active duty at Fairchild Air Force Base as a KC-135 navigator, she is using the grant to finish her master's degree, and recently won an Academic Excellence award at the Graduate School of International Management at Whitworth College in Spokane, Washington. Her thesis looks at "how technology encourages (or doesn't encourage) girls to explore career fields they might not otherwise consider. Are telecommunications, including the Internet, making a difference for girls?" Now on temporary assignment in Quito, Ecuador, she is talking to people there in schools, in the government, and elsewhere as part of the thesis project.

Early on, she says, she was interested in satellite technology, and this quickly led to an interest in the infrastructure: the cables, the switching stations, the cellular components—those that are needed, for example, to get a school hooked up to local Internet service. "In South America," she says, "telecommunications is expanding. I want to look at how the technology gets there. What the impact on the people is, what the social results are. I want to look at what happens if you don't get involved, at what exclusion will mean to you. It's so important to girls to become technologically literate, starting with the computer."

While in high school, Biscareño-Sato attended an AALW-sponsored conference, "Expanding Your Horizons," designed to encourage girls to enter science and math fields. Now she is highly involved in planning the conference program. Last spring, while searching the Internet for funding sources for her master's study, she noticed the AALW opportunities at its Web site. She expresses the strong hope that more young girls of all races and ethnicities are getting interested in science and technology. "This can happen," she says, "when they have more and more information, more awareness of nontraditional career fields!" If they have AALW.

Check It Out
Call AALW at (202) 785-00 or visit their Web site at www.aalw.org.

Check out ¡Adelante!—AALW's popular book-of-the-month club that features books across the diversity span, such as Gloria Anzalda's Borderlands/La Frontera: The New Mestica as the September/Hispanic Heritage Month selection. ¡Adelante! has an on-line site/discussion room that can be joined by sending an e-mail to manager@lists.aalw.org. Leave the subject line blank and say only "subscribe adelante."
Diversity, Humanity, & Sisterhood

Charleston Conference Warm and Worthy

By Adalyn Hixson

“W”hen I got the job, I figured I’d better write something in my journal now, while I’m still happy, because I know that in six months I’ll think this job stinks.” The topic is journal writing. The candid commenter is a high-level administrator sharing her views in the response portion of a keynote’s address. The occasion is the 12th Annual International Conference on Women in Higher Education, held the first week in January in Charleston, South Carolina.

In an earlier session, a community college president inspires laughs too, and knowing nods, when she says, “If a woman or a minority gets the job, you can be sure it was a mess before they got it!”

Candor and laughter are persistent elements of this conference. The bonhomie is palpable, as is the cross-cultural, cross-generational respect the members give one another.

If any Latinas or other women in academia out there are seeking a support system, participation in the National Association of Women in Education seems a good place to start.

Getting Acquainted

A pre-conference session, “Getting Published in Scholarly Journals,” attracts a mix of newcomers and old-timers. Their self-introductions are impressive.

The first to speak after the leader’s welcome has been presenting at conferences for about 15 years and has published several pieces, mostly on issues of ethics in higher education. Next to her sits a vice president of academic affairs, the first woman at her college to reach that level. A department chair for many years, she claims that the chief task in that role is to keep faculty “from killing one another.”

A newcomer who holds a Ph.D in organizational behavior describes her background and her reasons for attending: “I’m just starting out at the University of Vermont, after 15 years in refugee work, human rights work, and policy work in Asia.” She’s spent her life, she says, “crossing boundaries back and forth.” For the last two years, her abiding passion has been “how adults learn about diversity.”

“Why am I here? My writing colleague and I are interested in this group of people as folks to be inspired by, supported by, to push forward the cause of making the world we all can share in.”

“I think women have historically done a wonderful job of that—confronting the past and forging new possibilities in a very diverse world.”

Another woman, among the first female vice presidents in the Texas system, is using administrative leave to return to the classroom, studying psychology. “I’ve started writing haiku,” she says, “as a means of getting into a different thought pattern.”

Many of the women attending write poetry. One says her book of protest poems, ready for publication, was inspired by her master’s thesis: “I just got angry when I was writing it. I had to write these poems.” She later confided that although she had typed her husband’s thesis, she’d never even read hers.

“I write a lot of things that get published that are not academic and frankly, I like to be able to put the emotion in.”

Pat Nixon has been quoted as saying she had sacrificed all she held dear on the altar of her husband’s ambition. This group seems determined not to make such a sacrifice but to struggle toward synthesizing personal and career interests and goals.

One participant, an attorney, also teaches employment law at two colleges. “This law is a way to build habits in the human resources community...to make good decisions that further the rights of women and families in our workplaces.” She has a special interest in issues of race, gender, and class.

Another travels throughout the world teaching nontraditional master’s students in the military—in the Azores, Guam, England, Spain. “It’s almost like being an anthropologist because you are dealing with a foreign country as well as the U.S. military and their dependents.”

“My research area is women’s studies,” she says, “but more recently I’m interested in the dominant model of human relations.” She shares but does not endorse a piece of advice given to her about academia—“Don’t EVER write anything autobiographical. It will be used against you.”

Each introduction presents a unique set of experiences, though all seem to have Ph.Ds. There is no sense of one-upmanship, not in this workshop nor at any other time at the conference.
Getting Published

Diane Calhoun French, workshop leader, has a Ph.D. in English Literature and a passion for popular culture—romance novels, soap operas, dinosaur films. She loves to examine, for example, the fatherhood roles in Jurassic Park. She hates to write, she says, but loves "to have written" and commends writing as an activity that helps her and others clarify what they actually have to say about an issue.

French was an editorial advisor to Initiatives, a quarterly journal of NAWE, the National Association of Women in Education, for four or five years and two years ago got the job as editor. She also read all of the abstracts submitted for the conference.

The single most important or valuable thing she can do for anyone present, she says, is "to read some of what you've written." She adds that it is also an important thing for English literature and other editors. "This is welcome news," French and others comment on the unimagined pardon and esoteric prose found in so many journals. They talk too of unnecessarily perceptive comments by editorial reviewers, and of the known reputations of certain journal boards, or even whole fields, for vituperative feedback. Some of use are amazed by the Haiku writer: "Some feel very sophisticated sending out brave comments," she continues. "That sort of feedback shuns the person down."

French describes the Initiatives review process and outlines what she looks for in an article, namely several acceptable forms an article might take.

"Does it tell me something I don't already know or does it confirm the known in an engaging or interesting way? Style is really urgent." Some articles are objective and scholarly, she says, but notes from the field are valid too. The straight literature search, she says, has four options: Accept, Accept with Minor Revisions, Accept with Major Revisions, Reject, and typically the feedback to the author is specific and detailed. She is perceived by authors who drop out at the "minor revisions" stage, and maintains that the emphasis is always on constructive criticism.

French is willing to review query letters and samples if this will help attendees make some progress toward publication.

Latinas

Nora Garza came into view at the first of two evening receptions, this one hosted by the newsletter. Women in Higher Education, an immensely readable and succinct source of information, and a conference co-sponsor. Garza, a vice president of NAWE for the state of Texas, is dean of academic instruction at Laredo Community College, one of the founders of TACHE, the Texas Association of Chicano in Higher Education, and chairs the Historic Preservation efforts in her hometown.

Over low-country cuisine of hot crab dip and delicately fried oysters, she tells NAWE that she played castanets in her high school music class. "Castanets?" exclaims NAWE. Garza explains that Laredo, now 95 percent Hispanic, began as a Spanish colony founded in 1500, part of Nuevo Santander, a large region both north and south of the Rio Grande.

They were the last of the Spanish, and fought to the end. Texas had six flags, Laredo has seven flags," she says. When the treaty of Guadalupe was signed and they made the Rio Grande the boundary between the U.S. and Mexico, people in the area said, "We do not want to be part of the United States. They founded a new Laredo south of the new border. And they took the bones of their ancestors with them." Laredo remained, however, a very Hispanic town. Native Americans originally in the Laredo area, she says, were the Comanche and the Lipan Apache.

This is her first visit to the conference. Aurelia Dalila de Silva presents a paper, "Barriers to the Participation of Mexican American Women in Higher Education," relating her past struggles as a professor in San Antonio, and some of her Latina colleagues. These include a successful out-of-court settlement of a lawsuit, followed seven years later by an unsuccessful bid for tenure. Gentle and determined, she admits to past naiveté in the teaching of a minority career through the minefields of academia. And to a long sense of isolation.

She credits NAWE and its conferences with offering her a support system sorely needed to survive the crisis of rejection and to confirm the validity of academic work that might be systematically attacked as part of a tenure-denying process. Her research was deemed "groundbreaking" by her peers but "ungrounded" by the tenure team.

She says NAWE is "very interdisciplinary, so you draw courage. Courage and lots of energy, lots of hope."

An editorial advisor to a scholarly journal, she is careful to encourage rather than discourage. A lot of my research," she says, "is with Latino children in the area of bilingualacy development." Special contracts give her time to write and to be involved, she says, and while she might someday return to academia as a professor, "not at this point."

Keeping the Faith

For its first 11 years, the University of Texas at El Paso was sponsor of the Women in Higher Education Conference. In early 1998, NAWE President Lynn Gangone learned that a new UTEP decision-maker had opted to strike all external conferences from the UTEP budget. Gangone spoke with Mary Dee Wenniger, editor of the UTE newsletter, and with Linda Hufnagel, University of Oklahoma, and with Calhoun French, and they basically decided... this conference is too valuable to lose. We can do it ourselves. Thus NAWE, which has its own annual conference coming up this month in Denver, opted to sponsor the January event as well, with the newsletter as co-sponsor. Other organizations signed on as endorsers: HERs Mid-America, The National Institute for Leadership Development (NAWE endeavor). The American Council on Education Office of Women, the American Association of Women in Community Colleges, and all three branches of AAUW.

At an evening reception, Gangone presents the first conference award. "She Who Laughs... Lasts. To Mary Dee Wenniger, cited the renowned and irreverent Wenniger wit along with relevant accomplishments.

NAWE and Diversity

Lynn Gangone urges "HO to
assure Latinas and all women that NAWE welcomes them wholeheartedly. Both Gangone and former NAWE president Barbara Baxter Phillips say that NAWE, which was founded in 1966, has a particularly long history of inclusion of African American academics. Gangone says that its inclusionary philosophy enters into every decision made by NAWE.

The line-up of conference presenters and presentations bears witness to that philosophy. And the presenters themselves, in all workshops attended by HO, offer a warm welcome to engage, to collaborate. This is not a closed system.

Keynoters

The goals of public television are said to be to educate, enlighten, and entertain. The keynoters, sans anything more visual than the clothes and expressions they wore, or more high tech than a microphone, managed all three plus three more— były invoked, engaged, and empathized.

Claudia Limbert, Ph.D., CEO of Penn State's DuBois Campus, deftly led her audience in search of blue walnut and buttersweet near the old open pit lead mines, long since abandoned, filled with water and cottonmouths in the Ozarks of her youth, where her LP's mother and her mother's best women friends got a chance to "really talk with one another"—healing conversations that were and are essential to women everywhere, she feels.

Limbert cautioned the audience: "My work could easily overtake my life...if I let it." She urged that home should be a sanctuary, a place for renewal, and that they must schedule retreats for themselves, simplify their surroundings, reassert their relationships with technology, and "find time to be with your women friends."

"There is a high rate of burnout among academic women, and a high rate of not getting promoted because you allow yourself to be sidetracked by a lot of other things," she cautioned.

An adult learner who raised four children before going to Bethel College and earning triple majors, followed by an M.A. and Ph.D. from Boston University, Limbert has authored and published scholarly articles, short stories, poems, and creative non-fiction works.

Limbert calls the conference "extremely valuable for women—not the typical education conference where you go in, you read

XAWE, and "mentally danced down the yellow brick road."

Bell-Scott read movingly from her most recent book, Flat Footed Truths: Telling Black Women's Lives, an anthology of personal tales told through story quilts, oral narratives, journals, and diaries—"where the unspeakable can be bound and described."

Ten years in the making, Bell-Scott accessed private accounts of women of color aged 8 to 94, both

A Global Anthology of Women's Resistance from 600 B.C. to present. Portions discussed and read at the conference stunned and inspired.

An Egyptian girl in Cairo of the late 1970s discovers that her parents and community dote on her brother and care not a whit for her own well-being.

The first woman hired by the state of North Carolina, late 1800s, notices that while she does virtually all the work at the Commission on Agriculture, she receives $30, the male secretary $125, and the Commissioner himself $200.

A Native American girl placed in a school for "Americanization" is possessed by a "muscular spirit of revenge" and piously marshes the serving dish along with the turnips for dinner—and exults in her rebellion.

A poet in turn-of-the-century Manchuria is executed for reading her poems of women's liberation in public.

Epilogue

It is unthinkable to leave Charleston without one of its sweetgrass baskets, "made of long leaf pine needles, sweetgrass, palmetto leaves, and bull rush—craftsmanship handed down from generation to generation by slaves from West Africa."

Time for shopping is short, but fortune prevails. In the open-air Old Slave Market facing the hotel, a few hardy peddlers remain on the cold late afternoon. Two African American granddaughters are shivering as they pack up for their elderly grandmother, weaver of sweetgrass. Despite the chill, and the frustrating search for a pen with ink that will flow in the cold, the talented weaver settles for a pencil and carefully writes down for HO the name of the twig-adoring the basket—popcorn berry from the tallow tree—and her name: Emils Havne.

To contact NAWE—www.nawe.org—or phone (202) 699-9230
Latina Researchers at UTEP

Using Intellect to Improve Society

BY CHRISTIAN CLARKE, TIMI HAGGERTY, AND WALLI HALEY

“Whether comparing Hispanic and Anglo ethics or tracking levels of lead in pregnant Latinas or creating outstanding, replicable models to encourage women’s pursuit of education, UTEP’s Latina researchers make valuable academic contributions to the university and to their communities. They are nationally competitive researchers, but they also are committed to addressing issues that impact the region.

Uncovering the Past to Reveal the Present

Emma Pérez runs her finger from the southern tip of a Texas map to the eastern portion near Houston. The line represents her grandparents’ northern migration from the states of Coahuila and Nuevo Leon in Mexico to East Texas. Pérez, an assistant professor of history, is fascinated by the story it reveals.

One of the few Chicano historians in the United States, Pérez is drawn to the history of Texas on both a professional and personal level. After her grandfather came to Texas in 1917, the family faced a hard life.

“They were uprooted from their homes after the Mexican revolution,” Pérez said. “They began by living in small south Texas towns but moved north to follow the migrant farm labor. That was a difficult type of lifestyle.”

Difficult, too, were the lives of El Paso’s Mexican Americans during World War II—a topic that Pérez has focused on for the university’s Institute of Oral History. Since the region’s history has been overlooked nationally, Pérez said this is an area ripe for study.

As she continues her academic career, Pérez said she will continue to reflect upon her heritage for the inspiration for her research. “It is an important part of who I am. I can never forget that I would not be sitting here without the sacrifices and struggles of those who came before me.”

Azevedo Investigates Cultural Ethics Question

Contributing to a positive, productive work environment might depend on compliance with an accepted standard of conduct, or “code of ethics.” Unethical behavior in the workplace, however, is still a common occurrence—and the justification for that behavior might differ, not just from person to person and business to business, but from culture to culture.

Ana Azevedo, assistant professor of international management in UTEP’s Department of Marketing and Management, says she strives to strengthen students’ virtues and values.

Azevedo’s current research seeks to answer the question, “What is the relationship between individualism and cultural values, and what are the justifications that people give for engaging in unethical behavior at work?” Her study samples business graduate students and senior business executives and endeavors to contrast Hispanics and Anglos in their responses to unethical situations.

Azevedo has submitted her initial findings to conferences and journals.

Azevedo’s other areas of expertise include organizational behavior and business management in Latin American countries. She is working on a study on the effectiveness of existing training programs in El Paso for NAFTA-displaced workers.

Azevedo holds a Ph.D. in business administration from Florida International University, and an MBA and bachelor’s degree in economics from the Federal University of Rio de Janeiro.
Stereotypes Crumble in Business College Study

Stereotypes would suggest that an examination of gender differences in Mexican American attitudes toward family and career roles would indicate that Mexican Americans—a rapidly growing segment of the U.S. workforce—place greater value on family roles than professional ones. But Melanie Trevino, a UTEP associate professor of marketing and management, said that her studies on this issue have produced surprising results.

"We found there was greater importance placed on jobs and less emphasis placed on family among Mexican Americans than we had expected," Trevino said.

Trevino has been studying the relative importance Mexican Americans and Anglos place on family and career, in cooperation with former UTEP faculty member Mary Gowan, now with the management department at the University of North Carolina at Charlotte, for about four years. Initial data were collected from students at the El Paso Community College, representing the Mexican American sample for the study, and from Anglo students at a mid-sized southwestern university.

"The literature suggests that our original assumptions were the correct assumptions," Trevino said. "Since our findings don’t support that, we are going to have to continue to consider a number of variables that may have affected the results. We’ll still be playing around with the data for several more years, and we’ll carry out additional surveys in other locations to see if we get different results."

Trevino and Gowan extended their studies to include an international sample, surveying college students in Juarez and Chihuahua City in Mexico last fall.

If the study’s findings remain unchanged after additional research, Trevino says there would be many implications for the corporate world.

"The Gen X generation is going to demand a lot more balance in their lives than other generations have. Plus, there is a real shortage of labor, so many firms will have to adjust their policies in order to get and retain qualified personnel by making concessions to the family needs of their employees, such as providing flexible work hours," Trevino said.

The study’s findings will be published in an upcoming issue of the journal Sex Roles.

Josefina Tinajero is the director and founder of the extraordinarily successful Mother-Daughter Program, which inspires sixth grade girls and their mothers to set career goals and make education a priority. This program has become a national model that many other communities now emulate.

Tinajero’s Leadership Inspires National Influence

Josefina Tinajero, professor of Teacher Education and assistant dean of the College of Education, has held seemingly countless leadership and service roles within the university, the community, and across the nation since she joined the UTEP faculty in 1981.

Tinajero is the director and founder of the extraordinarily successful Mother-Daughter Program, which inspires sixth grade girls and their mothers to set career goals and make education a priority. This program has become a national model that many other communities now emulate. Tinajero’s tireless commitment to this program has attracted external funding from a variety of foundations and numerous honors and awards. In 1994, a Father-Son Program was implemented to create similar opportunities for El Paso’s young men.

Through her most recent program, Project BEEMS—Bilingual Education with Emphasis in Math and Science—Tinajero has obtained multi-year federal funding to improve the quality of bilingual instruction in El Paso schools and to increase the number of teachers who earn masters degrees in bilingual education. Through this program and others under her direction, Tinajero offers graduate and undergraduate education students bilingual teaching strategies in math and science designed to spark students’ interest in those fields and better prepare them for future careers in science and engineering.

In recognition of her outstanding efforts in bilingual education, Tinajero was elected president of the National Association for Bilingual Education, a key position that will enable her to influence how the nations rapidly increasing populations of Hispanic, Asian-Pacific American, Native American, and other non-English-speaking students are educated.

U.S. Rep. Silvestre Reyes, who appointed Tinajero to the NABE board last year, said that "El Paso is privileged to have such a strong leader serving the education community.”

Mentoring the Next Generation of Computer Scientists

Ann Quiroz Gates might not have gone to graduate school or become a computer science professor had it not been for the support and encouragement of one of her own professors, UTEP Computer Science Chair Dan Cooke.

Although Gates had worked in the computer science field for a number of years, she was eager to
develop a theoretical background. She returned to UTEP to earn a computer science degree.

Cooke remembers Gates as an excellent student capable of advanced studies. "Since mentoring is not a one-way street," he says, "throughout the research process, we learned from each other and influenced each other."

Gates credits her mentor not only with recognizing her abilities but with supporting her belief that she could make a difference in her community by returning to her alma mater and becoming a role model for her students.

"I attended a lecture about the low number of Hispanics and women with doctoral degrees in the math, science, and engineering fields," she says. "This motivated me to pursue a doctoral degree and, later, as a professor, to make a difference in this area by mentoring students."

Today, Gates is involved in developing the Systems and Software Engineering Affinity Research Group model along with Drs. Patricia Teller, Andrew Bernat, and Connie Kubo Della Pana. This project, funded by the National Science Foundation, is aimed at increasing the number of students from under-represented groups who go on to graduate school.

The model provides a methodology and infrastructure for expanding the number of students who benefit from the research experience, including those who have potential but lack confidence to engage in research.

Gates' research, funded by NASA and Sandia National Laboratories, centers on the design and development of a runtime software-fault detection system.

Ph.D. Graduate Encourages Next Generation of Engineers

When Elizabeth Trillo completed her Ph.D. in materials science and engineering in December 1997, she decided to give something back to the community that had helped her succeed.

She became a research associate in UTEP's Department of Metallurgical and Materials Engineering, which is working to increase the number of women and minorities who enter the field by aggressively recruiting students from the El Paso-Juárez area.

Although half of the metallurgy and materials engineering programs throughout the country are exclusively graduate programs, the number of Hispanic Ph.D. recipients is extremely small—each year between 1980 and 1990, about two Hispanics received doctoral degrees in this field.

At UTEP, professors work with new additions to the faculty, such as Trillo, to encourage more students to enter the field. Department recruiters visit area high schools to lead class presentations and to discuss the rich educational and career opportunities the field offers.

Trillo also teaches engineering courses and is a member of professional societies such as TMS (a metallurgical and materials society), NACE (National Association of Corrosion Engineers), Eta Beta Pi (National Engineering Honor Society), and TSM (Texas Society for Microscopy). In her spare time, Trillo enjoys relaxing as part of UTEP's widely acclaimed steel drum ensemble Pandemonium.

Amaya Studies Area Lead Levels

María Amaya, nursing associate professor and nurse practitioner, studies the lead levels of El Paso-area residents and sheds light on contamination sources of the toxic element.

Amaya has studied the lead levels of Hispanic pregnant women, many of who were immigrants from Third World countries where environmental problems are increasing due to poverty and low safety standards.

Border communities such as El Paso face similar hazardous situations as businesses expand and the population grows, so it is important to document levels of lead and other dangerous substances to provide a database for future research and policy decisions. Amaya said.

Some hazardous cases of lead exposure in the area are due to the use of herbs that contain dangerously high levels of lead.

Gordo lobo, an herbal preparation that contains extremely high levels of naturally occurring lead, is sometimes given to children with colic by well-meaning parents unaware of the potential danger. Other potential lead hazards include the improper dumping of batteries, cooking with pottery that has not been fired correctly, remodeling a home that has old, chipping paint or rusting pipes, and the increasing number of illegal subdivisions that are not being regulated.

Added Attractions

Delina Domínguez, assistant professor in the Department of Health Sciences, has been studying Hantavirus infection in southern New Mexico and Northern Mexico.

Patricia Xaza, assistant professor, Department of Electrical and Computer Engineering, works with neuro-fuzzy classifiers for voice recognition.

And Latinas are not the only women researchers at UTEP. Shelly Armitage, who spearheads UTEP's Women Studies Program, blends her regional interests with research that includes studying contemporary literature and culture through visual and verbal representations in film and cartoons.

Sandra Hurley, assistant professor in Teacher Education, explores personal histories of low-achieving readers. One of the surprises was the influence that church attendance, regardless of denomination, seems to play on literacy acquisition.

"Many of the students learned to read in a catechism class or developed their reading skills there," Hurley said. Another finding was that of fifth graders with poor reading skills, four had witnessed or experienced extreme violence in kindergarten or first grade. "We figured out years ago that hungry kids don't learn well," said Hurley, and now we know that scared kids don't learn well either."

LUTEP's Jan Harmon is program coordinator for its Center for Environmental Resource Management, the 36-acre Rio Bosque Wetland Park.

Susan Ripberger, assistant professor in the Department of Educational Leadership and Foundations, studies cultural transmission between the U.S. and Mexico.

According to figures released last year by the U.S. Department of Education, based on 1995, the research schools with the highest percentage of Latin/o faculty are the University of Miami, the main campuses of New Mexico State University, the University of New Mexico, Arizona State University, the University of Houston-University Park, and SAU at Albany. The leaders in terms of Latinas/os in tenures or tenure-track posts are UMN-Minneapolis; University of Miami Arizona State-Main Campus, U T Austin, and the University of Arizona.
Long before the 1960s push to assure equal educational and professional opportunities for women, Agnes Scott College was already a leader in the effort to enable women to assume their rightful place in society. That was back in 1889. In that year of the institution's founding, the prevailing wisdom among educators was that enlightening women amounted to wasted time and was a frivolous pursuit.

The progressive Presbyterian founders of the College ignored this outlook and established a school with a new standard, one that "challenged women to challenge themselves." In doing so, they also established the first institution of higher learning in Georgia to be accredited by the Southern Association of Colleges and Schools. What followed is a list of landmarks too long to cite in its entirety—the first female member of the faculty at the University of Virginia; the first woman ordained as a Presbyterian minister; the first woman president of the American Board of Pediatrics; the first woman president of the Georgia Association of Psychiatrists; and the first woman to head a federal regulatory agency. They are all Agnes Scott College graduates. As a matter of fact, the list goes on to include Georgia's first Rhodes scholar and many Fulbright, Truman, and Goldwater scholars as well as a Tony Award-winning playwright and a Pulitzer Prize-winning writer. Add to the mix a South Carolina State Supreme Court justice, internationally acclaimed scientists, and women who work with the CIA, CDC, EPA, CNN, and the Peace Corps, and you can see the impact this small college for women has made on society.

Since 1889, Agnes Scott graduates have been preparing to "create a better world," which they have done in distinguished fashion. For that, and for making history in addition to offering courses in history, Agnes Scott joins the Hispanic Outlook Honor Roll.
Honor Roll Facts in Brief

INSTITUTION
Agnes Scott College

LOCATION
Office of Admission
141 East College Avenue
Atlanta/Decatur, GA 30030-3-97
(800) 868-8602

ESTABLISHED
1889

ENROLLMENT
819

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION
$21,925 (includes room and board)

NUMBER OF FACULTY
73 (four are Hispanic)

A FEW SPECIAL DEGREE PROGRAMS
Astrophysics
Classical Civilizations
Economics and Business
International Relations
Women's Studies

HISPANIC ENROLLMENT
4 percent of first-year class, 3 percent of total enrollment

NOTABLE HISPANIC-SERVING ORGANIZATIONS
National Hispanic Awareness
Chimo (encourages cultural awareness)

INTERNET ADDRESS
www.agnesscott.edu

When a group of Decatur's Presbyterian leaders founded Agnes Scott College in 1889, it was their aim to found a college with 'a liberal curriculum fully abreast of the best institutions of this country.' The school opened its doors utilizing a rented house and slightly more than $5,000 capital. There were four teachers educating 65 students at the grammar school level. Col. George Washington Scott provided 40 percent of the initial capital, and then offered the largest gift to education up to that time in the State of Georgia to provide a home for the school. To recognize the gift, the Board of Trustees named the school in honor of Col. Scott's mother, Agnes Irvine Scott, whom he credited "for all the good impulses of heart and for all hopes for the future." The second transforming gift to the school came in 1954 when the estate of Frances Winship Walters, an Agnes Scott alumna and former trustee, donated a gift of stock in The Coca-Cola Company. That gift now constitutes a large portion of Agnes Scott's $24.9 million endowment, the largest per student endowment of any national liberal arts college in America.

Within ten years of its founding, the school had gained accreditation as a secondary school. In 1906, it was chartered Agnes Scott College and awarded its first degrees. Agnes Scott is a charter member of both the American Association of Universities, Women and the Southern University Conference.

Agnes Scott continues to build for the women of tomorrow.
Language Across the Curriculum. LAC extends the development of skills beyond the traditional language courses and programs, offering students an opportunity to read and discuss relevant texts in the original tongues.

new science facilities that will house the Atlanta Science Center for Women. On our campus of the future, we will educate more Rhodes, Fulbright, Truman, and Rotary scholars. Off campus, we will provide more internships throughout Atlanta and greater financial support for international study. And across the curriculum, we will continue recruiting and retaining a distinguished faculty of scholars, teachers, and mentors.” President Bullock affirms that, “In reality, Agnes Scott stands as one of the nation’s foremost liberal arts colleges.”

Last October, when trailers, bulldozers, dump trucks, and orange fencing arrived on the Agnes Scott campus, it was clear that groundbreaking for President Bullock’s “college of the future” was near. A $100 million campus modernization program was under way. Joseph R. Gladden, Jr., chair of Agnes Scott’s Board of Trustees, says of the project, “We have been working toward these plans for several years. The Master Plan is the physical representation of our commitment to a high-quality liberal arts education for women who will assume the leadership of the next generation.”

Mary Brown Bullock observes that with a record enrollment of 810 students from 36 states, the District of Columbia, the U.S. Virgin Islands, and 14 other countries, the construction is beginning “none too soon.” According to President Bullock, “Our undergraduate academic facilities, including our library and science complex, will be among the finest in the country when this project is complete. I know of no other liberal arts college in the country that is undertaking such an extensive modernization of its facilities. We will open one new or expanded and renovated building every fall for the next four years.” The project is under the watchful eye of Elsa Pena, a native of Chile, one of the few female and one of the few Hispanic facilities directors in American higher education.

Agnes Scott is located in a historic neighborhood on a 100-acre, tree-filled campus in Decatur. The campus itself is part of a National Historic District, along with adjoining residences. Many college-owned, on South Chandler Street to the east of the Campus. Walking along the brick pathways, one would not realize that Downtown Atlanta is only 10 minutes away. The campus is simply beautiful and notable for arched windows overlooking century-old trees and a gazebo. It has served as the set of more than motion pictures as well as a respite for Robert Frost, who had friendly association with the school that endured throughout years.

The college has been named one of the International 50, and ranked among the top 10 national liberal arts colleges for “best value—discount price” by U.S. News and World Report (1999). Peterson’s Guide calls the institution’s “outstanding undergraduate program in the sciences and mathematics.” All Agnes Scott students take a demanding course of studies in the humanities, fine arts, foreign languages, natural sciences, mathematics, and social sciences. The College offers 25 majors and 27 minors.

Of the class of 2002, 43 percent are Caucasian; 22 percent African American; 4 percent, Hispanic; and 5 percent, Asian American or Pacific Islander. 9.7 percent are Bicultural or Other. One hundred percent of the 65 full-time faculty have a Ph.D or terminal degree in their field. Of this group of distinguished faculty, 65 percent are women. The school offers students an astounding 9:1 student-faculty ratio.

Of special interest is the Language Across the Curriculum (LAC) program at Agnes Scott College. LAC is open to all students who have completed four semesters of a foreign language, those who are eager to enhance and deepen their understanding of subject matter, for example, in history, anthropology, music, or political science. The concept of Language Across the Curriculum is to give all students especially non-foreign-language majors, an opportunity to apply their language skills in other disciplines. LAC extends the development of language skills beyond the traditional language courses and programs, offering students an opportunity to read and discuss relevant texts in the original language.
The first Latina sorority, Lambda Theta Alpha, was incorporated in 1979, on the heels of the Kean College fraternity of Lambda Theta Phi.

When most people hear the words fraternity and sorority, images of drinking, partying, and hazing come to mind. Modern Greek organizations are often portrayed, whether through the media or by their activities on campus, as extremely social in nature. Even Lissa Bradford, chair of the National Pan-Hellenic Conference, admits that many of the students who come to us already have patterns of bingeing and focusing on the social.

When it comes to Hispanic fraternities and sororities, this image might not hold true. Since Hispanics are the new kids on the block among the Greeks, their purpose in forming their organizations is more cultural and political than that of mainstream Greeks. Latinos have eliminated hazing (asking pledges to perform embarrassing or dangerous acts as part of an initiation process) and drinking from their formal activities. They are too busy forging their identities and building a supportive bermadad during a time when many others might still be unaware that Hispanic Greeks even exist.

Mainstream fraternities were first developed in 1776, when Phi Beta Kappa, today a scholarly honor society, appeared at William and Mary in Williamsburg, Virginia. It was organized for social and literary purposes, and included secret rituals, badges, mottos, and handshakes that are still common among Greeks today. A strong friendship and camaraderie were developed among its members. According to Bradford, the first sorority wasn't developed until 1851, by Alpha Delta Pi, at a time when women were beginning to participate in higher education.

According to Jesus Pena, author of The History of Lambda Theta Phi, culture-based fraternities came onto the scene because of a need for individual groups to build support and have their voices heard. Jewish fraternities sprouted in 1889, and African American ones in 1906, for these reasons. The first Latino fraternity, Fi Iota Alfa, was developed by Latin American exchange students as a club in 1889 and then, after disappearing from the scene in 1973, reemerged as a fraternity for Hispanic Americans in 1984. Lambda Theta Phi fraternity was formed at Kean College (now Kean University) in 1976.
“What bonded them was that they were strangers in a strange land,” said Victor Franco, president of the oldest fraternity, Fi Iota Alfa.

The first Latina sorority, Lambda Theta Alpha, was incorporated in 1979 on the heels of the Kean College fraternity of Lambda Theta Phi.

Latino Greek organizations are growing rapidly throughout the country now: Sigma Iota Alpha, a Latino sorority that originated with four women at Boston University, now has 25 chapters nationwide. What's typical for Latino Greek organizations, however, particularly because of their short history, is that most chapters have only five to 25 students. Their emphasis is less on numbers and more on Latino empowerment and community service.

“We’re expanding very quickly,” said Jennifer Saavedra, one of four women who started the Sigma Iota Alpha chapter at Boston University eight years ago. “There was really nothing as women that we could call our own, that taught us about our culture and history,” she said.

Saavedra, who now serves on the alumni board, is like many Latina Greeks. She’s still extremely active with her hermanas in building community among Latinos and Latinas in general. “We were really concerned with educating the community and being a positive influence on the campus.”

Sigma Iota Alpha, like so many sororities HO talked to, is passionate in its desire to give back to and empower its community. The sisters are working in soup kitchens, sponsoring children, fighting breast cancer and multiple sclerosis, and forming leadership workshops.

Kellie Villa is president of Sigma Lambda Upsilon, “Señoritas Latinas Unidas Sorority,” at Binghamton University in New York State. She joined her sorority, which now has 13 chapters, to be a part of something larger than herself. “A lot of people don’t understand the concept of women coming together to influence community. They think it’s just a lot of women hanging out,” she said. “I love the feeling of empowerment it gives me as a Latina woman. I have a stronger voice because I’m part of this organization.”

For many Latinas, who place strong emphasis on family, a sorority is another home away from home that they wouldn’t ordinarily have. Frequently, they are first-generation students, and that extra support is what gets them through a traditionally Caucasian school system.

“As a Latina, since you are born, it is emphasized that family always comes first. It’s hard to deal with an environment that deals with you as an individual,” said Lambda Theta Nu’s president Maria del Consuelo Martinez, at Sacramento State University. “I didn’t see a lot of emphasis on sisterhood,” she said, describing mainstream sororities. “But of her own sorority, she said, “You could see how they care for each other. When you join something that gives you that much love, of course you want to give back.”

As with all Latina/o Greeks, there is no hazing in their sorority because, as Martinez put it, “We already feel society has put us in a lower position. Why should we do it to each other?”

Across the country, there are currently more than 40 Latina/o Greek organizations, and their numbers are growing. National board president of Sigma Lambda Upsilon, Maria Milagros Delgado, has watched her sorority at Binghamton’s campus mushroom from a handful in 1989 to a large group of dedicated Latinas. “It is very empowering. Every year when we have our convention, it’s amazing how far the women have gotten,” said Delgado. “I see the commitment, the enthusiasm. It’s very fulfilling to see that we are at least making a difference.”

The new National Latino Council set up shop two years ago to support Latina/o sororities and fraternities across the country. It is through the council that students from different regions exchange ideas and can support political and social concerns of Latinos outside their immediate region. “It is good to learn what other Latinos are facing and struggling with,” said organization president Jorge Diaz.

Each of the last two years, they have held a conference. “It wasn’t until this conference that we brought everyone together,” said Diaz. “It has helped many of the organizations expand.” The council is only the beginning of a network that they hope will further political and social empowerment of Latinos. “We are preparing members to be politically involved,” said Diaz.

Many of the hermano and hermana alumni have become influential professionals in their communities. Lambda Theta Phi alumni include Congressman Bob Menendez, former New Jersey prosecutor Jesus Pena, and ASPIRA executive director Robert del Rios. Jose Gutierrez is president of the Hispanic Bar Association, and Orlando Gutierrez, of Fi Iota Alfa, was president of the Hispanic Professional Engineers.

Gutierrez, an older Cuban American, first came to this country as a younger to study engineering at the Rensselaer Polytechnic Institute in Troy, N.Y. He was one of many Latin Americans who shared brotherhood at Fi Iota Alfa.
Although FI Iota Alpha is considered the first fraternity, its origins are as the Iota Phi Lambda Hispanica in 1988, and then as a fraternity for Latin American exchange students. It is different from those of today’s FI Iota Alpha. While the organization was originally developed to support international students at RPI and several other campuses, its most recent chapter was resurrected in 1976 to serve the needs of Hispanic Americans.

“We had a concern with Latin American unity—working toward the unification of Latin America,” said Gutierrez, who was a brother in 1945. At that time, there were only 140 Latin Americans studying amid a majority of returning World War II veterans. “[The fraternity] was a tremendous support group. When I felt nostalgia or was difficult, I felt supported by the fraternity,” said Gutierrez.

Although the times were different then, Gutierrez recognizes that contemporary fraternities are extremely important for undergraduate minority students. The lack of these kinds of support groups in universities causes a lot of Hispanics and Blacks to drop out,” he said.

FI Iota Alpha’s current president, Victor Franco, said that his fraternity still serves to uplift and strengthen all Latinos. It is committed to getting young Latinos into college and to supporting Latinos once there. Several FI Iota Alpha alumni are teachers who invite their undergraduate brothers to come to their classes and talk about college. “Our primary focus is to get the young Latinos into college,” said Franco. “Empowerment comes through education. It is the only way we can break the chain of poverty.”

The fraternity also works to unify the various groups of Latinos who live within the United States. While back at home the Dominicans are taught to distrust the Puerto Ricans, and the Bolivians the Peruvians, within their fraternity they have made peace generalizations toward our brother Latinos,” he said.

**Sigma Iota Alpha, like so many sororities that HO talked to, is passionate in its desire to give back to and empower its community. Sisters are working in soup kitchens, sponsoring children, fighting breast cancer and multiple sclerosis, and forming leadership workshops.**

Lambda Theta Phi at Kean College was created in 1975 to do exactly that—unify the Puerto Ricans and Cubans, who were divided at that time. It took several years to begin achieving some success, but now the fraternity draws Latinos from all different backgrounds, as well as non-Latinos. Roberto Gutierrez, president of Lambda Theta Phi, said they’re now more about community service and helping each other graduate. They have also been heavily involved in hurricane relief efforts, food banks, the March of Dimes, the fight against breast cancer, and in attracting speakers to help Latinos with career planning.

Several Latino fraternities are members of the larger mainstream national Inter-Fraternity Conference, and a few sororities have already applied to be accepted to the National Pan-Hellenic Conference.

Pan-Hellenic Conference Chair Lisa Bradford sees this as a good thing. “Among the Latina groups, there is quite a bit more of giving back to the community,” she said. “We can learn from them, and they can learn from us. It would be a wonderful addition to the big picture.”

Although the Latina/o Greek system is still young, its members have already reaped some of its rewards. “You learn how to work with others; you learn political science, structure, government. You learn how to organize and program services and projects. You learn outreach programs to the community,” said Diaz.

And as Rodriguez told HO, she discovered her culture and her responsibility to give back to those in her community who have not yet to make it to college. “I am more proud of whom I am,” she said. “I have more of a need to stand out and say, WE ARE HERE.”
The National Hispana Leadership Institute

BY MARI CARMEN SARRACENT

"We discuss cross-cultural communication, conflict resolution, race, class and gender issues, and we also discuss inner-self and identity issues, and the history and culture of Latinas. This is important as our groups are diverse, including Mexicans, Argentineans, Colombians, etc."

MARISA RIVERA-ALBERT, VICE PRESIDENT, DEVELOPMENT

Incorporated in 1989 as a non-partisan, nonprofit organization, the National Hispana Leadership Institute is committed to the education and leadership development of Hispanic women. According to NHLI, a U.S. Department of Labor study (Glass Ceiling Initiative 1991) found that minorities and women have made substantial gains in entering the workforce. However, they are not equally represented at the middle and senior levels of management in the government or corporate sectors.

The Bureau of Labor Statistics project that the female Hispanic labor force should grow by 53.6 percent between 1994 and 2005. Already, the population growth rate for Hispanic women has surpassed that of Black and White women, 54.1 percent, compared with 18.1 percent for Black women and 12.1 percent for White women.

Consequently, NHLI is committed to its vision to nurture Latinas as Ethical World Leaders.

At the center of NHLI is its four-week intensive leadership training program, which spans nine months and is implemented in four different cities in the U.S. The first session is held in California and focuses on community-building support networks, diversity, and cross-cultural communication. The second session is held at the John F. Kennedy School of Government, Harvard University, and the third training week is held at the Center for Creative Leadership in North Carolina. California or Colorado.

The final session takes place in Washington, D.C., where the participants explore the national political agenda with emphasis on policy development, the legislative process, and meetings with congressional representatives. In addition, each participant mentors Hispanic women for at least two years and develops leadership projects that will benefit a minimum of 25 Hispanic girls and/or women. To date, over 240 Hispanics have completed the program.

Marisa Rivera-Albert, vice president-development, National Hispana Leadership Institute, Arlington, Va., says: "Each year has a different theme. We discuss cross-cultural communication, conflict resolution, race, class and gender issues, and we also discuss inner-self and identity issues, and the history and culture of Latinas. This is important as our groups are diverse, including Mexicans, Argentineans, Colombians, etc.

The first week of the training takes place in February. During the second week, in April, the participants do an overview of public policy and strategic planning. Then for the third week, participants go to the Center for Creative Leadership, an executive leadership program, where they can get feedback on their own decision-making and leadership styles. Throughout this program, they grow and develop as managers. By the end, they have had numerous opportunities to learn about themselves."

A survey of the graduates indicates that, on average, each alumna directs, serves or has policy-making positions with four communities or organizations. Many of the graduates go on to pursue advanced
degrees, many have become elected officials, senior managers, and decision-makers in a variety of fields. Some of the alumni include Honorable Leticia Illanaos, State District Judge; Annie Betancourt, Florida State Legislator; Rosa Maria Melendez, U.S. Marshall; and Esmeralda Santiago, who has published her second book, America's Dream.

The institute recruits participants nationally from diverse geographic areas, ages, professions, and ethnic subgroups within the Hispanic community.

Rivera-Albert says, "We select 20 Latina professionals who have the desire to do bigger and better things to continue their role at the local, state, or national level."

While the four-week program concludes the training, the experience doesn't stop there. Rivera-Albert notes, "Each of the fellows is required to mentor other women at the workplace or in the community, and to develop a leadership project for 25 or more women or Latina youth. So the impact is not on 20 women but 500. After that, they become part of our alumni and part of our great network."


NHLI's goals are: to insure that Hispanic women are in leadership positions that have the access and power to influence public policy and shape an equitable and humane society; to enhance and develop leadership abilities among Hispanic women whose commitment, contribution, and dedication will forge and impact the future of America; to provide participants a national perspective and understanding of the complex challenges facing our society and the Hispanic community; to build the participants' self-awareness, confidence, communication skills, and personal leadership styles; to improve the participants' organizational, management, and creative problem-solving skills; to provide visible role models of Hispanic women leaders; to increase awareness of the unique approaches and abilities of women as leaders; to positively impact public policy at the local, state, and national levels; to bring together women from diverse subgroups in the Hispanic community to work together toward a mutual agenda of nationwide support and empowerment that will benefit the Hispanic community and our society; and to improve the services provided to the Hispanic community by local, state, and national organizations.

The Mujer Award

In addition to the leadership institute, NHLI also pays tribute to the sustained lifetime achievements of a Hispanic woman every year at its Mujer Award Gala. This annual event recognizes a Hispanic woman who has served her community and acted with justice, love, and the deepest of pride in her culture. Dr. Antonio Cuello Novello, former Surgeon General of the United States, was the 1998 honoree.

"We look for lifetime commitment. Not that they have done one great thing but that they have been truly committed. We look for women who are involved. NHLI looks for someone who represents the beauty, power, and leadership of a Latina; and by that I'm not referring to physical beauty, but someone who has talent and spiritual beauty of the Latina culture." says Rivera-Albert.

Past recipients include Miriam Colón-Valle, artistic director, founder of the Puerto Rican Traveling Theater; Irma Flores Gonzalez, chair, NCLR Board of Directors; Juanita Beatrix Gutierrez, founder, the Mothers of East Los Angeles; Dolores Huerta, co-founder of United Farmworkers of America; and Antonia Pantoja, founder of ASPIRA and the National Puerto Rican Forum.

The criteria that candidates must meet to be considered for this prestigious honor include:

- This woman is a living symbol of NHLI's philosophy: "creating positive global change and a pluralistic society through personal integrity and ethical leadership."
- Throughout her life, she has sustained a clear vision for the future of the Hispanic community and the actions of her life have consistently reflected that vision.
- Undaunted by difficulties, she has been faithful to herself and her beliefs and has acted with faith.
- Through the years, she has evolved with the times and has maintained herself grounded in the present social, economic, and political environment.
- She is a collaborative leader who inspires and motivates others and gets the task accomplished. She relishes life by basic principle and emulates her values.
- She understands her persona power but shares it easily with those whose lives she has touched. She values life, maintains joy, kindness, calmness, and inner peace.
- This woman has empowered many over the years through her service. She has acted with justice, love, and the deepest of pride in her culture.
New Teacher on a Mission
Dropout Gives Encouragement She Never Got

BY MICHELE FORSTEN

"You'll never amount to anything. Why don't you give your seat to someone who's capable of doing the work?"

This is what Yazmin Pérez remembers her high school guidance counselor telling her. With a lack of support at school and family problems at home, Pérez took the counselor's advice and dropped out of the 10th grade. Soon after, she became pregnant.

Eight years later, the 25-year-old is soundly proving the guidance counselor and some of her public school teachers wrong. Last May she marched in the commencement exercises on the athletic field of Long Island University's Brooklyn Campus, the first in her family to graduate from college. She was quickly hired to teach by the Board of Education's District 10 in Brooklyn, and planned to begin work on her master's degree in education on Saturdays.

"I want to bring a little sunshine into my pupils' lives, give them a sense of hope, that they can do it," she says. "Many are burdened by poverty and other sources of family stress. That was my story, too, and I'm the perfect example that anyone can achieve, given the right environment, which I finally found at LIU."

For the first few years of her life, Pérez lived in an impoverished neighborhood in the Rio Piedras area of Puerto Rico, about 30 minutes from San Juan. With the death of her grandfather, who had been helping out financially, her immediate family—consisting of Pérez, her mother, father, and brother—moved into her grandmother's small one-bedroom apartment in the Bushwick section of Brooklyn.

Looking back on her elementary school days, during her field placement last year, Pérez came to a realization. "I saw that some teachers use a child's socioeconomic class as a barometer as to whether he or she can succeed," she says. "I remembered that when I was in school, some of my teachers sat all the less well-dressed pupils like myself together and didn't give them as much attention."

Pérez's mother, a homemaker, tried the best she could to instill the love of education in her daughter. But the family's problems were overwhelming. Pérez watched her mother's four brothers deteriorate and die from drugs, and her father became remote. School was not a haven for her. She left when she was 16.

A few years after her daughter was born, Pérez was thumbing through a newspaper and saw an ad for Long Island University's College Entry Program, which enabled students to obtain their GED and make the transition to college.

"I applied because I wanted to make a better future for my daughter and knew I had to get an education," she explains.

But at age 20, she was a year too young for the program. She was told. A year later, however, she was pleasantly surprised to receive a letter from Nick McDonald, the program administrator, asking if she was still interested.

"I was so happy that he remembered me," she says. "It's been like that throughout my college career. My college advisor, Ann Marie Coffee, and several of my professors—Bob Nathanson (special education), Jessica Trubek (the teaching of reading), and Carole Kazlow (sociological foundations of education) believed in me so much. They motivated me to achieve and do well."

Pérez, who worked full time as a clerk for a wine and spirits importer while attending college, thought at first she wanted to be a nurse, but found that her heart wasn't in it. Her advisor saw that she was strong in the humanities and suggested that she consider a career in education. "After that, everything just fell into place."

During her student teaching in Red Hook, she was required to just observe, not participate, part of the time. Sitting in the back of the classroom, she underwent a stunning revelation. She, too, began stereotyping children who came to school without supplies, such as a pencil, as being incapable, just as she had been unfairly judged when she was younger. "I had thought only White upper-middle-class people felt that way, and here I was, just as bigoted."

Through readings suggested by her instructor and a great deal of reflection, she realized that a lot of teachers spend time blaming their pupils instead of supplying what they need. "I realized it wasn't their fault they were coming to school unprepared, and it was my job to teach them to have respect for the supplies we give them," she explains.

It is obvious when talking to Pérez that she is passionate about being an educator, and that the love of learning her mother tried to instill in her is now present in full force—a gift that she will give to her students. "I intend to offer my pupils the positive reinforcement I didn't receive when I was their age," she says.

The Brooklyn Campus of Long Island University is one of the fastest-growing institutions of higher learning in the New York metropolitan area. It offers more than 11,000 students 120 programs in more than 50 undergraduate and graduate fields in the liberal arts and sciences, business, education, health professions, nursing and pharmacy; including doctoral programs in clinical psychology and in pharmacology.
Campos’s Poetry in Anthology

The poetry of Dr. Rafael Campo (pictured here) has been included in a new anthology released by the University of Iowa Press. Entitled Blood and Bone: Poems by Physicians, the publication was edited by Dr. Angela Belli, professor of English at St. John’s University (NY).

Campo, a professor of Internal Medicine at Harvard Medical School and winner of the 1993 Poetry Series Award, was the subject of a feature article in the May 8, 1998 issue of HO.

Co-edited by Jack Coulehan, professor of medicine and preventive medicine at the State University of New York-Stony Brook, Blood and Bone compiles contemporary poems by physicians in myriad specialties. The 100 poems include works by Harvard Medical School Professor Robert Coles and by Dannie Abse, one of Great Britain’s foremost poets.

Calendar Features Barraza’s Artwork

Santa Barraza, Texas A&M University-Kingsville assistant art professor and department chair, signed her calendar artwork Dec. 1 at the University Bookstore. Barraza’s work is featured in the 1999 calendar Images of the Water published by Pomegranate, with proceeds benefiting the La Raza Studies Department of San Francisco State University. The artists who were selected for calendar inclusion donated their images for use in the calendar. Having her art work signed is Nicole Kominis Wood, a senior education major. Also in the photo is Benjamin Varela, Kingsville senior, and Miguel Briseño, University Bookstore clerk.

Ferenz and Gonzáles-Carroll Receive Scholarships

Stacia Ferenz and Mark Gonzáles-Carroll became the first Skagit Valley College (Wash.) students to receive scholarships from the nearby Logan Creek Retirement community, according to Skagit Valley’s president, Dr. Lydia Ledesma-Reese.

Ferenz, a student at South Whidbey Center, is studying psychology, and plans to transfer to a university where she can complete both her bachelor’s and master’s degrees. She helped organize a peer tutorial program at the Center.

Gonzáles-Carroll is studying art and English at Skagit Valley’s Mount Vernon Campus and plans to become a teacher. He is active in student government and in the “Calling All Colors” club, which mentors 5th and 6th graders at Washington Elementary School.

Art of CMU’s Domínguez on Exhibit

The brilliant landscapes and architecture of Mexico were exhibited at Central Michigan University (CMU) recently. More than a dozen paintings by Jesse Domínguez, a CMU art department faculty member, were featured in “Views from Above—Paintings of Mexico”

His landscapes often include buildings and archaeological sites. “I paint landscapes because of the enormous complexity and contradictions that I see,” said Domínguez. “I juxtapose the old with the new to create atmospheres of color that I can, in a sense, create the mood that I’m trying to express through the work.”

Born in Torreón, México, he joined the CMU faculty in 1993.

Madrid Helps Shape Higher Education

According to North Carolina Governor James B. Hunt, Jr., Dr. Arturo Madrid has joined forces with a group of nationally known leaders to help shape higher education policy in the United States.

Madrid is a Murdock Distinguished Professor of the Humanities at Trinity University in Texas.

Other leaders include two governors, four CEOs of major corporations, several innovators in education, and a range of influential Americans. The group is serving as the founding Board of Directors for The National Center for Public Policy and Higher Education, which is chaired by Hunt.

Included among the national leaders on the board is Ramón C. Cortines, executive director of the Pew Network for Standards-Based School Reform, at Stanford University in California.

Padrón on ACE Editorial Advisory Board

Dr. Eduardo J. Padrón, Miami-Dade Community College (Fla.) president, has been named by the American Council of Education (ACE) to the Editorial Advisory Board of its triannual publication, The Presidency.

Speaking of Padrón's appointment to the editorial board, James J. Murra III—ACE vice president for External Affairs—said, "ACE realizes the importance of community colleges in American higher education. As one of the most influential and effective leaders in that sector.
Eduardo Padrón will be an important contributor to our publication.

The Presidency is the flagship magazine of ACE and the only periodical devoted to college and university presidents, offering a forum for analysis on such critical topics as college costs, fund-raising, affirmative action, and legislation affecting higher education.

UNM Appoints Aceves Regents’ Lecturer

The University of New Mexico (UNM) College of Arts and Sciences has announced the appointment of Alejandro Aceves, Department of Mathematics and Statistics, and three others as Regents’ Lecturers for the period of 1998-2001.

Regents’ Lecturers appointments recognize achievements of the highest level by associate professors at UNM. The appointments entail annual financial rewards, usually for research, in addition to the prestigious title.

“It’s one of the highest honors we bestow on our faculty,” said Michael Fischer, dean, College of Arts and Sciences.

Also appointed were: Jane Selverstone, Department of Earth & Planetary Sciences; Kenneth Roberts, Department of Political Science; and Steven Gangestad, Department of Psychology.

Santiago’s Art at Maryland Institute

The Maryland Institute, College of Art was pleased to include the work of alumnus Richard Santiago in its 200th anniversary exhibition of alumni of the past two decades.

Pictured here is his oil on canvas, ‘Eclipse’ 1998.

It has been said that Santiago’s art combines a “fervent revolutionary spirit” with the “gift of an incredible hand, like that of an Old Master.” According to one critic, the images in his work come from memories of growing up poor in Puerto Rico and recent travels to various countries.

Currently living in Puerto Rico, Santiago’s studio was destroyed when Hurricane Georges landed on the island. Luckily, many of his paintings were on their way to Baltimore to be included in the exhibition when the storm struck.

He has a master’s degree from the Hoffberger School of Painting.

Pena Wins Fashion Design Award

Luz Marcela Pena, fashion student at Miami-Dade Community College’s (Fla.) Kendall Campus Center of Fashion Studies, beat out 64 other fashion students from across the country to win first prize at the prestigious Bobbin World Design Inspiration Fashion Competition held in Atlanta, Georgia.

The design competition aimed to encourage and promote creativity of design and to help discover new talent.

Pena used brown polyester and cream vinyl-like fabrics to create her elegant evening dress, replete with pleats on the bodice, tiers on the long skirt, fringes of cut furs, suede, and a bustle train reminiscent of the Victorian era.

Wanting to speculate in children’s clothes design, Pena plans to be a major player in the fashion market.

Izarraras Keynotes SWC 10th Anniversary

One of the first students to enroll at the Southwestern College Education Center at San Ysidro (Calif.) in 1988 was the keynote speaker at the 10th anniversary celebration in November. Felix J. Izarraras graduated from Southwestern College in 1990. His first full-time job was as a production control assistant for Casio Manufacturing Corporation, where he later advanced to quality control supervisor. “I was hired because of my computer knowledge and experience, and because I had an associate’s degree from Southwestern College,” said Izarraras.

He believes that his Southwestern College education also provided the basis for his current career as a California Highway Patrol officer.

Izarraras (left) is pictured here with Dr. Serafin Zasuet, Southwestern College president, who served as the first dean of the Education Center at San Ysidro.

New Hispanic Doctoral Fellows at NMSU

The Hispanic Border Leadership Institute at New Mexico State University (NMSU) has chosen four new Ph.D. students as W.K. Kellogg fellows. (Pictured here left to right)

Mariela Aime Rodriguez, Dolores Gross-DeLezado, Eduardo Casillas Arellano, and Rachel Ortiz join six doctoral students who began their studies previously. They will be
working toward doctoral degrees in educational administration.

Through a national search, the Institute selected the four to each receive $60,000 in support over three years of study at NMU.

Ortiz has a bachelor's degree from Texas Women's University and a master's from Webster University. Gross-Delgado has a bachelor's from the University of North Texas and a master's from the University of Texas-El Paso (UTEP). Velez has a bachelor's and a master's from UTEP. Mariona Rodriquez has a bachelor's and a master's from Our Lady of the Lake University, and a master's from the University of Texas-Brownsville.

**Diaz on Northern Essex Board of Trustees**

Dalia Diaz has been appointed to the Board of Trustees at Northern Essex Community College (NECC) in Massachusetts.

Diaz is a marketing/outreach specialist for the Department of Training and Development in Lawrence, Mass., and the director of Rancho, a Spanish language newspaper.

She was formerly the producer and host of Deja vu, an Emmy Award-winning program televised for many years by WGBH-TV in Boston.

"Ms. Diaz is a remarkable person with boundless energy who always extends a positive and supportive hand to everyone around her," said NECC President David F. Hartlieb.

Diaz serves on the board of directors of the Merrimack Valley YMCA and the Essex Art Center. She is a member of the Lawrence Mavors Advisory Council and serves as president for the Cuban Cultural Center.

**United Way Recognizes Hernandez**

Dr. Edward Hernandez, Jr., chancellor of the Rancho Santiago Community College District (CSD), was recognized as a distinguished community leader at Orange County's United Way 1998 Hispanic Influentials Salute.

The annual recognition, created by the Hispanic Development Council of United Way Orange County's Chapter in 1990, is awarded to individuals who display outstanding leadership accomplishments in the community through their talents and abilities.

Hernandez oversees the operations of two community colleges and eight other educational sites throughout the district. Most recently, his dream of "bringing the college to the people" developed into the Marketplace Education Center in downtown Santa Ana, where all classes and parking are offered free to accommodate the low-income, working-class members of the community.

**Vela Appointed Director of Development at UTB/TSC**

Rafael E. Vela has been appointed Director of Development at The University of Texas-Brownsville (UTB) and Texas Southmost College (TSC) in Brownsville, Texas. Vela previously served as Coordinator of Special Projects and Development Activities in the Office of Institutional Advancement.

As director of development, Vela will develop a cohesive plan for raising funds for UTB/TSC. Vela said that he plans to establish partnerships between the community and public foundations in Texas and across the country.

"I am excited about the challenges ahead," said Vela. "We have made great strides in providing service to the people of this region and the state. The continued support of the community will assure that we move ahead. The future of our area depends on it."

Vela has a bachelor's degree from St. Edwards University.

**Alvarez Directing Research Center**

Mark Wermann Alvarez is now the director of the newly opened research center on the New Mexico Tech campus—the IRIS PASCAL seismological instrumentation center.

Last year, the Incorporated Research Institutions for Seismology (IRIS) selected New Mexico Tech as the permanent site for its Program for Array Seismic Studies of the Continental Lithosphere (PASSCAL) Instrument Center. Which replaced two related earthquake research facilities—one at Stanford University and one at the Lamont-Doherty Earth Observatory of Columbia University in New York.

Alvarez—fluent in Spanish, French, and English—earned a bachelor's degree from the University of California-Santa Barbara and a master's from Duke University.

**Places**

**UHCE's Marquez at Bilingual Education Conference**

University of Houston-Clear Lake Professor Dr. Judith Marquez (pictured here), along with two colleagues, presented papers at the Texas Association of Bilingual Education 26th Annual Conference.

The presentation, "The Mexican Educational System: Information for Teachers Working with Students with Limited English Proficiency from Mexico," was delivered by Marquez and Dr. Laurie Weaver. Both professors visited various parts of Mexico to observe classrooms, interview school personnel, and conduct archival research.

Another presentation, "Reflections of First Year University and Alternatively Certified Bilingual Education Teachers," was presented by Marquez and Silva Holub, who addressed the shortage of personnel qualified to teach bilingual education and discussed alternative certification programs.
UTSA Neuroscience Research Center Grant

Thanks to a five-year grant of nearly $63 million from the National Institutes of Health National Center for Research Resources, University of Texas-San Antonio officials have announced that the CajaI Neuroscience Research Center will promote interaction between neuroscientists and computer scientists in the emerging discipline of computational neuroscience—or neurocomputation—which involves using high performance computing in the mapping and analysis of the brain's response to stimuli.

The center is named for Spanish neuroanatomist Santiago Ramon y Cajal (pictured here), who received the Nobel Prize in 1906 for setting forth the Neuron Doctrine, which describes how the brain's cells communicate—a cornerstone of neuroscience theory.

Texas A&M-CC's Bilingual Education Grant

The Research Foundation and Texas A&M University-Corpus Christi (A&M-CC) have been awarded a $1.25 million grant from the U.S. Department of Education. The grant, submitted by Dr. David Berlanga, associate professor of education at A&M-CC and director of bilingual/ESL education, is primarily designed to train undergraduate students interested in acquiring a bachelor's in bilingual elementary education and graduate students seeking certification in bilingual/ESL education.

Berlanga has been actively involved in bilingual, ESL, and multicultural education since 1972. He has received numerous grants from the Department of Education during his tenure at A&M-CC.

Towson Students Help Hurricane Victims

In October, Hurricane Mitch ravaged the Central American nations of Honduras, Nicaragua, El Salvador, Guatemala, Costa Rica, and Belize. In response to the disaster, students and faculty at Towson University in Maryland collected more than 200 boxes of clothing.

In December, they loaded the boxes onto a truck marked "Central America or Bust" headed for Miami. Upon arrival, the goods were transferred to a freighter on route to Central America, where they were distributed as needed to displaced families and others in need.

The drive was dedicated to the memory of Bolivian native Dora Elena Bustos, a teacher at Towson's Student Day Care Center who had shared many stories with the students about Central and South America.

Dominican Relations Discussed at CCNY

"Counterpoint of Diaspora and State Political and Cultural Relations of U.S. Dominicans with their Native Land" was the title of a panel discussion held at the City University of New York Dominican Studies Institute at City College.

Professor Silvio Torres-Saillant (pictured here), director of the Dominican Studies Institute, and the moderator of the discussion, said panels focused on the paradoxical interdependence of Dominicans and their compatriots in the Dominican Republic.

Columbia's Journalism Link with Barcelona

To meet the demand for qualified journalists in Spain, a new master's degree program has been created through the collaborative efforts of Columbia University's Graduate School of Journalism and the University of Barcelona.

Drawing on Columbia's tradition of excellence in journalistic training, the new program will differ from the traditional Spanish curriculum, which focuses on mass communications theory and public relations, with less emphasis on basic reporting techniques and new technology for investigation and research. The program is already being discussed as a model for future programs in the Spanish-speaking world.

SWT Hosting Multicultural Job Expo

The 10th anniversary of one of the largest multicultural recruitment fairs in the country, National Multicultural Job Expo, will be celebrated at Southwest Texas State (SWT) University April 8-9. The 10th Expo anniversary coincides with the SWT Centennial Celebration, which is being observed throughout the 1998-99 academic year.

The 10th annual Expo will give employers the opportunity to interview graduates from across the country, as well as identify candidates for co-op and internship programs and summer jobs.

Current students, recent graduates or individuals thinking about changing jobs or careers have the opportunity to get information from or interview with more than 200 companies, governmental agencies, and school districts.

For reservations and information, call SWT's Career Services at (512) 245-2045 or visit the Web site at <http://www.sps.swt.edu/career/services>.

St. Thomas' Exchange Program with Chile

St. Thomas University (Hoa) has established an exchange program with the Universidad de Viña del Mar in Chile. The program will foster the exchange of students and faculty and collaboration on research projects and academic programs.
credits will be given to students from both universities who take courses at the other university. Workshops for students and faculty of both institutions will be organized to exchange experiences and promote common projects.

Bartham Madain Arab (pictured at right). Rector of the Universidad de Viña del Mar and Rev. Msgr. Franklin M. Casale (left), president of St. Thomas University, signed the agreement in Miami. Alfredo García, Deputy Consul of Chile, and Lila Haeger, president of the Chilean Chamber of Commerce in Miami, also attended the signing ceremony.

LIU Offering Latino Journal Subscription

Professor Félix M. Padilla, from the Department of Sociology and Anthropology at the C.W. Post campus of Long Island University in Brooklyn, N.Y., is offering the Winter 1999 issue of the Latino Studies Journal, which focuses on the importance of Latina/o success stories.

Latino Studies Journal, of which Padilla is editor, is a multi-disciplinary publication devoted to the study of contemporary and historic Latina/o life in American society. The latest issue features a contribution by guest editor Carol A. Mullin of Auburn University (Ala.), whose theme throughout the journal is the success stories of Latinas/os and their accomplishments in the areas of education, literature, religion, the arts and community activism, among others.

For more information about subscriptions and manuscript submissions call (516) 299-2410

Jazzman D’Rivera Heats Up LIU - Brooklyn

Cuban-born saxophonist and clarinetist Paquito D’Rivera cast a warm spell over Long Island University’s Brooklyn (N.Y.) Campus as he performed with the LIU Big Band in December.

A child prodigy, D’Rivera began his musical studies under the tutelage of his father, himself a classical saxophonist. He first appeared on stage at age six, and he performed as a featured soloist with the Cuban National Symphony Orchestra while in his teens. He co-founded the Orquesta Cubana de Música Moderna and later the Grammy-winning group Irakere, whose explosive mixture of jazz, rock, salsa, classical, and traditional music took audiences by storm.

He has appeared with the National Symphony Orchestra, the Brooklyn Philharmonic, and the London Philharmonic, among others.

Newsmakers at Southern Colorado

David Turrente, director of Sponsored Programs at the University of Southern Colorado (USC), was named Educator of the Month in October by the Latino Chamber of Commerce and the Pueblo Hispanic Education Foundation. Turrente is recognized for creating educational opportunities for youth and for developing partnerships between the University and the community of Pueblo.

Cemento Cultural Center—whose executive director is Eduardo Vega—one of theLIU’s most popular programs for teens is the Cultural Center’s Outreach Program, and the LIU’s most popular programs for teens is the Cultural Center’s Outreach Program, which is sponsored by the City of New York.

Dominicans 2000 Showcase National Agenda

In November, the City College of New York (CCNY) hosted two events run by Dominicans 2000.


Also, the Art Committee of Dominican 2000 presented a visual art exhibition that featured artists included: Joselina Baez, performing artists; Jonás Díaz, fiction writer; and The Welfare Poets, performing artists group

Cooper Art Partnership Garners Grant

The Saturas Outreach Program of Cooper Union’s School of Art (NY) has received a planing grant in the amount of $50,000 from the Lila Wallace-Reader’s Digest Fund in support of a studio arts education program for teenagers. Cooper Union’s partners in the Outreach Program are the Clemente Sol Velez Cultural Center—whose executive director is Eduardo Vega—unlike the Jamais Center for Arts and Learning.
Investigación Sobre “Genes Malignos” Publicada en el Cáncer Journal

Los investigadores del Centro de Ciencias de la Salud de la Universidad del Norte de Texas están tratando de identificar cómo se comportan esos genes en la producción y propagación de las células cancerosas. Esos trabajos han sido publicados en la revista de investigación del cáncer (Cancer Research) en la edición del 15 de noviembre.

Los investigadores del Centro de Ciencias de la Salud de la Universidad del Norte de Texas han estado trabajando con una proteína (PARP) que es la responsable por algunas de las acciones de un gen conocido. La proteína no es nueva para el mundo científico, pero la forma en que regula el gen y su papel en la muerte de las células alteradas ha sido documentada por primera vez por los investigadores de un centro de ciencias de la salud.

El equipo de investigadores de Fort Worth está dirigido por el Dr. Rafael Alvarez-González (puesto de izquierda en la imagen), profesor asociado de Biología, Moleculares e Inmunología en el centro de ciencias de la salud. El equipo de investigación del Dr. Alvarez es el único en Texas y uno de los tres grupos en todo el país que está estudiando los mecanismos de esta proteína. Este descubrimiento abre la puerta para estudios adicionales de las células tumorales a nivel genético, dice el Dr. Alvarez.

International Hispanic Conference at ASU

Hundres de educadores, artistas, y comunidad líderes de América Latina participaron en una conferencia de la ASU. El objetivo fue crear una asociación entre el patrimonio hispánico y la comunidad y la cultura de Arizona. La conferencia fue un éxito.

Los asistentes de ASU se comprometieron a crear una conferencia de la ASU. El objetivo fue crear una asociación entre el patrimonio hispánico y la comunidad y la cultura de Arizona. La conferencia fue un éxito.

Minnesota’s El Puente Program Enters Third Year

El Puente, una comunidad de servicio programada por el University of Minnesota’s Chicano/Latino Learning Resource Center (CLLRC), es entrando su tercer año con un impacto positivo. Desde su inicio en 1998, el programa ha tenido un impacto positivo en el crecimiento y desarrollo de los estudiantes. Es un programa de servicio, formación, y orientación que se enfoca en el desarrollo de habilidades laborales y académicas para estudiantes de bajos recursos.

EPA Grant Helps UMDNJ Medical School

El Programa de Estudios Ambientales (EPA) ha otorgado un grant a la Universidad de Salud y Ciencias de la Salud (UMDNJ). El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica. El grant se usará para mejorar la formación en salud pública y la prevención de enfermedades en la comunidad hispánica.

Delirium and Destiny: A Spaniard in Her Twenties

En la obra de María Zambrano, "Delirium and Destiny: A Spaniard in Her Twenties," se da cuenta de la influencia de la historia y el poder de la imaginación en la vida humana. Esto es un libro que muestra la importancia de la creatividad en la vida cotidiana y cómo se puede incorporar en la educación y el desarrollo personal. La obra es un testimonio de la pasión de María Zambrano por la literatura y la escritura. "Delirium and Destiny: A Spaniard in Her Twenties" es un libro que nos invita a reflexionar sobre la importancia de la creatividad en la vida cotidiana y cómo se puede incorporar en la educación y el desarrollo personal. La obra es un testimonio de la pasión de María Zambrano por la literatura y la escritura.
Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile, 1974-1994
by Marjorie Agosín

This book tells the story of ordinary women living in terror and extreme poverty under General Pinochet's oppressive rule in Chile (1973-1989) and how their lives did and did not change following his reign. These women defied military dictatures by embroidering their sorrows on scraps of cloth, using needles and thread as one of the boldest means of popular protest and resistance in Latin America.

The book's Foreword is by Isabel Allende 1996
160 pgs.
ISBN 0-8263-1602-1
$19.95 paper
University of New Mexico Press
(800) 249-7556

Posada's Broadsheets: Mexican Popular Imagery, 1890-1910
by Patrick Frank

José Guadalupe Posada is one of the most important graphic artists of modern Mexico. This book offers a close examination of his extensive broadsheet work in its original context: the murders, disasters, revolts, and popular heroes that engaged the attention of the public in Mexico City in the declining years of Porfioro Díaz's dictatorship.

September 1998
264 pgs.
ISBN 0-8263-1904-1
$24.95 paper
University of New Mexico Press
(800) 249-7556

Seeds of Struggle, Harvest of Faith: The History of the Catholic Church in New Mexico
by Thomas J. Steele, S.J., Barbe Awalt, and Paul Rhett, eds.

The importance of religion in New Mexico is manifest in this collection of essays—the proceedings of a 1997 symposium that represents the work of twenty-three of the region's most noted scholars and writers.

January 1999
120 pgs.
ISBN 0-89160-91-7
$27.95 paper
South End Press
(800) 553-8478
Conversations with Latin American Writers: Mario Benedetti

One of the most prolific writers in Latin America, Mario Benedetti works in all literary forms, from novels like La Tregua to journalism, poetry, and literary criticism. In this interview, he talks about politics now that the Cuban revolution is viewed by many as a failure. (Spanish, 41 min., color) Item #FF17607

Conversations with Latin American Writers: Augusto Roa Bastos

In this interview, we meet the eminent Paraguayan writer Augusto Roa Bastos, who, in his short stories and two novels--Yo el Supremo and Hijo de Hombre--uses a rich, experimental language to create a vast, complex, and interrelated world. (Spanish, 40 min., color) Item #FF17608

In Search of Contemporary Spain: Adios to the Past?

In a small village in the harsh western region of Estremadura, a 17-year-old Alicia is confronting a crucial decision: whether to stay or leave. Are marriage and staying in the village the best she can hope for in life? Villages, once the backbone of Spain, are struggling to survive. And the new Socialist mayor, a progressive priest, and liberal professional parents all provide different points of view. (23 min., color) Item #FF18407

CONFERENCES

NAHP - United into the Next Millennium

March 4-8
Meeting of the National Association of Hispanic Publications Of special interest to publishers of Hispanic publications and their staffs, among others at the Waterfront Hilton, Huntington Beach, Calif.
Contact: NAHP (212) 962-7790

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

March 9 - Washington, D.C.
March 11 - Philadelphia
"How to Address Claims of Sexual Harassment: What the Law Demands," presented by the University of Vermont. Continuing Education intended for higher education professionals including student affairs, human resources, and affirmative action personnel.
Contact: UVM (800) 594-8888 Visit teleconference Web site at <http://uvmec.uvm.edu/ progprog.htm>

Garden City Community College

March 17-19
Eighth consecutive Multicultural Conference, sponsored primarily by GCCC. The purpose is to share Garden City's experience and the experience of others, in increasing cultural awareness and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations.
Contact: Edna Lopez, (606) 276-9515; e-mail to elopez@gcccc.ks.us.

Cuban Research Institute

March 18-20
The Cuban Research Institute at Florida International University is hosting a conference on Cuban and Cuban American Studies in Miami.
Contact: (305) 348-9901; e-mail to crr@fiu.edu

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-21
Annual conference of AAHE, the American
Florida Community College-Jacksonville - College Teaching and Learning

April 14-15

Contact: Bill Martin. (904) 646-2500; e-mail <wmartin@fccc.org>. Also, Jack Chambers. (904) 632-3241; e-mail <jchambers@fccc.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18
The 31st Annual CSC Central Connection, a joint conference with AELTA, the Arkansas Foreign Language Teachers Association. "Standards for a New Century" will be held at the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rosalie Cheatham. (501) 569-8190; Web site: <www.ualr.edu/csc-connection>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16
Its fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos Latinos in Higher Education: Challenges and Opportunities for Student Success" will take place in Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez. (310) 218-3610, e-mail <mdominguez@csudh.edu>.

National MultiCultural Institute National Conference

June 3-4
The National Multicultural Institute (Washington, D.C.) will hold its 14th annual national conference, "Embracing an Inclusive Society: The Challenge of the New Millennium: Thirty half-day, two-day, and four-day workshops will include Training of Diversity Trainers, Building Cultural Competence, Evaluating and Assessing Diversity Initiatives, Building Diversity Skills for Managers, Conflict Resolution Workshops, and Cultural Competence in Health Care.

Contact: NMCI. (202) 485-0700; e-mail <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 5-7
Its 12th annual national conference on "Race & Ethnicity in American Higher Education." Sponsored by the Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

NACADA - National Academic Advising Association

June 7-July 2
Academic Advising Summer Institute at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University. (785) 532-5171; Web site: <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 2-July 23
The 4th annual summer institute for women in higher education administration will be conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College. Held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger. (303) 871-6866; e-mail <bmetzger@du.edu>.

ECS National Forum and Annual Meeting

July 11-14
The 1999 National Forum and Annual Meeting of the Education Commission of the States: "Reshaping Education for a New Century" will take place in Denver, Colo.

Contact: ECS. (303) 299-3600; e-mail <ecs@ecs.org>. Visit Web site at <www.ecs.org>.
Book Review

By Isabel Schon, Ph.D.

Editor's Note: This is "Part One: Books in Spanish for Adolescents" of a special, invited submission. Next issue will feature "Part Two: Books in Spanish for Children, Plus Book Dealers and Web Site."

Encouraging Spanish-speaking youth into the world of books and reading is certainly much easier with wonderful books that they can understand and enjoy. The following recently published books include some of the world's best mystery, horror, and short stories: delightfully appealing love poems; imaginative tales; and a series of novellas and stories about rebellion, society, bullies, and the conflicts between siblings and delightful short stories about each other.

I have indicated a tentative grade level for each book, but parents, teachers, and librarians should remember that the individual student's Spanish reading ability, interest, and purpose will vary. These grades are for determining the true level of each book. I have provided a price for each book. Prices of books in Spanish will vary with dealer and time of purchase.

- Bécquer, Gustavo A. and others. Clásicos de amor (Classics about Love) ISBN: 950-11-1278-0
- Bierce, Ambrose, and others. Clásicos de misterio (Mystery Classics) ISBN: 950-11-1279-0
- Each volume: 71 pages. Clásicos Juveniles


Just right for reluctant readers, this outstanding selection of some of the world's best short stories is sure to appeal to adolescents as they search for mystery, horror, and short stories. The brevity of these stories (from three to twenty pages), the easy-to-read layout and design, and the simple yet appealing covers make this series even more inviting. Clásicos de amor includes: "La dama de el tigre" ("The Lady of the Tiger") by Frank R. Stockton, "El abrazo" ("The Embrace"). "Una dama de Redhorse" ("The Lady from Redhorse") by Ambrose Bierce, "El regalo de los Magos" ("The Gift of the Magi") by O.Henry, "Los ojos verdes" ("Green Eyes") by G.A. Bécquer, "El pezado de Sui-hung" ("Sui-hung's Sin") by H.C. Andersen, and "El halcón" ("The Falcon") by G. Boccaccio. Clásicos de misterio includes: "El hombre y la víbora" ("The Man and the Snake") by A. Bierce, "Narración sobre el fantasma de una mano" ("A One-Handed Ghost") by Sheridan Le Fanu, "El monte de las ánimas" ("The Souls' Mountain") by G.A. Bécquer, "El huésped ambicioso" ("Ambitious Guest") by N. Hawthorne, and "El corazón delator" ("The Tell-Tale Heart") by E.A. Poe. Clásicos de terror includes: "El tonel Amontillado" ("The Cask of Amontillado") by E.A. Poe, "Schulken, el minero" ("Schulken the Painter") by Sheridan Le Fanu, "La muerta" ("The Dead Woman") by Goy de Maupassant, and "La mujer india" ("The Squaw") by Bram Stoker. Each volume includes brief, easy-to-understand comments about each genre and a short story as well as biographical sketches about each author.

If interested in submitting a book review, please e-mail us at bookreview@al.com for Book Reviewers' Guidelines.


Seventeen-year-old Francisco is often called to the principal's office as his attitude and behavior continue to deteriorate. Francisco can't stand his language teacher; he confronts her as well as several adults who are eager to help. In an engrossing first-person, stream-of-conscious narrative, readers will eventually empathize with Francisco's feelings and thoughts upon his mother's death. Many adults will object to numerous obscenities; others will object to what some will describe as the protagonist's irrelevant allusions to religion and God, but adolescents will understand the protagonist's defiance toward authority as he deals with his own grief and loss. Perhaps an uncle's serious drug addiction seems a bit contrived; nonetheless, this is an honest novel about adolescents' pain and rebellion.


As stated by the compiler, this is not a "rigorous, repetitive, canonical selection" of the best poems in the Spanish language, nor a collection by one of the most important poets in the history of literature, nor the most original poems: nor are they amazing by their imagery. Rather, it is a collection of love poems that should especially appeal to adolescents who are just discovering love and possibly poetry. In contrast to adolescents in English-speaking countries, Spanish-speaking adolescents—boys and girls—do search for and enjoy together love poems. Hence, this collection of 111 brief, simple poems will provoke in readers/listeners what the compiler desires: a spontaneous "¿Qué bonito?" (How nice! From arguably the "best" love poem in the Spanish language of the nineteenth century, "Volvieron las oscuras golondrinas..." by G. A. Bécquer, to the most popular of this century, "Puedo escribir los versos más tristes esta noche" by Pablo Neruda, to touching poems by the Mexican Jaime Torres Bodet, to moving poems by the Nicaraguan revolution, Ernesto Cardenal, these love poems are sure to elicit in Spanish-speaking adolescents those bewitching emotions that we all relished.


Dr. Isabel Schon is director of the Center for the Study of Books in Spanish for Children and Adolescents and founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-Mexico Foundation, the 1992 Devali Press Award from the American Library Association, and the 1987 Women's National Book Award.
The North Orange County Community College District is seeking qualified candidates for the following positions:

**ACADEMIC POSITIONS:**
Salary Range: $35,245 - $58,650 (tenure track, 100% contract)

**CYPRESS COLLEGE**
(closing date March 8, 1999)
- Art instructor
- Biology instructors (2 positions)
- Computer Science Instructor
- Counselor
- Dental Hygiene Instructor
- Mortuary Science Instructor
- Registered Nursing Instructor
- Physics Astronomy Instructor
- Reading Instructor
- Social Science Ethnic Studies Instr.

**FULLERTON COLLEGE**
(closing date March 15, 1999)
- Art History Instructor
- Art/Graphic Design Instructor
- Business/Bus. Mgmt. Instructor
- Computer Info. Systems Instructor
- Counselor Articulation Officier
- English instructors (2 positions)
- Interior Design Instructor
- Mathematics Inst. (3 positions)
- Music Guitar Instructor
- Music Jazz Instructor
- Music Piano Instructor
- Physical Educ. Soccer Coach
- Photography Instructor
- Political Science Instructor
- Psychology Instructor (2 positions)

**MANAGEMENT POSITIONS:**
Salary Range: $46,545-$87,572 (closing date March 30, 1999) (12-month contract)
- Dean of Mathematics & Computer Science
- Dean of Language Arts
- Dean of Social Science

To request an application packet and job description, please call or write:

**Office of Human Resources**
NOCCCD
1000 North Lemon Street
Fullerton, CA 92832-1351
Phone: (714) 578-8416

or e-mail
hr@nocccd.cc.ca.us
Visit our web page at
http://www.nocccd.cc.ca.us
VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:
- Can demonstrate a deep interest in pursuing a career in biomedical research.
- Can demonstrate being from a disadvantaged background.
- Have a GPA of 3.4 or better, or rank in the top 5 percent of your class.
- Are a U.S. citizen, national, or permanent resident.
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact: UGSP
http://ugsp.info.nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

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—Tito Guerrero, III
President
University of Southern Colorado

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http://www.uscolo.edu

INSTANT DECISION DAYS
February 15, 9am-5pm
February 16, 9am-8pm
February 20, 9am-5pm
February 27, 10am-5pm
Bring high school or college transcripts for immediate admissions
Please call for an appointment.

(973) 290-4700 or e-mail us at apply@laza.st-elizabeth.edu

Building On The Power Of Dreams
2 Connie Road, Morristown, NJ
www.st-elizabeth.edu
VICE PRESIDENT FOR STUDENT AFFAIRS

Eastern New Mexico University invites applications for the position of Vice President for Student Affairs.

The Vice President is a member of the University's executive administrative team and is responsible for enrollment management, admissions, registrar, financial aid, student career planning, placement counseling, health services, housing, student discipline, student life, and federal student service programs to the campus and region.

Review of applications: Begins March 30, 1999
Anticipated start date: August 2, 1999
Salary: Negotiable

Send a letter of interest, resume, and names, addresses, and telephone numbers of five professional references to:

Vice President for Student Affairs Search
ENMU Personnel
Station #21
Portales, NM 88130
www.enmu.edu

AAEO/Title IX Employer

DIRECTOR
CHARLES A. LORY STUDENT CENTER

Colorado State University invites nominations and applications for the position of Director of the Charles A. Lory Student Center. The Director reports to the Vice President for Student Affairs and is responsible for all its units and programs, including campus activities, operations, maintenance, bookstore, dining services, and business operations. The Lory Student Center is nationally recognized for the quality of its programs and facilities and recently completed a $20 million renovation.

The successful candidate will meet the following qualifications: Master’s degree in Student Personnel or related field, with at least seven years of professional experience in student affairs, including five years of administrative experience in a senior administrative position in a college or university. Experience in a large student affairs department, demonstrated success in program development, management, and leadership in higher education. Additional qualifications include demonstrated personal commitment to diversity combined with an understanding of an appreciation for cultural, ethnic, and individual differences, effective oral and written communication skills, strong organizational and strategic planning skills, ability to build an ethic of community and a climate of support, and personal qualities of enthusiasm, creativity, and willingness to take risks.

Salary is commensurate with education and experience with a starting date of July 1, 1999. Nominations must be received by 5:00 p.m. March 1, 1999, or your application consisting of a letter of interest, resume, and the names, addresses, and telephone numbers of three references must be received by 5:00 p.m. March 12, 1999, forwarded to Dr. Dave McKeel, Chair, Search Committee for Director of Lory Student Center, Palmer Center, Colorado State University, Fort Collins, Colorado 80523 (970) 491-6511. Applications will be accepted until the position is filled; however, for full consideration, applications must be on file on or before 5:00 p.m. MST, March 12, 1999.

Colorado State University is an equal opportunity/affirmative action employer.
**Non-tenure Track Teaching Positions in Management**

The Department of Management in the College of Commerce announces four non-tenure track positions in Strategic Management/Innovation Management, Operations Management, and Change Management. Salary is competitive and commensurate with qualifications. Positions to be filled effective in the Fall of 1999, subject to funding availability. Desired qualifications for the positions include commitment to excellent teaching and demonstrated research potential.

Ph.D. in the functional area preferred; ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities include Management Undergraduate and Graduate classes. A complete description of all management courses and programs can be obtained at www.depaul.edu/mgt.

Vitae must be postmarked by February 26, 1999, and should be sent to Dr. Gerhard Plaschka, Chairman, Department of Management, DePaul University, 1 East Jackson Blvd., Chicago, IL 60604-2287. Please, no phone calls or e-mail. DePaul University is committed to diversity and equality in education and employment.

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**Compliance Officer**

**Position Description:**

The compliance officer works with administrators, faculty, students, and staff in developing and implementing affirmative action programs and ensuring equal opportunity. Maintain primary responsibility for monitoring and evaluating all university human resources and affirmative action programs. Ensure compliance with EOAA regulations. Assist with coordination of required Affirmative Action Plans and other reports as necessary. Assist with developing, implementing, and monitoring programs dealing with issues of concern to minorities and women. Coordinate the University's response to external complaints raised by or to persons outside the University system.

**Qualifications:**

Preferred qualifications include a master's degree or equivalent training and work experience. Experience in developing and monitoring affirmative action programs and ensuring equal opportunity. Experience in monitoring and evaluating all university human resources and affirmative action programs. Ability to work effectively with diverse groups.

**Salary Range:**

Professional faculty position at the rank of assistant professor. Twelve-month, non-tenure track appointment. Salary is commensurate with education and experience. Full benefits package is included.

**To Apply:**

Review of applications will begin February 20, 1999. Submit a letter of application stating qualifications and three references (name, address, and telephone number) to: Elyse B. Kantrowitz, Director, COAA Office, Virginia Tech, Blacksburg, VA 24061-0216. Fax (540) 231-8510. Phone (540) 231-7500, TTY (800) 828-1120.

Virginia Tech Tech is an equal opportunity, affirmative action institution. Women, Minorities, and Persons with Disabilities are encouraged to apply.

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**Oregon State University**

**Psychologist or LCSW Positions**

Oregon State University Counseling and Psychological Services (UCPS) invites qualified individuals to apply for at least two full-time 12-month clinician positions.

**Duties:**

- Individual/group counseling, consultation, and career educational assistance
- Develop and implement programs, workshops, and outreach presentations
- Position reports to the Director of UCPS

**Qualifications:**

- Doctorate in Counseling Psychology or Clinical Psychology from an APA accredited program and internship or equivalent OR Licensed as a Clinical Social Worker in state of current residence
- Experience in university counseling center and demonstrated experience in delivering programs and services in an area of one of the following areas: Multicultural issues, Substance Abuse/Addictions, Affection Disorders, or Career Development.

**Assistant Director for Clinical Services**

Oregon State University Counseling and Psychological Services (UCPS) invites qualified individuals to apply for the Assistant Director for Clinical Services position.

**Duties:**

- Coordination and supervision of all clinical services within the agency, individual, group, and couples counseling, consultation, assessment, and career services
- Supervise administrative leadership team, develop and implement programs, workshops, and outreach presentations
- Position reports to the Director of UCPS

**Qualifications:**

- Earned doctorate in counseling or clinical psychology from an APA accredited training program and internship/3 years post-doctoral experience in a counseling or clinical service setting.

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- Supervise administrative leadership team, develop and implement programs, workshops, and outreach presentations
- Position reports to the Director of UCPS

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- Earned doctorate in counseling or clinical psychology from an APA accredited training program and internship/3 years post-doctoral experience in a counseling or clinical service setting.

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- Supervise administrative leadership team, develop and implement programs, workshops, and outreach presentations
- Position reports to the Director of UCPS

**Qualifications:**

- Earned doctorate in counseling or clinical psychology from an APA accredited training program and internship/3 years post-doctoral experience in a counseling or clinical service setting.
FACULTY POSITIONS
Full-Time, Tenure Track

ANTHROPOLOGY/SOCIOLGY
Master's Degree in Anthropology and additional graduate hours in Sociology

ART (COMPUTER ART/DESIGN)
Master of Fine Arts in Design, knowledge and experience in Master, Vector, and 3D programs plus animation, knowledge and experience in 2D and 3D line art and graphic design required.

ART (PHOTOGRAPHY/DIGITAL PHOTOGRAPHY)
Master of Fine Arts in Photography/Digital Photography, knowledge and experience in fine arts and photography, knowledge and experience in black and white, color, and color slide, and digital photography required.

COMPUTER INFORMATION SYSTEMS (2)
Master's Degree in Computer/Management Information Systems, Computer Science, or Business Administration with MIS concentration plus, at least two years recent microcomputer programming with object-oriented technologies and business software applications required.

COUNSELOR
Master's Degree in Counseling, College Student Personnel, or a closely related field required.

ENGLISH
Master's Degree in TESOL, Applied Linguistics, or in English Composition with a concentration in ESL or in a closely related field required.

ENGLISH AS A SECOND LANGUAGE (ESL)
Master's Degree in TESOL, Linguistics, Applied Linguistics, or Adult Education with a specialization in TESOL or ESL or English as a Second Language

INSTRUCTIONAL DEVELOPER
Master's Degree in Instructional Design and/or Instructional Technologies. Course work in Curriculum Development, Instructional Design, Course and Program Evaluation, Test Construction, and/or Assessment. Experience training in the use of multimedia and other information technologies. Experience in design and delivery of training in authoring systems, use of the Internet, and CD-ROM technologies.

NURSE ASSISTING
Bachelor's Degree in Nursing, current license as a Registered Nurse (or eligibility for licensure in Illinois) or eligibility for licensure in Illinois, at least two (2) years of current clinical nursing practice.

NURSING (ADN)
Master's Degree in Nursing, current license as a Registered Nurse (or eligibility for licensure in Illinois) or eligibility for licensure in Illinois, at least two (2) years of current clinical nursing practice

POLITICAL SCIENCE
Master's Degree in Political Science

REFRIGERATION, HEATING, AND AIR CONDITIONING
Bachelor of Science Degree in Industrial Electrical or Industrial Technology, or related Engineering field, plus three (3) years of work experience in the installation and/or design of HVAC/R systems.

San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

EDAA/ADA/Title IX Employer

MIT

FACULTY POSITION
ENVIRONMENTAL POLICY SEARCH

The Department of Urban Studies and Planning at the Massachusetts Institute of Technology is seeking to fill a tenure-track faculty position at the Assistant Professor level in the area of Environmental Policy. The person hired will be expected to teach undergraduates and professional degree candidates in planning and to supervise doctoral students specializing in environmental policy. The Department seeks a dynamic and creative teacher with a strong research record in the study of environmental justice or environmental law and economics. Applicants with applied or practice-related experience will be preferred.

Applicants must hold a Ph.D. Send (1) letter of application; (2) resume; (3) name, address, and phone numbers for three references; and (4) a description of research and teaching interests. For full consideration, applications must be received by February 1, 1999.

For more information contact: Prof. Lawrence Susskind, Chair, Search Committee; Phone: (617) 253-2028. Fax: (617) 253-7402. E-mail: susskind@mit.edu.

MIT is committed to increasing the diversity of its faculty. Members of underrepresented groups are strongly encouraged to apply.
THI UNIVERSITY OF MISSOURI-KANSAS CITY

Director of Institutional Research

The University of Missouri-Kansas City invites applications for the position of Director of Institutional Research who will be responsible for the development of a strategy for the IR office function, data collection, analysis, and report preparation in support of the University’s planning management, policy development, and research activities; development of improved data and reporting systems, and response to internal and external surveys.

Requirements: A doctorate in institutional research, evaluation, and assessment, or a related field, five years or more experience in institutional research in a university setting, demonstrated skills in multiple approaches and methods of assessment and evaluation, and an appreciation of diverse frameworks, competence in research processes including data collection, analysis, standardized statistical reporting, statistical methods, and familiarity with computer hardware and software commonly used in institutional research, database development and management, analysis and programming, strong organizational, interpersonal, written and oral communication skills, supervision, and office management skills.

Active screening will begin immediately and continue until the position is filled. Salary is commensurate with experience and credentials. Provide a complete resume and cover letter with names, addresses and phone numbers of five references forward to:

Dr. Marvin Querry
University of Missouri-Kansas City
5100 Rockhill Hill
Kansas City, MO 64110

UMKC is an AAVEO Institution

STCC
South Texas Community College

Announcement of 100 vacancies
Fall 1999-Spring 2000

South Texas Community College is seeking 100 ADJUNCTS to become part-time instructors who will teach the equivalent of a full-time position and meet the challenge of the busy growing community college in Texas, beginning Fall 1999. We want to talk to you if you are flexible, dedicated to student learning, willing to work extra and want to make a commitment to the mission and success of our college.

STCC is located in McAllen, Texas. The metropolitan area is second in population only to Houston in the state of Texas. The campus is adjacent to the Mexico border and a prime tourist area. The Rio Grande flows through the area. Many natural beauty spots are within an hour’s drive including beaches, lakes and salt water fishing.

STCC offers a degree substantially equivalent to a associate degree from the University of Texas System. An Associate of Arts degree may be earned in 18 months, and an Associate of Science degree in 2 years. The Associate of Arts degree may be earned in 18 months, and an Associate of Science degree in 2 years.

ALLIED HEALTH

Associate Degree Nursing (4)
Medical Information Technology (1)
Health Information Technology (1)
Patient Care Assisting (2)
Vocational Nursing (2)

BUSINESS

Accounting (1)
Business Administration (2)
Business Computer Systems (2)
Computer Science (5)
Computerized Office Technology (2)
Economics (1)
Legal Assisting (1)

COMMUNICATIONS

Art (2)
Education (1)
English (8)
Human (2)
Human Affairs (2)
Philosophy (1)
Spanish (2)
Speech (2)

DEVELOPMENTAL

Developmental English (4)
Developmental Math (6)
Developmental Reading (3)

MATH & SCIENCE

Biology (8)
Chemistry (1)
Math (3)
Physics (2)

SOCIAL & BEHAVIORAL SCIENCES

Child Care & Development (1)
Criminal Justice (3)
Government (4)
Health & Human Services/Social Work (3)
Physical Education (2)
Psychology (4)
Sociology (4)

TECHNOLOGIES

Automotive Technology (1)
Computer Aided Drafting & Design (2)
Electronics & Computer Maintenance (5)
Hearing, Ventilation & Air Conditioning (1)
Manufacturing Technology (3)

Note: STCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Credentials of all faculty must meet the requirements set forth by SACS.

APPLICATION PROCESS

Send letter of application, resume, and three professional reference letters, postmarked by March 12, 1999, to Julie L. Fowles, Search Committee Chair, 227 Bray Hall, SUNY ESF, 1 Forestry Drive, Syracuse, NY 13210. For more information about the College visit our web page at http://www.esf.edu.

The College of Environmental Science and Forestry is an affirmative action equal opportunity employer. Women, minorities, and people with disabilities are especially encouraged to apply.

STCC's Office of Human Resources: P.O. Box 7001, McAllen, TX 78502. (956) 926-3682

Individuals must submit a separate application for each teaching field desired.
DEAN
SCHOOL OF BUSINESS

Montclair State is a comprehensive public university offering a rich array of programs to approximately 12,000 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a distinguished faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 major areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of over 60 and more than 1250 students, the School of Business provides a rich variety of programs leading to the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science and Master of Business Administration degrees. Organized into five departments (Accounting; Law & Taxation; Economics & Finance; Information Decision Sciences; Management; and Marketing), the School of Business offers assistance to regional businesses through the International Trade Counseling Center, the Small Business Institute/Center for Regional Business and a variety of programs provided in conjunction with the Center for Continuing Education. Currently a candidate for AACSB accreditation, the School will host an on-site visit in April 2000.

The Dean, who is appointed by the President and reports to the Provost/Vice President for Academic Affairs, serves as the chief academic and administrative officer of the School. The Dean will provide the leadership and vision necessary to achieve ambitious goals in undergraduate and graduate education, fostering the integration of knowledge and its application with the regional, national and international community. More specifically, the Dean, in collaboration with the faculty and staff, will articulate a vision for the School that is challenging yet achievable and develop and adjust the strategic and operational plans necessary to achieve the vision. Working within the framework of the vision, the Dean will guide the development of the curriculum, research and outreach activities to ensure that all programs are current, relevant and rigorous. The Dean will be responsible for the administrative and fiscal management of the School, with special attention to the recruiting and development of the faculty. She/he will be responsible for effectively representing the School to the campus, alumni and business communities and providing leadership in the pursuit of the external resources required to augment State appropriations.

Qualifications: Candidates should possess an earned doctorate and a record of academic achievement appropriate for appointment at the rank of full professor in a department of the School. In addition, she/he should possess:

- a commitment to excellence in teaching/learning, scholarship and the application of knowledge;
- a record of successful administration in higher education and/or corporate settings;
- a record of raising significant external funds;
- the ability to build effective relationships with the business community;
- the ability to foster a collegial, collaborative work environment;
- a broad understanding of the business disciplines and issues and trends in higher education;
- a thorough understanding of the AACSB accreditation process;
- a commitment to maintaining and extending student and faculty diversity;
- familiarity with a collective bargaining environment; and
- strong interpersonal communication and listening skills.

Salary: Dependent upon qualification.

Starting Date: July 1, 1999

Applications will begin March 1, 1999 and will continue until the position is filled. The anticipated starting date is July 1, 1999.

Send letter and resume (include V-3 to: Dr. John McGinnis, Chair, Search Committee, Montclair State University, Box C316—V3012/HO, Upper Montclair, NJ 07042. An Equal Opportunity/ Affirmative Action Institution.
ASSOCIATE DEAN OF STUDENTS
The Associate Dean for Student Life will be responsible for the coordination and evaluation of direct services provided by the College Discovery Program, Counseling Center, Office of Disabled Student Services, Office of Student Health Services. In addition, the Associate Dean will serve as a liaison to the campus community outreach initiatives and will be expected to develop and implement new program initiatives. He/she will also serve as chairman of the committee and will be responsible for budget monitoring, personnel management, program assessment and evaluation, and the coordination of other duties as assigned. Weekend availability for assignment will be expected. The successful candidate must possess a Master's Degree in Counseling Psychology, Student Personnel Administration, or related field. A strong background in counseling, psychology, and administration is preferred. Salary: $49,866 - $72,229, Vac #765.

DIRECTOR OF AFFIRMATIVE ACTION & COMPLIANCE (HEO)
The director of the college's affirmative action and equal opportunity compliance office, reporting to the president of the University of New York, performs a variety of duties including monitoring, maintaining, and managing compliance with federal and state laws, regulations, and administrative policies. The candidate should possess a Bachelor's degree in Business Administration, Accounting, or related field with at least five years of experience in a similar role. A strong background in counseling, psychology, and administration is preferred. Salary: $54,866 - $79,440, Vac #875.

DIRECTOR OF COUNSELING (HEO)
Administer and supervise counseling faculty, staff, and assistants in an urban college community setting offering personal, social, and career counseling services. The candidate should possess a Master's degree in Counseling Psychology and have at least three years of experience in counseling. The candidate should also have experience in counseling and have at least three years of experience in counseling. The candidate should possess a Master's degree in Counseling Psychology and have at least three years of experience in counseling. Salary: $49,866 - $72,229, Vac #765.

DIRECTOR OF COLLEGE DISCOVERY PROGRAM (HEO)
Develop and implement programs and services for students participating in the College Discovery Program, including promotion of college-going activities, and the College Discovery Program. The candidate should possess a Master's degree in Counseling Psychology and have at least three years of experience in counseling. Salary: $49,866 - $72,229, Vac #765.

UIC
Jane Adams College of Social Work
University of Illinois at Chicago

DIRECTOR OF PHD PROGRAM
Starting date: August 1, 2000. Applicants must have a MSW, doctorate in social work or related field. Experience teaching at the doctoral level is preferred. Salary: $150,000 plus. Salary: $49,866 - $72,229, Vac #765.

WOMEN'S STUDIES IN RELIGION PROGRAM
HARVARD UNIVERSITY, THE DIVINITY SCHOOL

Southwest Texas State University
invites applications and nominations for the position of REGISTRAR. Extensive experience as a Registrar, Assistant Registrar, or other related positions is desired. Salary: $30,000. Salary: $49,866 - $72,229, Vac #765.

DEAN COLLEGE OF EDUCATION

Responsibilities include: representing the college on University-wide committees, working closely with department chairs and directors, and promoting the College. Salary: $100,000 - $120,000.

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CHAIR, DEPARTMENT OF ART & DESIGN
COLLABIA COLLEGE CHICAGO, tenure track position to commence September 1999

Due to retirement, Columbia College is seeking a Department Chair with a distinguished national record of achievement in the Arts: Fine Arts, Fashion Design, Interior Design, Graphic Design, Advertising Art, Illustration and Product Design. Along with a minor in Art History and an MFA in Architectural Studies and Interior Design, candidates should have a strong commitment to teaching and to the development of arts and arts-related curricula.

The department offers the BA degree to 120 majors and is comprised of concentrations in Fine Arts, Fashion Design, Interior Design, Graphic Design, Advertising Art, Illustration and Product Design. The Chair must have a strong commitment to teaching and be dedicated to the development of arts and arts-related curricula.

Columbia College is a diverse, open admissions urban institution of 8600 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minors and Women applicants are especially encouraged to apply. Send a curriculum vitae, application letter, examples of creative work, scholarship, personal statement related to this position and three references from whom letters may be requested to:

Human Resources Department
Art and Design Search Committee
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

EEO/AA/MD

ASSOCIATE DIRECTOR
The Centre for Human Resources
San Diego State University is the largest of twenty-three campuses in the California State University CSU system. The major campuses in San Diego and the imperial valley include over 100,000 students in baccalaureate masters and doctoral programs. SDSSU is located in southern California, twenty miles north of the border in Mexico. The university is the oldest public university in San Diego and is committed to an increasing number of activities related to the US-Mexican border and the Pacific Rim.

The Centre for Human Resources (CFHR) at San Diego State University is currently recruiting an Associate Director in the field of Human Resources with experience in recruitment, selection, training, compensation, classification, benefits, and employee services. The CFHR is an equal opportunity employer and supports a diverse and inclusive environment.

The ideal candidate must possess at least five years of human resources management experience, preferably in a complex and diverse environment. The candidate must have a BA/BS degree and strong communication skills. Experience in benefits, compensation, and employee services is required.

To apply, submit a cover letter, current resume, three professional references, and a salary history for the last five years to Sue Blair, Director of The Centre for Human Resources, San Diego State University, 5500 Campanile Drive, San Diego, California 92182-1625. Applications will be accepted until the position is filled.

EDUCATION

FACULTY POSITIONS
Full-Time, Tenure Track
FALL 1999

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College, with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago. Currently, we are reviewing applications for the following full-time, tenure-track positions that will begin August 16, 1999. Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction.

- CHEMISTRY - Will teach courses in fundamental, general, and organic chemistry. Must have instrumentation background in IR and GC, Master's degree in Chemistry, or MS in Chemistry, Chemical Engineering, or chemical-related field required.

- DEVELOPMENTAL MATH - Will teach courses in developmental education that meet the needs of students in developmental education settings.

- HISTORICAL AND POLITICAL SCIENCE - Will teach college-level histories and political science courses. Master's degree in Art Education, with a major concentration in history and political science required.

- INFORMATION MANAGEMENT SYSTEMS - Will teach beginning and advanced IBM AS/400 and Internet technology courses. Must have AS/400 background and a working knowledge of the Internet and web-based applications. Bachelor's degree in Computer Science, Information Systems, or related field required.

- MATHEMATICS - Teaching duties will consist of courses from all levels of mathematics, including algebra, geometry, trigonometry, and calculus. A Master's degree in Mathematics or Statistics is required.

- NURSING - Duties will consist of teaching medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing, licensed or eligible for license as RN if required. Recent clinical experience and teaching experience in community college preferred.

- PHILOSOPHY - Will teach college-level courses in philosophy. A Master's degree in Philosophy is required.

- POLITICAL SCIENCE - Will teach college-level courses in political science. A Master's degree in Political Science is required.

- SOCIETY - Will teach college-level courses in sociology and anthropology. Master's degree in Sociology or Anthropology is required.

- SPANISH - Will teach college-level Spanish courses. A Master's degree in Spanish is required.

- TEACHING - Duties will consist of teaching courses in the humanities, social sciences, and fine arts. A Master's degree in the appropriate field is required.

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program. Review of applications will begin February 26, 1999. To apply, please submit an application or resume together with a letter of application to the Office of Human Resources at

Moraine Valley Community College
10900 S. 88th Avenue
Palos Hills, IL 60465

MVCC encourages minority, female, disabled, and veteran applications.
College of Arts and Sciences

INTERNATIONAL MEDIA/NEW MEDIA/VIDEO PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialisation in New Technologies and/or Video Production, at the Assistant Professor level, anticipated to begin in Fall 1994.

Teaching responsibilities may include inter alia International Media, Media and New Technologies, and/or Video Production, and other courses according to the candidate’s specialty. Competence in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience, and Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship and an earned doctorate by Fall 1994, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, current vita, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability, including copies of teaching evaluations, and three letters of recommendation.

Lawrence Wenner, Chair
International Media Search Committee
/0 the Associate Dean for Arts, Humanities and Social Sciences
University of San Francisco
2130 Fulton Street, Harney 243
San Francisco, CA 94117-1086.

Applications must be received by April 1, 1994, in order to ensure full consideration.

The University of San Francisco is an equal opportunity/affirmative action employer.

Where Futures Begin

for those who know no bounds...

Exciting futures begin at Cuyahoga Community College for talented students and faculty who know that a bright mind can take those with ambition as far as they want to go. Here, a high-quality, affordable education for our multiculturally diverse student population is enabled by faculty who understand that life offers no real limits or obstacles, only boundless opportunities for greater achievement. Move your career ahead at a place where you are valued for your commitment to student success.

Faculty Positions Available

We are calling on professionals who recognize and value the varied roles faculty play in the success of the College and its students. If you are focused on student learning, committed to the mission and diversity of an urban community college and flexible in your approaches to delivering curriculum, you may be the time to look into a faculty career at Cuyahoga Community College.

Here the efforts of each faculty member are appreciated, recognized and rewarded with competitive salaries and an excellent benefits package.

Cuyahoga Community
College

We encourage you to find out more about the opportunities available. Cuyahoga Community College vacancy notices are available on the HR Tri-C Job Line: 216-987-4771, or the College Web site www.tri-c.ohio.us/district/index.htm.

An Affirmative Action/Equal Opportunity Employer M/F/D/V

Our Strength is Our Diversity

Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115

UIC

Jane Addams College of Social Work
University of Illinois at Chicago

ASSISTANT PROFESSOR AND ASSOCIATE/FULL PROFESSOR

Tenure-track positions

Salary date August 1994. All applicants must have MSW, academic social work or a related field, and commitment to college mission of social work practice, research and policy leadership on behalf of poor oppressed, racial and ethnic minorities, and other weights. Applications ABUs will be considered if all degree requirements will be completed by August 1994. Among substantive areas of interest are planning and management, child and family services, mental health, school social work, and community work. Associate and assistant professor applicants must have teaching, service, and research. Rank varies depending on appointment at tenure. Applicants must have clear potential for excellence in teaching, research, and scholarship. Search will continue until positions are filled. The University of Illinois is an Affirmative Action/Equal Opportunity Employer. Send cover letter, curriculum vitae, and names and addresses of three references to:

Jerry Case
Associate Dean
Jane Addams College of Social Work
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607-7134

COUNTY DIRECTOR/ SMALL FARMS ADVISOR

SANTA CRUZ COUNTY

(Office Watsonville, CA)

THE UNIVERSITY OF CALIFORNIA, DIVISION OF AGRICULTURE & NATURAL RESOURCES, COOPERATIVE EXTENSION is seeking an Extension Specialist to conduct an education and applied research project related to small farms and rural development in Santa Cruz County. The Extension Specialist will evaluate and design education and applied research efforts in development and design of programs. Responsibilities include 1) Agricultural Economics, Agribusiness, Rural Development, and Planning, 2) Management and Leadership Qualities, and 3) Multi-disciplinary research experience. Duties include research, outreach, and administrative activities. At least a master's degree is required. Must be an excellent communicator with proven experience in both written and verbal communication skills. Excellent interpersonal skills and good written and oral communication skills are essential. This is a full-time, non-tenure track position with a starting annual salary of $28,000-$32,000 depending on experience and qualifications. California University Agricultural Service (CUAS) background is preferred but not required. Closing date open until合适 announcement begins 04/14/94. For complete description and application information contact: Candy Inouye, UC Cooperative Extension, South Central Region, 9240 S. Riverbend Ave., P.O. Box C 50484, Watsonville, CA 95076; or call 831-728-1422.

836
DIRECTOR OF FACILITIES

New Jersey City University is a multipurpose, urban-oriented, state funded four-year co-educational institution of higher education with an enrollment of over 8,500. It is located in Jersey City, New Jersey, within 15 miles of the cities of Elizabeth, Newark and Paterson in New Jersey, and the Boroughs of Manhattan, Brooklyn and Staten Island in New York City.

The University's forty-five acre campus has nearly 900,000 gross square feet of academic, administrative, and residential structures. Campus structures include: The Irwin Library, five major academic buildings providing classrooms, laboratories and academic offices; the Gilligan Student Union Building; an athletic and recreation building with a swimming pool and fitness facility; a Center for Media Technology and Communication Arts with studios for cinematography, television and radio, three dormitories and a maintenance facility.

This position provides overall administration of facilities including design, construction, utilities production and distribution, energy conservation, custodial support, recycling, grounds care, and routine maintenance.

REQUIREMENTS:
A Bachelor's Degree in Mechanical, Electrical or Civil Engineering or equivalent; relevant Master's Degree and/or professional license preferred but not required; five years of progressively responsible experience in facilities management services in custodial and plant operations involving project management, maintenance scheduling, and budget development, preferably at a facility of public higher education of equivalent size to New Jersey City University. Computer literacy in maintenance programs that include preventive maintenance, CAFMS, casualty prevention and energy conservation, and budgetary skills are essential. A commitment to working in a collaborative manner and the ability to foster trust and support among such varied constituencies as administrators, faculty, staff, students and the community are requirements. Excellent oral and written communication skills, including writing specifications to bid, are required. A demonstrated commitment to quality, customer service, staff development, diversity and safety are required.

Starting salary is in the range of $62,000 to $70,000, and is commensurate with qualifications. For consideration, applicants should send a comprehensive resume and cover letter discussing qualifications for the position to:

Michael Tepper, Chair, Search Committee
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

Applications will be received until the end of business Friday, March 19, 1999.

New Jersey City University is an AA/EEO Employer

DIRECTOR, SPECIAL PROJECTS
GED Testing Service

The American Council on Education (ACE), has an opening for an individual who will report directly to the Executive Director and will manage special projects and programmatic initiatives. Individual will represent the program to major constituencies and provide program and policy leadership as well as develop appropriate communications for policy analysis and research findings. Will provide marketing analysis expertise to GED partners regarding expansion of the GED Program. Will identify and develop mechanisms to strengthen the transition of GED graduates into postsecondary education and/or improved employment situations. Experience in program management preferred. Individual should have strong management capabilities, especially in a fast-paced environment with multiple priorities. Must work effectively in a cross-functional team (matrix) management environment. Strong oral and written communication skills required. Must be self-directed and innovative. Nominations and expressions of interest should be sent to:

Director, Special Projects - GED
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036

EOE/A/M/V
ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE

VICE PRESIDENT FOR STUDENT LEARNING

The Albuquerque Technical Vocational Institute (TVI), New Mexico's largest and most comprehensive community college, is seeking a dynamic, creative and sensitive educational leader to serve as its chief instructional officer.

TVI is a North Central-accredited institution serving 30,000 students, 16,000 credit enrollment at four metro-area campuses. The student body represents the district's ethnic diversity: Anglo 46%, Hispanic 39%, Native American 5%, Black 3% and Asian 2%. The budget is $76.3 million.

The Vice President for Student Learning reports to and works with the president to assure that TVI meets the Governing Board's mission of promoting and providing higher education, skill development and workforce training programs relevant to contemporary needs within the district and the state. The Vice President will lead the instructional team to sustain TVI's position as a progressive community college where students achieve goals and meet challenges.

Applications will be received until the position is filled. Anticipated date for employment is July 1, 1999. Because the search committee will begin reviewing materials in early May, applications are encouraged before April 30.

Complete job description and application requirements may be obtained from Karen Miller (phone 505-224-4608, fax 505-224-4611) at the TVI Human Resources Department or by visiting the TVI website, http://www.tvi.cc.nm.us. Mailing Address: Albuquerque Technical Vocational Institute, Human Resources Department, 525 Buena Vista Dr. SE, Albuquerque, New Mexico 87105-4096.

TVI is an equal opportunity institution. Minorities and women are encouraged to apply.

COLUMBIA COLLEGE CHICAGO invites applications for the position of Chair of the Liberal Education Department. The department has 14 full-time faculty, 7 part-time faculty, 4 full-time administrative assistants, and 1 part-time administrative assistant. They are committed to providing high-quality instruction and student services in the humanities, arts, social sciences, and natural sciences. The Liberal Education Department is responsible for a comprehensive and coherent liberal arts core curriculum that prepares students for various fields of study and careers. As the Chair, you will lead the department in developing and implementing a vision for the liberal education program that aligns with the college's mission to provide a comprehensive, challenging, and diverse education that prepares students for lifelong learning.

Responsibilities include:
- Developing and implementing a vision for the liberal education program
- Supervising the faculty and staff of the Liberal Education Department
- Developing and implementing a comprehensive and coherent liberal arts core curriculum
- Collaborating with other academic departments to ensure a seamless interface between programs
- Providing leadership in the development and implementation of new course offerings
- Conducting assessments of student learning outcomes and program effectiveness
- Presiding over and participating in departmental and college-wide committees
- Participating in the college-wide assessment process
- Overseeing the delivery of instruction and the evaluation of student learning
- Participating in the college's strategic planning process
- Developing and maintaining effective relationships with students, faculty, staff, and the community

Requirements include:
- A doctorate in a relevant field
- Demonstrated excellence in teaching, curriculum development, and student success
- Experience in liberal arts education
- Demonstrated success in program assessment and evaluation
- Strong leadership and management skills
- Experience in higher education administration
- A commitment to diversity and inclusion
- Strong communication and interpersonal skills
- Ability to work effectively with a diverse range of students, faculty, and staff

Columbia College is committed to diversity and inclusion in its work environment and in its instructional, educational, and employment policies. Accommodations may be made for individuals with disabilities. Applicants are encouraged to apply by October 31, 1999.

Please submit a letter of application, curriculum vita, and the names and addresses of three references to:

Mary Beth Kline, Chair
Liberal Education Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

Columbia College is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.
Assistant Director/Minority Student Services

Central Michigan University seeks two Assistant Directors in its Minority Student Services Office. This office provides academic, personal, social, and cultural support to students. To empower and retain students, MSS staff provide and enhance a campus environment where diversity is understood and celebrated.

One Assistant Director will be responsible for coordinating the Supplemental Instruction Program, College Education Enhancement Program, Peer Advisor Program, the Male/Female Training Workshops, and other retention efforts.

The other Assistant Director will coordinate the King/Chavez/Parks College Days and Summer Workshops, New Student Orientation Program, Parent Empowerment through Academics and Knowledge Program, College Life Series, New Student Employment Conference, and other retention efforts.

Required qualifications for both positions include a Bachelor’s degree and three years relevant experience with student academic support programs, or a Master’s degree plus one year relevant experience. Master’s degree preferred. Strong communication skills, supervisory skills, organizational skills, knowledge of word processing and statistical software, and specific knowledge of Latinx, Asian, African American, and Native American cultures is desired.

Submit cover letter, resume, and the names and addresses of three references to:

Human Resources/Staff
109 Rowe Hall
Mt. Pleasant, MI 48859

Review of applications will begin March 1, 1999, and continue until both positions are filled. Effective start date anticipated July 1, 1999. Salary commensurate with qualifications.

Carleton College seeks a Staff Psychologist to provide general counseling services. This position is budgeted for a 12-month contract, but may be renewed. The position is responsible for supervising advanced practitioners and administrative tasks. This position will have a supervisory responsibility.

Responsibilities:
- Provide intake assessments, individual counseling, and advice for ongoing individual counseling.
- Engage in ongoing therapy groups with other professional staff or advanced practice therapists.
- Provide direct services, individual counseling, and group work for up to 60% of work time.
- Provide consultation services within the broader campus community.
- Participate in the Resident Assistant, Student Wellness Advocates, etc.
- Participate with Wellness Center staff in meeting the overall outreach and education goals of the University.

Qualifications:
- Required: Ph.D. in counseling/clinical psychology or related field, or licensed, eligible in the state of Minnesota.
- Preferred: Experience counseling in higher education or counseling centers.
- Experience counseling diverse populations preferred.

Review of applications will begin March 15, 1999.

Staff and within the Dean of Students Division.

Carleton College is a highly selective, residential, liberal arts college situated in a suburban area of St. Paul, MN. Carleton College is committed to diversity and encourages applications from women and minorities.

Austin Community College serves the Austin, Texas metropolitan area, which is fast becoming one of America’s leading business, cultural, and intellectual centers. ACC is the second largest institution of higher education in central Texas.

Austin Community College invites applications for the following positions:

**FULL-TIME INSTRUCTOR POSITIONS FALL ’99**

- Accounting
- Associate Degree Nursing
- Astronomy
- Building Construction
- Chemistry
- CIS
- Commercial Art
- Computer Science
- Developmental Writing
- Economics
- Emergency Medical Services
- Engineering/Physics
- English
- Government
- History
- Hospitality
- Interpreter Preparation
- Legal Assistant
- Math/Developmental Math
- Digital Imaging/Printing
- Radio, Television and Film
- Reading
- Semiconductor Manufacturing Tech.
- Speech
- Surgical First Assistant
- Technical Communications
- Welding

**FULL-TIME INSTRUCTOR POSITIONS SUMMER ’99**

- Dance
- Drama

**HALF-TIME INSTRUCTOR POSITIONS FALL ’99**

- Geography
- Social Work

Submit resume/vita and a copy of your transcript(s) to ACC, Office of Human Resources, 5930 Middle Fiskville Rd., Austin, Texas 78752. Applications are available on the ACC Web site at www.austin.cc.tx.us/hr or you may call (512) 223-7534/7573 to request an application. An Equal Opportunity / Affirmative Action Employer.
CHAIR, DEPARTMENT OF PHOTOGRAPHY

COLUMBIA COLLEGE CHICAGO is seeking a Photograph Department Chair with a distinguished national record of exhibitions/publications and teaching. Position available July 1, 1999. Administrative experience preferred.

The Chair provides aesthetic vision and leadership in a collegial, open environment which maintains a strong commitment to photography within a liberal arts context. The department offers the BA degree to approximately 450 majors, and includes an active graduate program leading to the MA, MFA, and MA in Museum Studies degrees. There are 14 full-time faculty members, more than 40 part-time faculty members, and 10 professional staff in the department. There is a long-standing curricular connection between the Department of Photography and the Department of Art and Design, and the Chair acts as liaison to that department.

Columbia College is a diverse, open admissions, urban institution of 8,600 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package.

Majority and Women applicants are especially encouraged to apply.

Review of applications will begin March 1 and will continue until position is filled.

Send vitae, application letter, statement of educational vision and leadership, slides, publications, or other samples of professional work, and phone numbers from five references from whom letters may be requested. For more information, see web page http://www.colum.edu/home.html Address materials to:

Photography Department Search Committee
Human Resources Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

SCHOOL COUNSELING

The School of Education has available a School Counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice, school counseling, group counseling, family issues, assessment, career counseling, and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and/or school adjustment counseling.

Deadline for applications is March 31, 1999.

Send a letter of application, a current resume, publication samples, and the names, addresses and telephone numbers of three references to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215

Faculty Vacancy Announcement

- Director, Institute for Management and International Entrepreneurship (#MBME-9910) Assc. Prof./Prof. tenure track; appointment effective Fall 1999

Priority Screening Date March 15, 1999

Tenure Track Searches Extended

- Literacy Methods - rank open - #MBLM-9905
- Pedagogy and Bilingual Methods - Assistant Professor - #MBPPM-9906

Liberal Studies
- Human (Child) Development - Associate Prof./Professor - #MBHDCD-9909

COUNSELOR EDUCATION
Assistant Professor of Counselor Education
(Tenure Track) preferred start date of September 16, 1999

The Counseling Program at Oregon State University offers M.S. programs preparing professional counselors to work in the K-12 school system. All counseling degree programs are accredited by the ACA. The School of Education is NCATE accredited. Students in both the M.S. and Ph.D. Programs must contact the Program at least two weeks prior to the interview.

RESPONSIBILITIES INCLUDE: Teach graduate courses in the M.S. and Ph.D. Counseling Education Program (cumulative counseling degree program), supervise practicum and fieldwork, and continue to develop research and writing skills. Conduct research and publish results of research. Assist in developing external funding to support research activities. Assistant position includes full participation in the faculty search.

REQUIRED QUALIFICATIONS INCLUDE: Experience in Counselor Education or closely related field (e.g., counseling, psychology, social work, etc.); demonstrated interest in and current involvement in counseling at the doctoral, master's, or undergraduate level; demonstrated experience in and interest in distance education; knowledge of research methods; and strong commitment to the ideals and goals of counselor education as articulated by the American Counseling Association.

PREFERRED QUALIFICATIONS INCLUDE: Recent counseling experience working with public schools; graduate degree in education with an emphasis in counseling; research and publication record in counseling; appropriate professional certification; and evidence of successful early career and demonstrated interest in distance education M.S. Program.

Send applications to:

Stephanie L. Parke, Ph.D.
Assistant Professor
Department of Counseling Education
Oregon State University
Corvallis, OR 97331-3502

Deadline: March 23, 1999
COMMITTEE ON INSTITUTIONAL COOPERATION DIRECTOR

The Committee on Institutional Cooperation (CIC), with headquarters in Champaign, Illinois, seeks nominations and applications for the position of Director. The CIC, founded in 1958, is the academic consortium of the following institutions: University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University, and University of Wisconsin. The CIC is governed by the chief academic officers of these institutions and the Director reports to and works closely with the Chairman and Executive Committee of this group.

The cooperative spirit of the CIC Members has produced many successful programs and initiatives. The continued goal of the CIC is to sustain and enhance current cooperative academic activities among the institutions and to address the ever-changing needs of higher education from curriculum to technology to research.

The Director is a full-time, academic professional position. The successful candidate must have administrative experience at a research university, exhibit strong communication and interpersonal skills, and be a proven leader. The Director will provide leadership and guidance to the Consortium in many programs and projects. Some of the principal areas are: Access for Women and Minorities, Information Technology, International Programs, and Library Cooperation. Information on the CIC is available at our web site: www.cic.uiuc.edu.

Please send nominations, applications, and inquiries to the address below. In addition to a paper copy, the search committee would be pleased to receive applications or nominations that include a vita saved on an IBM formatted diskette, or by e-mail sent to PSUsearch@psu.edu. Nominations and applications will be reviewed beginning immediately. The search will remain open until the position, which is available effective June 1, 1999, is filled.

John A. Brighton, Chair
Search Committee for Director of the Committee on Institutional Cooperation
The Pennsylvania State University
201 Old Main, Dept. 311
University Park, PA 16802

The salary is competitive and commensurate with experience and qualifications and full University of Illinois fringe benefits are available to the Director.

The CIC and the University of Illinois are Affirmative Action/Equal Opportunity Employers.

THE COLLEGE OF
WOOSTER
1189 Beall Avenue
Wooster, Ohio 44691-2363

SPANISH

Fall Semester
Leave Replacement
3 Courses in
Beginning Language

The position is being posted jointly with the
Five Colleges of Ohio Consortium
For complete job description, please see
www.wooster.edu,
click on Inside Wooster,
and on Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133
lafarmer@acs.wooster.edu

VALENCIA
A BETTER PLACE TO START*

Valencia Community College, an innovative institution of higher education, is recognized as the National Community College of the Year for teaching excellence, student success and leadership and service to the community.

The college is currently recruiting FACULTY for the following 10-month tenure track positions:

Criminal Justice
Hospitality & Tourism Management
Sociology/Education
College Prep Math
English
Mathematics
Biology
Political Science
Computer Engineering Technology

The college is committed to including a diverse faculty and encourages applications from all qualified individuals.

For consideration, applicants must submit a completed Valencia Community College application, copies of transcripts for all postsecondary work and a written statement describing their concepts of a learning-centered institution. APPLICATION DEADLINE March 25, 1999. For an application packet and position announcement, please contact Human Resources, Valencia Community College, P.O. Box 5028, Orlando, FL 32802, (407) 299-3000, ext. 1002, 1524 or 1741; fax: (407) 295-7477; or email your request to hris@valencia.cc.fl.us. For more information about Valencia visit our website at http://www.valencia.cc.fl.us. All correspondence and application materials are subject to public record in accordance with the Florida Sunshine Law, 517.03.
WESSELCPECTCTAT STATE UNIVERSITY
Fall 1999 Faculty Openings
www.wcsu.edu

WESTERN CONNECTICUT STATE UNIVERSITY
Fall 1999 Faculty Openings
www.wcsu.edu

ENGLISH
- Tenure track position. Requirements: Ph.D. in English or related area. Single-sex, creative writing courses in the undergraduate program. Includes: English literature, bilingual literature, and literature of the Americas. Send materials to: Judith Sullivan, Chairperson, English Department.

HEALTH EDUCATION
- Tenure track position. Community Health Option. Requires: Ph.D. or Ed.D. in Health Education, with emphasis on community health education, health promotion, and health behavior change. Send materials to: Dr. Catherine Turin, Chairperson, Health Education Department.

HISTORY
- Tenure track position. Asian History, China, and the Pacific Rim. Requires: Ph.D. in History with specialization in Chinese or Japanese history. Send materials to: Dr. John Leopold, Chairperson, History Department.

MANAGEMENT INFORMATION SYSTEMS
- Tenure track position. Requires: Ph.D. or Ed.D. in Information Systems or a related field. Send materials to: Dr. Richard Montague, Chairperson, MIS Department.

MARKETING
- Tenure track position. Requires: Ph.D. in Marketing or a related field. Send materials to: Dr. Ronald Drodzken, Chairperson, Marketing Department.

NURSING
- Tenure track position. Requires: Ph.D. in Nursing or a related field. Send materials to: Dr. Barbara Scisco, Chairperson, Nursing Department.

PHYSICS
- Tenure track position. Requires: Ph.D. in Physics or a related field. Send materials to: Dr. Alice Chance, Chairperson, Physics Department.

SOCIAL SCIENCES
- Tenure track position. Requires: Ph.D. in Sociology or a related field. Send materials to: Dr. Jerry Bannister, Chairperson, Social Sciences Department.

Western is an Affirmative Action/Equal Opportunity Educator/Employer. Women and minorities are encouraged to apply.
Northern Essex Community College
Haverhill, Massachusetts

ASSISTANT DEAN OF BUSINESS
International Programs and Non-Traditional Learning

The Assistant Dean reports to the Associate Dean of Business, International Programs and Non-Traditional Learning who reports to the Vice President of Academic Affairs. The Assistant Dean has primary responsibility for the quality and administration of all Business Administration Management and Health Information Technology Associate Degrees, options and certificates and Study Abroad Academic Programs, day and evening. The Assistant Dean is expected to provide intellectual leadership and visionary direction while fostering a positive atmosphere that emphasizes learning centered teaching and career growth. The Assistant Dean will be expected to assist the Associate Dean in the development and implementation of a variety of projects and initiatives that affect adult learners, new or returning to college, to be successful, and may instruct courses. Earned Master’s Degree or higher in a related discipline. Increasingly responsible experience in academic or workplace management. Strong interpersonal skill in an institution of higher education, preferably a community college, which includes responsibilities beyond classroom instruction such as curriculum development, course development with an international perspective, scheduling of faculty, program review, work with a diverse student body, and a thorough understanding of the teaching-learning process. Demonstrated understanding of and experience in the global marketplace experience with a variety of credit and non-credit programs and the ability to work effectively with students, faculty and community members. In addition, candidates must have excellent oral and written communication skills and the ability to work independently and as part of a team.

Interested candidates may apply to the Associate Dean for Human Resources at Northern Essex Community College, POST# 03, Elliott Way, Haverhill, MA 01830 by sending a letter of interest with a resume and three letters of reference by March 12, 1999. The letter must include addressing qualifications, required skills and abilities, a detailed resume, and the names, titles, institutions and home telephone numbers of three references. One must be a present or previous student, one a supervisor, one a peer, one support staff member and one community member. All candidates will be asked to complete an on-site interview and meet with a variety of campus groups. Each candidate will also be encouraged to tour the campus. The salary range is $34,000 - $43,000 with a comprehensive benefit package. Start date will be consistent with educational background and experience and level of position.

Equal Opportunity/Affirmative Action Employer

Texas A&M University
Health Education
2 Assistant/Associate Professor (tenure track) vacancies

The Department of Health and Kinesiology at Texas A&M University, Health Education Division, seeks applicants with strong credentials in health education or related field for two vacancies beginning September 1, 1999. More information available at website (http://hlnk.web.tamu.edu)

Sport Management
Assistant or Associate Professor (9 or 10 1/2 month tenure track) vacancy

The Department of Health and Kinesiology at Texas A&M University, Health Education Division, seeks applicants with strong credentials in sport management for a tenure track position beginning September 1, 1999. More information available at website (http://hlnk.web.tamu.edu)

Physical Education/Teacher Education
2 vacancies - 1 Lecturer (9 month non-tenure track) and 1 Assistant Professor (tenure track)

The Department of Health and Kinesiology at Texas A&M University, Health Education Division, seeks applicants with strong credentials in teaching and leadership for both a lecturer and assistant professor position beginning September 1, 1999. More information available at website (http://hlnk.web.tamu.edu)

Department Chairs

Yd S. Universitv

HUMANITIES AND SCIENC!

Your primary responsibility will be to advise and direct the college faculty. You will be responsible for the academic programs, student affairs, and faculty development. You will also be responsible for the oversight of the department's budget and the development of new programs. You will work closely with the department chair and the dean to ensure the success of the department.

Requirements:
- Master's degree in a related field
- At least five years of teaching experience
- Strong leadership skills
- Excellent communication skills
- Ability to work collaboratively with others

Salary:
- Competitive salary
- Full benefits package

Application Deadline:
- December 1, 1999

Application:
- Submit a letter of interest, resume, and three letters of recommendation to:
- Chair, Department of Humanities and Science
- Texas A&M University
- College Station, TX 77843

For more information, contact:
- Dr. John Smith
- Chair, Department of Humanities and Science
- Texas A&M University
- College Station, TX 77843
- Phone: 979-862-4321
- Email: jsmith@tamu.edu

For additional information, visit us at www.tamu.edu

Equal Opportunity/Affirmative Action Employer

Perimeter College

Judy Chastonay, Human Resources Department
2351 Panthersville Road,
Decatur, GA 30034

For your application to be considered, please refer to:
- Texas A&M University
- College Station, TX 77843
- Phone: 979-862-4321
- Fax: 979-862-4331
- Email: jsmith@tamu.edu

For more information, contact:
- Dr. John Smith
- Chair, Department of Humanities and Science
- Texas A&M University
- College Station, TX 77843
- Phone: 979-862-4321
- Email: jsmith@tamu.edu
ACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

Applicants should send a letter of application, resume, and three names, address and telephone numbers of references to the office of the appropriate dean by March 15, 1999.

COLLEGE OF EDUCATION
Yiping Wan, Ph.D., Dean
Assistant Dean - assists the Dean in the management of the College by aiding in the development and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional programs, faculty development activities, research, and overseeing grants. Qualifications: An earned Doctorate in Education, demonstrated excellence in teaching, scholarship, and professional service, direct involvement in K-12 educational settings and in the pre-service and in-service preparation of teachers; knowledge of current reform efforts in teacher education; experience in academic program development, enrollment management, distance learning and educational technology; and effective interpersonal, verbal, and written communication.

Director of Office of Teacher Internships - directs, organizes, plans, and participates in the activities specific to field internships. Promotes the College in the community and maintains productive working relationships with schools and school districts. Oversees teacher certification. Qualifications: Minimum of a Master’s Degree in Counseling or Education or a related field, experience in working with school districts supervising student interns, advisement, and processing teacher certificates.

THEATER TECHNICIAN/TEACHING ASSISTANT - Basic knowledge of production technologies and ability to work as a team. Responsibilities include but are not limited to: building, cleaning, painting, stage lighting, and working with scenic shop personnel. Requires strong interpersonal and organization skills, ability to work evenings and weekends. Experience in a high school, college, or professional theater is preferred. Qualifications: A Bachelor’s Degree in scenic design or theater arts is preferred. Experience in theater arts is required. Must be proficient in the use of power tools.

New Jersey City University
2039 Kennedy Boulevard, Jersey City, New Jersey 07305
New Jersey City University is an AA/EO Employer

CONSERVATORY OF MUSIC

Director, Dave Brubeck Institute

University of the Pacific is extremely proud to announce that Dave and Iola Brubeck have named the University of the Pacific as the recipient of the Dave Brubeck Collection and Library. Donald V. DeRosa, President of the University, has announced the Collection and Library as a University of the Pacific Hallmark of Distinction.

University of the Pacific's Conservatory of Music seeks applications from qualified persons to fill full-time (twelve-month faculty position as the DIRECTOR OF THE DAVE BRUBECK Institute beginning the summer/fall of 1999. The ideal candidate will bring musical expertise, energy, leadership, integrity, and a strong personal interest in the breadth and diversity of Dave Brubeck's compositions and other contributions to the universe of music. The candidate will work with archivists in the University Library and Holt-Atherton Department of Special Collections in developing optimal ways to create and perpetuate a "living archive" of Dave Brubeck materials and, in particular, to encourage performance and scholarly inquiry.

The Conservatory of Music faculty and staff will coordinate with the Conservatory of Music faculty in augmenting and advancing the present jazz music program. The Conservatory of Music faculty and staff will maintain competent skills in performance, teaching and scholarly research in jazz music at the university level.

The University of the Pacific is located in Stockton, California, a city noted for its history and the emphasis on cultural events. The University of the Pacific is an AA/EO Institution.

University of the Pacific
2100 University Avenue, Stockton, CA 95211
Telephone (209) 946-2417
894-2770 E-Mail crass@uop.edu Web site: www.uop.edu

THE UNIVERSITY OF TEXAS AT EL PASO

Executive Director
MEXICO-UNITED STATES IMMIGRATION HISTORIC CENTER

The Mexico-United States Immigration History Center at the University of Texas at El Paso seeks an entrepreneurial leader to serve as the founding Executive Director of a national center for the History of Mexican Immigration to the United States. A Southwest El Paso, Texas is the largest American city on the U.S.-Mexico border and is the site for the development of this new center dedicated to the study of the movement of people between Mexico and the United States. The Executive Director will organize and lead planning for the Center and inaugurate its first national fundraising campaign. The Executive Director will demonstrate skills in leadership, fundraising, management, and planning and must possess a deep commitment to the preservation and commemoration of the history of immigration across the border between Mexico and the United States. Submit letter of interest, resume, and references to Dr. Charles Ambler, University at Texas at El Paso, El Paso, TX 79968. Inquiries regarding the position may be directed to Dr. Charles Ambler at 915-747-5735 or email: cambler@mail.utep.edu. More information may be found through our web page at www.utep.edu. The University of Texas at El Paso does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

HISPANIC OUTLOOK  N 2/26/99  844
**HELENA COLLEGE**
**OF THE CITY UNIVERSITY OF NEW YORK**

**DIRECTOR OF HUNTER COLLEGE CAMPUS SCHOOLS AND PRINCIPAL OF HUNTER COLLEGE HIGH SCHOOL**

The Hunter College Campus Schools (HCCS), which comprise the Hunter College High School (HCHS) and the Hunter College Elementary School (HCES), seek qualified candidates for the dual role of Director of the Hunter College Campus Schools and Principal of Hunter College High School. The HCCS are one of the nation’s oldest centers for educating the intellectually gifted and serve a student body that is racially, ethnically, and socioeconomically diverse.

The Director/Principal reports directly to and is supervised by the Dean of the Hunter College School of Education. The duties and responsibilities of the Director/Principal include personnel selection and supervision, curriculum development, and budget management for the high school, oversight of these activities for the elementary school; and supervision and evaluation of the principal of the elementary school.

Qualified individuals should have an educational background, experience, and professional skills necessary to lead the HCCS toward international recognition on laboratory school/demonstration sites for the education of intellectually gifted students. The position starts September 1, 1999.

**QUALIFICATIONS:*** Training and experience in school administration, knowledge of theories and practices in the education of intellectually gifted students, proven managerial ability, experience with school based management, skill in working with a variety of constituencies, skill in curriculum and staff development, SPS or SIS certification is required. An earned doctorate in a relevant field is preferred. Experience with the full range of Pre-K-12 education is preferred. Evidence of leadership in the education of students from diverse backgrounds in county curriculum and staff development that affirm diversity is preferred.

**SALARY RANGE:** S74,733-578,967 plus remuneration of S5,834-513,933.

**APPLICATIONS:** Send letter of application, including resume, addresses, and telephone numbers of at least three references by March 12, 1999 to: Dr. Martin Kelley, Chair, Search Committee for HCCS Director, Office of the Dean, School of Education, Hunter College, 695 Park Avenue, New York, NY 10021.

Members of racial/ethnic minority groups and women are encouraged to apply. An Equal Opportunity/Affirmative Action/EO/Americans With Disabilities Act Employer.

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**UNIVERSITY OF ARKANSAS**

**SURVEY RESEARCH CENTER**

**POSITION:** Field Director: 12-month research position with reposable starting date. Start may be immediate, but no later than May 1, 1999

**QUALIFICATIONS:** This position requires a record of successfully implementing surveys or managing complex research projects. A master's degree completed or on process in a social science or business is essential. A Ph.D. is preferred. Required are an ability to assume multiple assignments, often under tight time frames: very good oral and written communications and an ability to write clear research reports for professional and public audiences; very good interpersonal skills; experience with computer programs in a networked environment; and some evening and weekend work.

Desirable qualities include: Experience using a CATI system; e-mail and/or other web-based surveys; mail and/or in-person surveys; and/or focus groups; knowledge of sampling methods; a strong background in social science research in general; survey methodology in particular; knowledge/experience with SSI or SPSS or other statistical packages; computer programming; supervisory skills.

**SALARY & SALARY:** Rank and salary depend on academic preparation and professional experience.

**CLOSING DATE:** Review of applications will begin March 3, 1999 and continue until position is filled.

**APPLICATION:** Interested persons should send a resume, unofficial college transcripts, & three letters of recommendation to: Molly Longworth, Ph.D., Director, University of Arkansas Survey Research Center, ADBB 100A, Fayetteville, AR 72701. For further information see: http://www.uark.edu/campus-resources/career/jobinfo.htm.

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**ROWAN UNIVERSITY**

**DEAN COLLEGE OF BUSINESS**

**ROWAN UNIVERSITY**

**DESCRIPTION:**

Rowan University is seeking applications and nominations for the position of Dean of the College of Business. The Dean provides the overall leadership and academic leadership in the College of Business and serves as its chief academic administrative officer. The College of Business comprises 31 full-time faculty, 1,000 undergraduate and 125 graduate students in the following academic departments: Accounting/Finance, Management/MSI, and Marketing. The College of Business also features a dynamic Master of Business Administration program, a newly approved Master in Accounting, and a successful cooperative education and internships program.

The Management Institute of the College of Business already enjoys an active and committed Dean's Advisory Board and Alumni Advisory Council. Two recent gifts to the business school have provided an endowed chair and supplementary funding for the MBA program. Specific responsibilities of the Dean include all aspects of financial management including adherence to AASCB standards, faculty development, and accreditation processes. A critical priority for the Dean will be to lead the College of Business through the final years of the AASCB candidate process. The Dean of the College of Business will also be responsible for maintaining an competitive environment in the region and will be expected to play a key role in fund raising efforts for the College. The Dean reports directly to the Executive Vice President/Provost and serves on the Council of Deans.

**QUALIFICATIONS:**

Candidates must have an earned doctorate in business administration with a teaching and scholarly record that would warrant appointment to the rank of full professor, along with a demonstrated record of successful leadership and increasing levels of responsibility in higher education administration. Candidates must also have experience with AASCB standards and the accreditation process. A proven record of success in forming linkages with the business community and/or a distinguished record of accomplishment and success in business at the national or international level, highly desirable.

In addition to the qualifications listed above, the ideal candidate will demonstrate the following:

- Strong leadership and management skills and a record of accomplishment in planning and budgeting
- A commitment to teaching, learning and scholarship with strong record of building and faculty development
- A commitment to curriculum design for the 21st century
- A record of successful program development and program evaluation
- A commitment to the business community
- A commitment to affirmative action principles and outcomes
- Working knowledge of a collective bargaining environment

**ROWAN UNIVERSITY**

Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, public university located in southern New Jersey and close to Atlantic City and Philadelphia. In 1982, Rowan University received a $1 million gift from Henry and Betty Rowan, one of the largest gifts bestowed on a public university. This gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, 1 University enrolls over 9,500 students in degree programs ranging from bachelor's through doctorate. The University is divided into six colleges (Business, Communication, Education, Engineering, Fine & Performing Arts, and Liberal Arts & Sciences) and a Graduate School. A 120-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Supreme Court conference in 1981. Additional information about Rowan University and the College of Business can be found at the World Wide Web http://www.rowan.edu

**APPLICATION PROCESS:**

Applications and nominations for the position are invited. Applications should include a letter indicating how the individual's experience and background relates specifically to the position qualifications, a current curriculum vitae, and the names and current titles, addresses, and telephone numbers of five professional references. Applications will be reviewed beginning May 19 and applications will be considered until the position is filled. Applications and nominations should be sent to: Chair, College of Business Search Committee Office of the Executive Vice President/Provost Rowan University 201 Mullica Hill Road Glassboro, NJ 08028

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Anticipated Fall ‘99 Tenure Track Faculty

*** Arts and Sciences Disciplines ***

- Biology (99112)
- Chemistry (99113)
- English (99114)
- Government (99115)

Required: Masters degree with at least 3 years graduate seminar hours in the corresponding discipline of interest. 3 bachelor’s degrees in Mathematics required to teach developmental courses plus at least 3 years teaching experience or graduate training in remedial education.

*** Applied Science & Technology / Other Disciplines ***

- Accounting Information Systems Technology Instructor (99119)
- Agricultural Technology Instructor (99120)
- Computer Information Systems Technology Instructor (99123)
- Computer Information Systems Technology Instructor (99123)
- Computer Numerical Control (CNC) Instructor (99124)
- Counselor (99125)
- Counselor (99126)
- Computer Numerical Control (CNC) Instructor (99124)
- Computer Numerical Control (CNC) Instructor (99124)
- Culinary Arts Instructor (99127)
- Diesel Technology Instructor (99128)
- Diesel Technology Instructor (99128)
- Diesel Technology Instructor (99128)
- Food Service Instructor (99129)
- Industrial Maintenance Instructor (99133)
- Industrial Maintenance Instructor (99133)
- Machine Shop Instructor (99135)
- Machine Shop Instructor (99135)
- Plastics Instructor (99136)

ST. PHILIPS COLLEGE

A Point of Pride in Our Community

TEMPLE UNIVERSITY

School of Tourism and Hospitality Management
Philadelphia, PA

Temple University is a large urban university located approximately 2 ½ miles north of Center City, Philadelphia, the heart of the local tourism industry. Philadelphia contains tourism, hospitality, sport and recreation venues which make the city ideal for teaching and learning experiences for Temple University students and faculty. The School of Tourism and Hospitality Management was established July 1, 1928. The School offers four degree programs, the bachelor's and master's degrees in Sport and Recreation Management, as well as the new bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

Both appointments are tenure track positions beginning July 1, 1999.

RESEARCH CENTER DIRECTOR/FULL PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected candidate will be responsible for establishing a Research Center for a new School of Tourism and Hospitality Management at Temple University. The Director will solicit, conduct, and publish research projects, as well as work collaboratively with university faculty. The ability to work effectively with external funding through grants, foundations, donations, or paid research projects is desirable. Teaching courses in Research Methodology will be required on an as-needed basis. The supervisor and mentor of graduate research assistants will be expected.

Applicants should have extensive scholarly and/or theoretical research experience in tourism, with an emphasis on travel, hospitality and tourism studies. An emphasis on a combination of any of the areas of research is preferred. A proven track record of publications, grants, and funding is required. The ability to seek new avenues of funding is critical to the success of the position. The ability to work with an interdisciplinary team and with diverse client groups is desirable. Excellent documentation and higher education experiences are required.

ASSOCIATE/ASSOCIATE PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected candidate will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, committees, and other professional service and research expectations are expected. The position requires the supervision and mentoring of undergraduate and graduate students.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level. A proven record of publications, grants, and funding will be reviewed for appointment as an assistant or associate professor. Experience in desirable. An earned doctorate is required.

Applicants for both positions should submit a letter of application, curriculum vitae, names of three references, and supporting materials to Dr. Elizabeth H. Barber, Assistant Director, School of Tourism and Hospitality Management, Temple University, 102 Division Hall (0448), Philadelphia, PA 19122 (215) 204-6294, bettyh@temple.edu. Application review will begin March 15, 1999, and continue until the position is filled.

TEMPLE UNIVERSITY is an Affirmative Action/Equal Opportunity employer. Women and minorities are encouraged to apply.
COORDINATOR OF MULTICULTURAL STUDENT PROGRAMS
STUDENT LIFE TEAM
NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
A COLLEGE OF ROCHELLE INSTITUTE OF TECHNOLOGY

The Student Life Team (SLT) is charged with coordinating curricular programming for deaf and hard-of-hearing students at the National Technical Institute for the Deaf. The SLT works collaboratively with academic programs at NTID and Student Affairs programs of Rochester Institute of Technology to provide a wide range of educational programs. The Multicultural Program is a key component of the overall SLT. The MSP supports educational programs designed to enhance multicultural appreciation and provide support to African American, Hispanic American, Asian American, and Native American (AHANA) students at NTID. As a department responsible for a comprehensive international function the SLT is housed in the Office of the Dean, and reports directly to the Associate Dean for NTID Student Affairs in carrying out its charge.

NATURE OF POSITION

• Full-time, 12 month
• Professional staff
• Reports to Manager of Student Life Team

PRIMARY RESPONSIBILITIES

The MSP coordinator is responsible for coordinating the development of a comprehensive program designed to enhance the retention and success of AHANA deaf and hard-of-hearing students enrolled at NTID. The MSP coordinator is expected to evaluate existing efforts in the area and to work collaboratively with their departmental team members. NTID Leadership Team, faculty, staff, and students to coordinate programmatic efforts in this area.

RESPONSIBILITIES

• Design, implement, and evaluate educational programs to enhance multicultural appreciation. Coordinate the marketing of these events with internal audiences to maximize participation. Develop and revise annual program plans collaboratively with manager for Student Life Team, and ultimately NTID Leadership Team.
• Design, establish, and coordinate an AHANA student mentorship program.
• Collaborate and liaise with Assistant Provost for Diversity at RIT, RIT's Commission on Promoting Pluralism, and RIT's Center for Student Transition and Support, related to issue of campus-wide AHANA student celebration, support, development, and retention.
• Contribute to program development and implementation of PFE curriculum as it relates to AHANA students.
• Serve as student advocate and liaison, creating and educational environment conducive of deaf student development opportunities.
• Work collaboratively with members of the SLT to curate developmental programming.
• Unpack evening and weekend involvement in students co-curricular activities to provide rich modeling and connections for students to the institute.
• Serve as intern to NTID faculty and staff on AHANA issues.

QUALIFICATIONS:

• Bachelor's degree in human services, cultural studies, cross-cultural communication or related field.
• Master's degree in Higher Education, Student Personnel, or related field preferred.
• Demonstrated ability to foster programs and educational opportunities which enhance the success of AHANA students.
• Demonstrated commitment to fostering diversity in all forms, particularly an understanding of Deaf culture and AHANA students.
• Ability to effectively communicate with deaf and hard-of-hearing students.
• Knowledge of student development models and theories as they relate to non-mainstream cultures.
• Ability to contribute in meaningful ways to the college's continuing commitment to cultural diversity: pluralism, and individual differences.

Interested individuals should send letter of application, resume, and three letters of reference to:
Diane Brooks, Chair
c/o Student Life Team
Mark Ellingston Hall
52 Lomb Memorial Drive
Rochester, New York 14623-5604

THE UNIVERSITY OF SOUTH CAROLINA
National Resource Center for The First-Year Experience
and Students in Transition

ASSOCIATE DIRECTOR

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the new position of Associate Director. This position will report to and share responsibilities with the Center Co-Directors.

The Center, located at the University of South Carolina in Columbia, offers a variety of products and services to higher education professionals who work with first-year students, transfer students, and seniors. These include publications (weekly blind refereed journal, newsletter, and series of monographies), video materials, conferences, seminars, workshops, and teleconferences. The Center also conducts and sponsors research on various topics related to undergraduate education. The Center is functionally integrated with University 101, the nationally renowned first-year seminar offered at the University of South Carolina since 1972.

The Associate Director will share with the Co-Directors many responsibilities including the following: editing of monographs and other Center publications, supervision of editorial staff, conceptualization and implementation of new publications, resources, and conferences, design and implementation of research studies to include national surveys, design and presentation of workshops and seminars off-campus locations.

Qualifications:

• Earned doctorate, preferably in the liberal arts, social sciences, or higher education.
• A demonstrated record of research, scholarship, and publication, knowledge of research design and statistical methodology, basic computer expertise.
• Knowledge of and experience with first-year, transfer, or senior students and programs designed to improve their transition experience.
• Outstanding writing, editing and presentation skills, administrative/organizational experience.

This is a 12-month, non-tenure track unclassified academic position. Salary is competitive and commensurate with experience and credentials. This is a position with full State of South Carolina benefits funded by revenues generated through Center products and activities. Position is available July 1, 1999.

For a complete position description and instructions for making formal application, please contact:
Dr. Betsy Barefoot
(803) 777-2247, (FAX 803-777-4699) (betsyb@ast.csd.sc.edu)
The University of South Carolina is an Affirmative Action/Equal Opportunity Employer.

PRESIDENT

The Board of Trustees of the West Valley-Mission Community College District invites applications and nominations for the position of President of Mission College, a publicly funded, comprehensive community college.

SANTA CLARA, CA

The President is the chief executive officer of the college and reports to the Chancellor who reports to a seven-member publicly elected Board of Trustees. The Board seeks an inspired, visionary leader who will embrace the spirit of Mission College and the Silicon Valley, and who will lead with authenticity and pride its diverse student body, and its talented faculty and staff.

APPLICATION INFORMATION: The profile brochure which contains details on Mission College, the Challenges and Opportunities, the President Profile, and the application instructions should be requested by contacting: Christina Booth, Executive Assistant, Human Resources, West Valley-Mission CCD, 14000 Fruitvale Avenue, Saratoga, CA 95070-5698; TEL: 408/741-2131; FAX: 408/867-9059; e-mail: christina_booth@wvmccd.cc.ca.us. Application review will begin March 15, 1999.

WVMMCD’s World Wide Address is: www.wvmccd.cc.ca.us

For additional information, contact Del M. Anderson of Community College Trustees (ACCT) Search Consultant, 4100-10 Redwood Road, #251 Oakland, CA 94619; TEL: 510/638-3288; FAX 510/382-9637; e-mail: DelmAnderson@webtv.net.

— An ACCT Search —
San Antonio College is a public community college which provides for and supports the educational and lifelong learning needs of a multi-cultural community. As a leader in education, SAC is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility, and global awareness. SAC is the largest of four colleges within the Alamo Community College District. For more information, go to our web site at www.acced.edu.

Anticipated Fall '99 Tenure Track Faculty

*** Arts and Sciences Disciplines ***

Government (99099) Psychology (99103)
Mathematics (99100) Social Work (99104)
Philosophy (99101) Spanish ** (99105)
Physical Education (99102)

Required for all above: Master's degree with at least 18 graduate semester hours in the corresponding discipline of interest

Also for Math: Bachelor's degree in math required to teach developmental courses plus at least 1 year teaching experience or graduate training in remedial education.

Also for Spanish: Strong language coursework and experience with modern methods of language instruction, assessment of language abilities, and integration of technology with language teaching.

Preferred for all: Ability to use computers and other technology in support of instruction.

Architecture Instructor (99055RE)

Required: Master's degree with at least 18 graduate semester hours in Architecture, Prefer Master's degree in Architecture or equivalent, and working knowledge of AutoCAD advantageous.

Art History Instructor (99098) (Revised Ad)

Required: Master's degree with at least 18 graduate hours in Art History. Teaching experience Art Generalist position to teach Art History Survey I & II, & Art Appreciation, and participate in conversion to digital image visual resources. Submit sample teaching materials.

Graphic Arts (Print/Electronic Graphics) Instructor (99106)

Required: BA or BFA in Art and Design. 3 years' graphics professional experience. Prefer MFA or MA with 18 graduate hours in the field. Proficient in graphic design, computer graphics, and modern methods of production. Knowledgeable in teaching basic graphic design to digital multimedia for Macintosh or Windows environments. Teach private/individual graphics in 2 year (Occup-Tech) associates program with a 2+2 transfer curriculum. Must submit slides or video tape of personal & student work & self-addressed-stamped-envelope for return of portfolio.

*** Occupational & Technical Disciplines ***

Computer Information Systems Instructor (99107)

Required: Bachelor's degree. Prefer Master's degree with 18 graduate hours in CIS/CS. 3 years' full-time work experience in field. Preferred experience areas: UNIX, client/server development. NT, object-oriented methodologies, graphical interface design, and/or hardware.

Fire Science Instructor (99108)

Required: Bachelor's degree (Master preferred) in Fire Science, Safety, Paramedicine or related field. 5 years' certified EMT experience. Must be a Certified Firefighter/Instructor certificated by the Texas Commission on Fire Protection.

Law Enforcement Instructor (99109)

Required: Master's degree with at least 18 graduate hours in Law Enforcement. Criminal Justice, Correctional Science or related discipline.

Medical Assisting Instructor (99110)

Required: Bachelor's degree (Master preferred) in a health care or allied health field. 3 years' experience in an ambulatory care setting. Must have CMA, EMT, or similar credentials for clerical and medical assist positions.

Nursing Instructor (99066) (Extended Search)

Required: Master's degree in Nursing. 3 years' clinical practice in medical/surgical nursing. Current Texas Registered Nurse or eligible for registration within the minimum time.

Office Systems Technology Instructor (99111)

Required: Bachelor's degree (Master preferred) in business or business education. 3 years' work experience in office occupations, administrative office systems or office accounting systems. Prefer full or part-time teaching experience in microcomputer-keyboarding-word processing applications, database and spreadsheet applications, business communications, accounting and business math, and office automation technologies. Must have working experience desirable.

CLOSING DATE: March 12, 1999. Submit one package for each position of interest, a letter of application, resume, 3 reference letters, & photocopies of transcript, plus any additional documents listed with the discipline requirements. Selectees subject to criminal history check.

Alamo Community College District • Human Resources Department
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204 • (210) 258-8051
www.acced.edu/accd/hr/hr/hr.htm • emresume@acced.edu • EEO Employer

San Jose State University
150 West 16th Street, San Jose, California 95128
408.924.2685

Coordinator of Greek Life: Advise NPC, NCF, NPC, and local Greek organizations, BA/BS. MS preferred. Experience related to Greek Life. START: June 1, 1999. Full-time. $2,000-$3,000, based on experience. Resume and letter of interest by February 1, 1999. Send resume and letter of interest to: Coordinator of Greek Life, San Jose State University, 150 West 16th Street, San Jose, CA 95128. Phone: (408) 924-2180.

U.S. Coast Guard Academy
FACULTY POSITION - U.S. HISTORY

DEAN OF STUDENTS

Truman State University invites applications for the position of Dean of Students.

Truman State University is Missouri's highly selective, public liberal arts and sciences university with the mission to provide outstanding educational opportunities in the arts and sciences at an affordable price. Truman is nationally recognized for its innovative assessment program and its commitment to excellence in teaching and learning. Truman is located in Kirksville, a town of 15,000 in northeastern Missouri. Truman's student body of over 6,200 students is primarily within the traditional 18-22 year old range and is largely residential. The university is expanding its residency for students and expanding its college experience to incoming students beginning in the Fall of 1999.

The Dean of Students is the chief student affairs office and is responsible for providing leadership for Student Affairs including Residential Living, Multicultural Affairs, Athletics, the Student Union, Campus Activities, Counseling Services, Student Health, Judicial Affairs, the Student Recreation Center, Services for Individuals with Disabilities, and Greek Life. For information visit our website at http://www2.truman.edu/deanofstudents.

Candidates must possess an earned doctorate or an equivalent terminal degree from an accredited institution. The successful candidate will be an individual who has a record of demonstrated

- dynamic leadership, creativity, and vision that would support the continuing development of a Student Affairs program
- strong commitment to the development and welfare of students
- knowledge of and applicable experience in a liberal arts environment
- ability to work collaboratively with students, faculty, staff, and administrators, especially in a residential college program
- understanding of and commitment to the issue related to diversity
- excellent communication and interpersonal skills
- strong administrative and management skills
- knowledge of athletic programming and its role in student development

The position is available July 1, 1999. Deadline for receipt of completed applications is March 19, 1999. Complete applications will consist of a current resume, both undergraduate and graduate transcripts, the names, addresses, and telephone numbers of at least three references, three confidential letters of recommendation sent directly to the address below, and a letter of introduction that outlines the candidate's philosophy and experience relevant to the position. Only completed applications will be considered. All inquiries and applications should be sent to

Dean of Students Search Committee
c/o Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Truman is an equal opportunity/affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.

MARQUETTE UNIVERSITY
OFFICE OF RESIDENCE LIFE

Marquette University is an institution enrolling over 10,000 students, located in the heart of Milwaukee, Wisconsin. The Office of Residence Life seeks qualified candidates for Residence Hall Directors. Candidates should possess values compatible and supportive of Marquette's mission of excellence, faith, leadership, and service. Marquette University has a long-standing commitment to cultural diversity and actively seeks to enrich its cultural, racial and ethnic communities.

RESIDENCE HALL DIRECTOR

The Residence Hall Director (RHD) is expected to provide leadership that creates a positive living environment consistent with the principles of a Catholic, Jesuit university. Responsibilities include: oversee a residence hall or apartment complex housing 300-500 students; supervise a student staff including a Facilities Manager, Resident Assistants, Desk Receptionists, and student secretaries; plan and implement programming for the academic, personal and interpersonal growth of students; advise hall council; work in partnership with live-in University Ministry staff; enhance residence hall and apartment spaces; serve as a student conduct administrator; manage a residence hall budget; and participate in departmental and divisional activities.

QUALIFICATIONS: Master's degree and residence hall experience is preferred. Bachelor's degree and previous residence hall experience is required. SALARY AND BENEFITS: Salary is competitive for a 12 month appointment, furnished apartment, meal plan, parking and generous fringe benefits. APPLICATION PROCESS: Send letter of application, resume and two current letters of reference to Ms. Mary Jane, Assistant Dean for Staffing Services, Marquette University, Office of Residence Life, PO. Box 1881, Milwaukee, WI 53201-1881. INTERVIEWS: Conducted at the Oshkosh Placement Exchange, ACTA and NASPA. DEADLINE: Application deadline is March 6, 1999. Position available July 1, 1999.

Marquette is an Equal Opportunity and Affirmative Action Employer.

Grinnell College

The following postdoctoral positions in Science are available:

1) Neuroscience Research and Teaching Postdoctoral
2) Materials Science Research and Teaching Postdoctoral
3) Molecular Biologist/Chemist Research and Teaching Postdoctoral,
and
4) Biology/Statistics Research and Teaching Postdoctoral.

All positions are funded through an AIRE grant from NSF and require US citizenship. A complete description of the positions is available at http://www.grinnell.edu/Departments/Science_Faculty_Openings.html.

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified and diverse faculty committed to excellence in teaching as well as to diversity in the composition of its teaching force. Women are strongly encouraged to apply.

Brynn Mawr College and
HERS, Mid-America

Summer Institute
FOR WOMEN IN ADMINISTRATION

June 27 through July 23, 1999
at Brynn Mawr College
Bryn Mawr, Pennsylvania

For more information contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6886
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AAHE
American Association for Higher Education
Chairperson, Assessment Search Committee
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036
(202) 293-0073, fax

Primary consideration will be given to applications received by March 15, 1999. The position begins June 1, 1999 or no later than September 1, 1999. Salary is negotiable as appropriate to the candidate's credentials.

UNIVERSITY OF FLORIDA
ASSISTANT DEAN
FOR ACADEMIC PROGRAMS
College of Agriculture (COA)
University of Florida

The Assistant Dean for Academic Programs administers the undergraduate programs in the COA, works with administrators, faculty, and students for development, improvement, coordination of undergraduate educational programs, and administers the early admission programs in the Colleges of Veterinary Medicine and Dentistry and the COA Honors Program. The undergraduate program includes majors, approximately 50 specializations, and 13 minors. The COA ranks in the top ten nationally in the number of graduate and undergraduate degrees granted and is the sixth largest undergraduate and graduate program in the nation. The COA has approximately 3300 undergraduate and 750 graduate students. The Assistant Dean reports directly to the Dean of the COA. Web site address www.acprog.flas.ufl.edu.

An earned doctorate in agriculture, food, natural resources or closely related disciplines is required. Candidates must be qualified to serve in the position at the rank of full professor with significant experience and demonstrated excellence in instruction and advising and experience in course and curriculum development. Excellence in written and oral communications skills is essential. Ability to work with administrators, faculty, and students is required.

Applications including a letter of application, curriculum vitae and letters sent directly from four references must be received no later than March 15, 1999. These should be addressed to Dr. Wayne Smith, Search Committee Chair, P.O. Box 110410, Gainesville, FL 32611-0410.

The University of Florida is an Equal AA/EE Employer.

UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
NEW VISITING SCHOLARS PROGRAM

The Institute for the Medical Humanities at the University of Texas Medical Branch at Galveston invites applications for its 1999-2000 Visiting Scholars Program.

Endowed in 1998 by the Sealy & Smith Foundation and the National Endowment for the Humanities, the visiting scholars program will bring to the institute creatively selected humanities scholars with terminal degrees in their disciplines to engage in programs of study and teaching. The term 'humanities' includes but is not limited to the study of the following: ethics, history, literature, language, law, literature, music, philosophy, religion, art, and social sciences which have humanistic concerns and employ humanistic methods. We encourage diverse cultural perspectives. Each year the program will focus on a theme. We have tried this years theme 'Nearing the End of Life. Sample projects might include literary and Religious views of Dying, Historical and Cultural perspectives on Death and End of Life in the Arts.

Visiting Scholars will be selected on the basis of the significance of proposed projects and their relevance to the program's announced theme. The strength of the proposers' prior work in the area of the period of residency, and the likelihood that projects will enhance the institute's teaching and research programs and contribute to the visiting scholars' future teaching and writing. We are seeking scholars from all disciplines at all levels of experience. Graduate students are not eligible.

Visitors are expected to carry out their proposed research, curriculum development at the Institute and participate in its multidisciplinary program colloquia. For financial assistance, may range from $2000 to $20000, and depend upon the length of stay. Stipends and travel subsidies are not available.

To apply, please submit a letter describing your interests in this opportunity, your plans for the period of residency, your work experience, and one or two letters of reference to: Mary G. Winkler, Ph.D., Director, Sealy & Smith/National Endowment for the Humanities Visiting Scholars Program; Institute for the Medical Humanities; University of Texas Medical Branch at Galveston; 301 University Blvd., Galveston, Texas 77555-1311.

Applications for the period September 1, 1999 through August 31, 2000 are due by March 1, 1999.

Applications may be made at the following address: 402-777-3124 or 403-777-3130.

The Institute is located at: 301 University Blvd., Galveston, Texas 77550.
Universidad Complutense
MADRID - SPAIN

Scholarship Program for Teachers & Counselors
One to four weeks of intensive Spanish language study from early July to early August, 1999.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Nebrija of Universidad Complutense.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

EASTERN WASHINGTON UNIVERSITY

Assistant Professor
Tenure Track, 8,000 Student Enrollment

The School of Social Work and Human Services at Eastern Washington University, outside of Spokane, invites applications for a tenure track, Assistant Professor, faculty position beginning in the fall quarter of 1999. The successful candidate will be committed to a generalist/advanced generalist orientation to social work education, and to teaching in the BASW and MSW programs, both on and off-campus. Substantive areas of expertise can include: public child welfare, health, public mental health, aging, and substance abuse with expertise in practice, human behavior, research, or policy. Formal review of applications will begin on March 1, 1999 and will continue until the position is filled. Send a detailed curriculum vita, three references, in your letter of application to: Diane Davis, Acting Chair of Faculty Affairs, Social Work, Eastern Washington University, Cheney, Washington, 99004-9975.

The school is committed to preparing social work professionals for practice with diverse populations in the public sector or in those private agencies which meet the needs of oppressed and disadvantaged populations. Students are provided with the necessary values, knowledge and skills to practice within a rural/regional/small urban service delivery systems environment. The school offers full time BASW and MSW programs on the university’s main campus in Cheney, as well as structured part-time MSW programs in Spokane, Yakima Valley, and Everett, with a total enrollment of 350 students and 31 faculty members.

Minimum requirements for this position include a Ph.D., or degree completion by September of 1999. An MSW with two years of post-masters experience is preferred.

Eastern Washington University is a public comprehensive university serving eastern Washington. Established in 1892, the university has a dual campus setting that provides the opportunity to tailor its baccalaureate and master’s programs to maximize advantages of its rural environment in Cheney with the urban opportunities of Spokane. The population of the greater metropolitan area is approximately 500,000. The area provides a wide variety of recreational, cultural, and living opportunities. The university currently enrolls about 8,000 students, of whom about 10% are graduate students.

Website: http://www.class.ewu.edu/SW/Homepage.html

Upcoming Issues

Spring ‘99

Our 9th year covering
Minority Issues

Top 100 Colleges for Hispanics
April 23rd Issue

Graduate School Issue
May 7th Issue

High visibility advertising for staff and faculty recruitment

Call for advertising info: 201.587.8800
Visit our website! http://www.HispanicOutlook.com
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### Publication Dates and Deadlines

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

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### How to Place Advertisements

- **By Mail**: All materials should be sent to Hispanic Outlook in Higher Education, Duplex Advertising, 21 Route 4 East, Paramus, NJ 07652
- **By E-mail**: outlook@sprinmail.com
- **By Fax**: Transmit to 201-587-6108 seven days a week

To Confirm—Call 201-587-6732 up to 8 p.m. Mon-Fri (东部时间), or 9 a.m. to 6 p.m. EST, to confirm receipt of your advertisement.
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LATINO STEREOTYPING:
THE CONTINUING DISGRACE
OF OUR NATION'S SCHOOL BOOKS

The only thing God didn't do to Job was give him a computer.—I.F. Stone

My interest in textbook has begun when I was teaching 11th grade American History in Dade County, Fla., in the mid-1980s. Seemingly out of the blue, a young man in my class raised his hand and asked, “Ms. Cruz, what does ‘maul mean?’” I hesitantly answered, “Well, the word tends to be applied to very strong animals like bears and tigers—as in: the bear mauled its prey.” “That’s what I thought,” the 16-year-old said simply. “I guess the Mexicans were pretzels.”

Dumbfounded, I asked my student to explain. It seemed that the previous night’s textbook reading assignment on the Mexican-American War stated, “the Americans were badly mauled.” But just a few lines down (and a few battles later) “American operations in the Southwest were highly successful”—sanitized and dehumanized.

I seized the opportunity for an impromptu discussion on the importance of critical reading and analysis that, following the incident, became a running theme in our class. That year, close reading of our state-adopted textbook revealed many more and worse instances of bias and stereotyping.

Fifteen years later, I wish I could report that today’s textbooks have eliminated these types of egregious mistakes. To be sure, some textbooks are better than others, and current texts at least pay the requisite lip service to “multiculturalism” — which all too often has become a facile buzz word. Minorities are supposed to be placed by separate sections and sidebars highlighting their group’s contributions (message: your history is peripheral to the real, main story), token illustrations and photographs (still only 3 to 4 percent of the total visuals), and ancillary materials supplementing the text (which most teachers never have the opportunity to get, given the already full curriculum).

But what is truly galling is how the loaded verbiage, negative stereotyping, and gross inaccuracies continue. Latinos and Latin Americans are often portrayed as alternately passive, violent, lawless, corrupt, and licentious. One 1998 history text passage on the Spanish-American War dismisses the Cuban insurgents as “hardly more than a few fugitive leaders” (earlier editions concluded the sentence with the phrase “under palm trees”). The same book calls many of the Mexican soldiers in the Mexican-American War “ragged ex-convicts.” Another proclaims the Mexicans as “anxious for war.” In another respected text, Puerto Rico is called “the last crumb of Spain’s once magnificent empire,” but notes that “it was to prove a difficult morsel for Uncle Sam to digest.” My files bulge from the number of blatant inaccuracies and distortions collected over the years.

For many students, the social studies textbook is often the first formal, systematic exposure they receive about other cultures and their own history. The textbook continues to be the primary teaching tool in the classroom, consulted more often than even the classroom teacher. In fact, several educators contend that the textbook is the “major conveyor” of the curriculum — a frightening prospect considering that many students do not have the sophisticated analytical skills needed in order to dissect and unpack biased passages. In all too many classrooms, the course textbook winds up controlling the teacher and undermining what the students study. It is chilling to contemplate the implications for children’s evolving social constructs about the world and about themselves.

Book publishers are at least honest about their mission: the profit motive is what fuels their business. In 1996, K-12 textbook sales amounted to $35 billion. The publishers prove their culpability; they maintain that they produce what the market demands. In her systematic study, A Conspiracy of Good Intentions: America’s Textbook Fiasco, Harriet Tyson-Berstein quotes one textbook executive: “If the customer wants a pink stretch Cadillac, I may think it’s tacky and wasteful, but I would be a fool to produce a fuel-efficient black compact if nobody is going to buy it.” This means that publishers can become sensitive to demands of equal and accurate—but only if educators, parents, and community organizations systematically convey those demands. Those who have an interest in providing our children fair, accurate and balanced educations must make it clear that the sensitive and factual portrayal of Latinos and Latin Americans—indeed, all peoples—is an educational imperative.

Strapped education budgets mean that hundreds of school districts nationwide face critical textbook shortages. In many schools, that shortage means children cannot take their textbooks home. Inadequate parents and educators are demanding that their states find ways to provide a book for each child. I say: As long as school textbooks continue to perpetuate minority stereotypes and impart misinformation, they can keep their books. I would rather spend our precious educational resources elsewhere.
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College Opportunities for Everyone

BY GUSTAVO A. MELLANDER

"For the first time in the nation's history, the only prerequisite to college are preparation and desire. We have delivered on our promise to make 13th and 14th grades as accessible as high school is today." With those words, President Clinton proposed the largest investment in higher education in fifty years.

That's potentially good news for upwardly bound Hispanics since there is still considerable disparity among those who graduate from college in this country. Hispanics lag behind most ethnic groups, and thus any program that Hispanics can tap into is welcome. (Recent Washington, D.C. figures show that 24.6 percent of Anglos, 15.5 percent of Blacks, and 10.3 percent of Hispanics have bachelor's degrees.)

Clinton's proposals would distribute funding among seven programs. Some are new, some already exist and will be expanded further. Hispanics will be able to qualify for all of them.

1. Expanding Work-Study Opportunities

The Federal Work-Study Program has long offered undergraduate and graduate students part-time work to help meet their financial needs. A second benefit is that while providing them useful work experiences, their colleges or universities also are assisted. Nonprofit institutions in surrounding communities can host work-study students as well. In either case, the federal contribution is approximately 80 percent. The college or community agency has to pay only the remaining 20 percent of a student's salary.

The proposal would bring the number of work-study participants to just over one million during the 1999-2000 academic year.

2. The Hope Scholarship

It will make the first two years of college (or post-high school vocational training) truly available to all. As frequently noted by supporters of this relatively new program, attending the first two years of college is now as universally possible for all Americans as is going to high school.

Families are eligible for tax credits of up to $1,500 per student for tuition in a student's first year and another $1,500 in the second. The existing formulas favor low-income families. Some 5.8 million students are estimated to benefit annually.

3. Education IRAs

The new Education IRAs will allow families to deposit $500 per year in each of their children's names. Interest earned in these accounts is exempt from taxation if used for higher education. Further, taxpayers can withdraw funds from an existing regular IRA, without penalty for higher education expenses, their own or those of their spouse, child, or grandchild.

4. The Life-Time Learning Credit

This program is one of the few designed to help senior-level college and graduate students. The tax credit will help offset tuition costs for college juniors, seniors, graduate, and professional degree students. This program will be of considerable interest to many adults who wish to go back to school, change careers, or take courses to upgrade their skills since they also will be eligible for support.

Families receive a 20 percent tax credit for the first $5,000 of tuition and required fees paid each year through 2002, and for the first $10,000 thereafter. It is expected that 1 million students will benefit annually.

5. Pell Grants

For two years, Congress has adopted record increases in the maximum Pell Grant award. These are grants, not loans, and thus need not be paid back. Next year, nearly 4 million low- and moderate-income students will receive a Pell Grant of up to $5,000. That represents an increase of 30 percent over five years ago.

6. Student Loans

They will continue and will actually be easier for individuals to access. It is conservatively estimated that more than 5 million students and parents will take out $40 billion in federal-student-backed student loans this year.

Under student loan reforms enacted in the Administration's first year, the up-front fees on those loans have been cut by as much as half. Interest costs are lower, and students have more repayment options than ever before.

Those include the popular pay-as-you-earn (income contingent) repayment plan.

The program simplification pioneered by the Direct Loan Program has also spurred improvements to the government-guarantee system, improving all students' access to loans.

7. AmeriCorps

Clinton's domestic Peace Corps has provided students an opportunity to pay for college by doing community service. This year, nearly 50,000 young people will take advantage of the opportunity to perform community service, either on a full-time or part-time basis. Their service allows them to work in socially responsible positions while earning an award to pay for college or repay student loans. Participants in the AmeriCorps program earn education awards of up to $4,250 for each year of service.

For all these reasons, students—and not just youngsters—will be able to access a variety of higher education programs. Although not ethno-specific, Hispanics will find many opportunities to study, as will everyone else.

Dr. Mellander is a professor at George Mason University.
Ford Fellowships for Minorities

Major Role by National Research Council

By Amalia Duarte

Edwina Barvosa-Carter says two influences took her from an impoverished childhood in rural Oregon to her current position as an assistant professor at the University of California at Santa Barbara. Her hard-working parents and the Ford Foundation. "My parents were always incredibly supportive, even though they hadn't been able to go to college themselves. My father would always say, 'Don't let anyone tell you that you can't do something,'" recalled Barvosa-Carter. "But the Ford Foundation is what made it possible."

Barvosa-Carter graduated from Pomona College and was accepted by some of the nation's top law schools, including the University of California at Berkeley. But she wasn't entirely certain of pursuing a career as an attorney. "There were questions about social change and politics that I wanted to explore," she said. "But I didn't have the theoretical background." Alerted by someone on campus to the Ford Foundation Fellowships for Minority Predoctoral Students, she decided to apply. "I thought that if I could get support from the Ford Foundation, then I could do this," she said. "I wouldn't have been able to do graduate school otherwise. No question, Ford pushed me into academia."

The Foundation awarded Barvosa-Carter a three-year predoctoral fellowship in 1991 and allowed her to study abroad at the University of Cambridge in England. "I had been a Rhodes Scholar finalist and had been to Cambridge already," said Barvosa-Carter, who is of Mexican American descent.

"I felt that was the place where I could get the breadth and depth of study I was looking to achieve. They were great in letting me go overseas because you are supposed to stay in the United States." After earning a master's degree in contemporary theory and intellectual history, she returned to the United States to complete her Ph.D at Harvard. Again at Harvard, she credits the Ford Foundation program with helping her succeed. "There was a network of fellows at Harvard that helped ease the isolation and provided a social outlet," she said. "It was a nice cushion to fall back on."

In many ways, Barvosa-Carter's journey from poverty to a tenure-track position at a prestigious uni-

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Excellence Through Diversity

Profiles of Forty-two Ford Foundation Fellows
versity exemplifies the goals of the Ford Foundation fellowships for minority scholars. The program seeks to increase the presence of underrepresented minorities on the nation's faculties by helping those who might otherwise not choose an academic career.

"For decades, the Ford Foundation has been working on increasing the number of faculty from traditionally underrepresented groups," said Dr. Thomas Rozzell, director of fellows at the National Research Council, which administers the programs for the foundation. "It's creating a ripple effect of putting faculty into place who then act as role models for others."

Indeed, the Ford Foundation has deep roots in helping minority scholars. Since the 1960s, the Foundation has funded many programs aimed at helping the careers of ethnically diverse scholars and promoting academic excellence. Then in 1972, the Foundation turned to the National Research Council to start the Postdoctoral Fellowships for Minorities.

The list of more than 500 faculty chosen over the past two decades for this highly competitive fellowship reads like an academic Who's Who. Among the group of Hispanic fellows are the prolific researcher and editor Dr. Nicolas Kanellos, who heads the publishing house Arte Público. Kanellos was able to complete his first book of historical research on Hispanic theater after receiving a fellowship in 1975.

Eugene García, a 1980 postdoctoral awardee, was a 1980 postdoctoral fellow. Cornell mathematics professor Carlos Castillo-Chávez, a 1987 postdoctoral fellow, was later a recipient of a coveted White House Presidential Faculty Fellowship, which gives a grant of $100,000 for four years of study.

Starting in 1986, the NRC began to manage the Ford Foundation's Predoctoral and Dissertation Fellowships, which focus on increasing minority faculty. More than 1,000 fellows have been picked for these highly prized awards. Together these three programs make the Ford Foundations the largest and longest private commitment to increasing faculty diversity. The latest crop of 31 fellows announced last fall was chosen from a pool of about 1,000 candidates. Three-year predoctoral fellowships went to 50 beginning graduate students, while 35 students writing their dissertations and 25 recent PhD recipients were selected for the one-year programs. This group includes 30 scholars working in the social sciences, 14 conducting research in the physical sciences, math or engineering, 36 in the humanities, 11 in the life sciences, 12 who are studying behavioral sciences, and 10 who are working on postdoctoral research in education.

Since inception, more than 1,500 fellowships in total have been awarded. The NRC accepts applications from any institution, including Puerto Rico, and Puerto Rican and African-American, Native American, Native Pacific Islander, or Macoronesian, and Puerto Rican African Americans make up some 50 percent of all fellows, while Mexican Americans constitute about one quarter of the awardees.

To boost applications from Puerto Rican scholars, last fall NRC Senior Program Assistant Jennifer Rodriguez made a tour of campuses on the island. Rodriguez, who has been with the NRC for four years, met with professors and administrators who showed interest in helping qualified students and faculty apply for the fellowships.

"We want to make sure that scholars in Puerto Rico are aware of the programs," said O'Brien. "I don't think anyone else but Jennifer could have made such an outreach trip."

The competition is tough when it comes to choosing the fellows. The National Research Council receives hundreds of applications from the sciences and humanities to review the hundreds of applications submitted for the predoctoral candidates. Applications include GRE scores, four letters of recommendation, a personal statement, and, of course, academic records to date. But the NRC, said that GRE scores are play a role in favor of other indicators of talent and ability, including grades and recommendations.

For the postdoctoral fellowships, applicants must present a plan of study or research and are encouraged to choose a fellowship institution other than their current one.

The sole selection is merit, said Rozzell. They're looking for
someone who is excited about their field of study. They want to see evidence of a spark that's really gone to take off. They want to see applicants who show a commitment to going into research and teaching. Reviewers might also be swayed by someone who is interested in giving back to the community.

Giving back to the community is a natural for the fellows, many of whom come from disadvantaged backgrounds and can appreciate the hardships of others. "Many of them are the first ones in their families to go to school," said Christine O'Brien, program supervisor. "They are carrying student loans and might have family members who need support. They don't have a family to back them up. Fellows have gone on to do everything from mentoring minority teens to tutoring and even going into city parks to discuss literature with mothers watching their children.

"There's a real strong feeling among the fellows that if someone has helped me along this academic path, I'm going to do the same," said O'Brien. Because oftentimes minority scholars are struggling without a financial safety net or have family obligations, the NRC allows for a certain amount of flexibility in meeting the program criteria. The predoctoral fellows, for example, are allowed two years off from the program.

One current recipient, David Cruz-Tribue, a mathematician at Trinity College in Hartford, Conn., is thankful for the NRC staff's understanding attitude. One of the requirements for the postdoctoral fellowships is to attend a new institution for the year. But Cruz-Tribue didn't want to uproot his five-year-old son, who has special needs and is starting kindergarten. "When I told them about it, they didn't raise any objections to my staying here at Trinity," said Cruz-Tribue. "This has allowed me to re-tool and focus on changing the direction of my research without the distraction of having to worry about looking for a teaching position. They were very supportive of my situation and my plans."

That kind of support from the NRC and Ford Foundation has engendered a great deal of commitment and involvement from the fellows long after they complete their programs.

Since 1982, the foundation has sponsored an annual conference to bring together the current fellows and previous recipients. They present their research, hear from keynote speakers, network with book and journal publishers, and collaborate with each other. Barrosa-Carter, who is co-chair of the conference planning committee this year, said: "It's a tremendous networking opportunity. You get the chance to meet with other minority scholars and with the senior scholars who come back every year. It's truly energizing."

That spirit of community among the fellows led them to start raising funds to add to the $6 million donated annually by the Ford Foundation. With matching funds from IBM Corp. and Hitachi, the fellows have raised enough of their own money over the past three years to give out an additional four dissertation fellowships. "It's pretty unique about this program," said Dr. Rozell. "But the fellows themselves are like a community."

In fact, they keep in touch not only via the conference, but also through a lively e-mail list serve. To facilitate communication among present and past fellows, the NRC has asked senior fellows who have tenure to act as mentors to new predoctoral fellows. "This way if a fellow has questions about grad school in general or university politics, for example, they'll have someone with more experience whom they can confide in," said O'Brien.

It's another resource for them to turn to. Currently, there are 11 Ford fellowship mentors across the country who are divided up by geographic region and given a small budget.

The success of the Ford fellowships is nearly undisputed. Some 90 percent of these minority Ford fellows go on to academic careers. "We see them as being role models for students who might be aspiring to a career in higher education," said Dr. Rozell. And no doubt, the fellows see themselves in that light as well.

In her first weeks at UC-Santa Barbara in Chicano/a studies, Barrosa-Carter reflected on how in her future academic career she might influence a student who is struggling with family and financial pressures at top of school. "I know because I've been there," she said. "I had a professor once say to me when I had to work full time and go to school. 'Well, why don't you just quit your job?' I hope that I can be supportive of someone who is struggling with that type of situation and help them get past whatever indifference they encounter. It makes me want to be in academia even more."

Melba Hare is an editor in public relations at Times Higher Education.
University of New Mexico Boasts Two Truman Scholars

Melendres and Montoya Garner Prestigious Awards

Manuel Montoya and Fred Melendres have been good friends for years.

The two New Mexico natives worked together at Boys State, a national youth group founded by the American Legion, where they shared a passion for politics and community service.

The students, who met while in high school, kept in touch although they lived in different parts of the state. Later, they were reunited at the University of New Mexico, where both received academic scholarships.

Now seniors at UNM, the pair share one more thing: they have been named Truman scholars, a highly competitive scholarship award that educators say is second only to the Rhodes Scholarship in prestige.

Last March, Montoya and Melendres were among the 56 students from around the nation to receive the honor, and the University of New Mexico was among the four academic institutions nationally that had more than one winner.

The competition was intense. In 1998, 676 candidates were nominated for the awards by 355 colleges and universities, including all of the Ivy League schools.

“We were really excited by this win, not only because it had been eight years since our students received this award, but also because we had two students win, which is fairly unusual,” said Diane Rawls, UNM’s Truman faculty representative.

“It is a wonderful honor for the school and is a recognition of the students’ accomplishments and mostly of their potential,” she said.

For Montoya, a 22-year-old economics and English major, the scholarship enables him to pursue a career in law. He hopes to open his own law firm specializing in civil rights litigation, and also do pro bono work for the underprivileged.

“I’m humbled by the award,” said Montoya, who one day hopes to sit on the U.S. Supreme Court.

“The scholarship doesn’t belong to just me. It belongs to all the people who have helped me.”

The young man, who hails from a small community in northern New Mexico, said the honor was even more special when he found out Melendres had also won.

“We grew up together and we both worked hard for this,” he said.

We helped each other out by practicing the interview portion of the application process. Fred gave me a lot of advice, and I did the same for him.”

The Truman Scholarship

Congress established the Harry S. Truman Scholarship Foundation in 1975 as the official federal memorial to our 33rd president. Each year, the Foundation awards $30,000 merit-based scholarships to about 75 to 80 college students who wish to attend graduate school in preparation for careers in government or elsewhere in the public sector.

Educators say the highly competitive scholarships offer funding and recognition to some of the country’s best and brightest students and future public servants.

“It takes a particular student to be nominated. That person has to have a history of public service, not to mention a strong academic average,” said Rawls, who is a member of UNM’s honors program faculty.

“These are outstanding young people who are committed to making a difference in the public, non-profit sector. To them, their career...
choices are not about making a lot of money.

Students are chosen by high academic achievement, past community work, leadership potential, communication skills, and future goals in public service.

Winners, who are named in their junior year, are able to use $3,000 of the scholarship toward their senior year of study. The remaining $27,000 must be used for graduate work.

Winners not only receive financial help but are also able to intern and find employment in government upon graduation. They also are required to spend a “Leadership Week” during the summer at William Jewell College in Liberty, Missouri, for study and discussion.

Former Truman scholars include George Stephanopoulos, a former advisor to President Clinton, and Wylda Marquez, who was recently confirmed as an Assistant US Secretary of Commerce.

The awards pay tribute to the former president’s commitment to public service and his interest in education, said Louis Blair, executive director of the Foundation.

“We have a population of stellar Hispanic students, and we encourage them to apply,” said Diane Rawls, UNM Truman faculty representative. Two of the three 1999 nominees, she said, are also Hispanic.

These Truman scholars collectively provide the most fitting monument to the president who claimed that he would much rather be an honorable public servant an known as such than be the richest man in the world,” said Blair.

Many Truman scholars, who are identified in late March, are later named Rhodes scholars, the most prestigious accolade in academia. Named after British philanthropist Cecil Rhodes, students receive scholarships to attend Oxford
University in England for two years.

"The reason many go on to win the Rhodes is because they look for the same criteria, like public service and outstanding leadership," said Rawls.

Montoya has in fact been named a Rhodes scholar, the first University of New Mexico student to receive the award in 20 years. He will begin his studies at Oxford in September.

"That was an even bigger shock than getting the Truman," he said of the Rhodes. "I feel a strong debt to many people, like former teachers, my friends, and, most of all, to my mother, who has done so much for me."

Montoya credits his family and community with helping him reach his academic potential.

"I come from a single-parent family, and we've gone through a lot of hard times, but we have also been blessed with a lot of support," he said.

Upon hearing that the Rhodes had been bestowed on her son, Montoya's mother was ecstatic, he said. "She never jumped on the couches before, but she did this time."

"One of the first people to congratulate him was his buddy, Melendres, who had also applied. Fred was one of the first to call. He was so thrilled for me," said Montoya. "People expect us to be competitive, but it's never been that way for us. We've always tried to help each other out. That is what makes us such good friends."

The two often collaborated during the intensive Truman application process, which educators say is both challenging and extremely demanding. The two would hold mock interviews to prepare for the real ones.

Each four-year institution can nominate up to four students. The amount of written work required is extensive. In addition to filling out an application form and getting letters of recommendation, students are asked to write a 500-word essay about themselves and a two-page policy analysis on a topic of their own.

"I've had students compare filling the application out to taking a three-credit course. It is that labor intensive," said Rawls. "It really is an agonizing application process. It takes a lot of writing and editing and research for the policy paper. There is a lot of hand-on mentoring and planning involved," she added. "The application cannot be completed in a few weeks. It can take months."

Montoya's winning policy paper focused on a comparison of course offerings in urban districts versus rural schools. He found there was a huge disparity in what was offered between the school systems, with urban districts traditionally offering more.

His paper also outlined a series of honors courses that he created for his former high school in Morra, a secluded rural community in northern New Mexico.

Montoya found that although many students in Morra High School go on to college, the small school—which has an enrollment of about 400 students—offered very few honors courses, for example, calculus.

"I wondered why the school didn't offer more honors courses. So I proposed a way for students to design courses they would be interested in and a way to fund these courses," he said.

Montoya said that it was important for the students to formulate the course offerings to ensure interest and participation. Although the high school has not yet begun offering the new courses, Montoya is hopeful that they will.

"I think it's a great idea, and more importantly, it can benefit many of the students," he said.

Educators say that despite the prestige and financial rewards of the program, many students are reluctant to apply because of the daunting application process.

Truman scholarship application materials, which are available on the internet, number at least a dozen pages. Once submitted, students want to hear if they are finalists, which enables them to have an interview.

Of the 600-900 students who apply annually, only 200 are named finalists. Twenty interview panels are held throughout the country. The often intimidating interview, which is held by four to six panel members and is limited to only 20 minutes, can become confrontational, with panel members questioning the students on their policy statements.

Despite the difficult application process, the University of New Mexico has nominated students religiously every year.

The university, which had single Truman winners in 1990 and 1991, has been successful in getting at least one student interviewed a year. In 1998, all four of UNM's nominees were selected for interviews.

"Our success is due to the strong candidates we have here," said Rawls. The university closely screens potential nominees, who are recruited by word of mouth and by ads placed in the college newspaper. Rawls said she also warns them ahead of time of the extensive application process.

Rawls said the fact that the 1998 winners were both Latino is due to the academic talents of the large Hispanic population at the university.

"We have a population of stellar Hispanic students, and we encourage them to apply," she said. Two of the three 1999 nominees, she said, are also Hispanic.

This year's crop of finalists will be named in mid-February. The scholarships will be named in late March.

More information on the Truman Scholarship Foundation can be found on the internet at <www.truman.gov>.

Upon hearing that the Rhodes had been bestowed on her son, Montoya's mother was ecstatic, he said. "She never jumped on the couches before, but she did this time."
This year we have confirmations from Gonzaga University, in the state of Washington; University of Iowa; Western Michigan University; Carleton College, in Minnesota; and universities from the East Coast, like Temple University, as well as our state and city colleges, like Rhode Island College; and the University of Puerto Rico.

ANTONIO APONTE
EXPO FOUNDER

On Saturday, April 17, a thousand or so Latino high school students will arrive at Pace University, across from City Hall in New York City, for several hours of intensive networking, counseling, and information gathering. They are young people from the city's five boroughs (Bronx, Brooklyn, Queens, Manhattan, and Staten Island), and, increasingly, from New York's neighboring Westchester and Rockland Counties, from Long Island, and from New Jersey.

The occasion is the Latino College Expo, brainchild of two young academics working in admissions, Antonio Aponte and Pedro González, who speculated that Latino youth aren't getting the information they need to plan for and enter the realm of higher education.

Even in its very first year, 1991, Latino College Expo was a hit, drawing 359 students to meet with representatives of public and private colleges and universities in the area. Attracting that number of young people to an optional event related wholly to education—on a Saturday—is an impressive accomplishment. And that was just the beginning.

Now in its ninth year, the college fair itself is only one facet of what has become a year-round roster of activities. A brunch preceding the Expo brings together leading Latinos from the worlds of education, business, and government. Keynote speakers at the brunch have included such heavy hitters as...
Herman Badillo, Josephine Nieves, and Ramón Cortines. Honors are bestowed for outstanding contributions to the educational advancement of the Latino community. Past honorees include luminaries such as NYC Board of Education Chancellor Joseph Fernández and Congressman José Serrano, as well as cutting-edge organizations—ASPIRA of NY, "I Have a Dream" Foundation, Henry Street Settlement, Causa María, East Harlem Tutorial Program, The Seteca Center, Alanzá Dominicana.

A Summer College Planning Institute answers questions on researching and choosing a college, writing a personal essay, applying for financial aid, and more, through an intensive day of workshops.

The newly-formed Latino Collegiate Society organizes visits to colleges and universities, SAT prep classes, and assistance with financial aid applications and scholarship searches, and stays in touch through a quarterly newsletter offering tips and contacts.

There is, too, an eight-week college-prep initiative offered in collaboration with the Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute.

Founders Aponte and González work with an advisors body of higher education and community agency representatives in planning the Expo for Latino youth, who constitute the largest minority group in the metro area. The Expo benefits, too, from individual and corporate sponsors, named on the Expo Website.

HO spoke with Antonio Aponte about the Expo and about his work with young people.

APONTE: I've seen it grow—seen the possibilities and the need for it. The Expo works! And it has been very well received. And it is a good program. Even if I weren't a part of it, it is just a good opportunity for Latino students to identify with themselves. The Latino College Expo attracts more than 100 colleges and more than 1,000 students and parents. The Expo's goal is to expose Latino students to as many in-state and out-of-state institutions of higher education as are interested in attracting qualified Latino youth.

HO: Access to a thousand or so prospective students seems enticing for a college recruiter, especially one interested in a diverse population. How far do colleges travel to attend your Expo?

APONTE: This year we have confirmations from Gonzaga University, in the state of Washington; University of Iowa; Western Michigan University; Carleton College, in Minnesota; and universities from the East Coast, like Temple University, as well as our state and city colleges, like Rhode Island College, and the University of Puerto Rico.

HO: Can colleges participate without attending? Send literature? Buy or otherwise obtain a list of students attending?

APONTE: At this point, only colleges that attend will be represented and allowed to distribute their information. We set up a pretty intensive resource table that will have publications that cater to students pursuing a postsecondary degree—College Board publications, college guides in Spanish, Hispanic business magazines, financial aid information, and scholarship search information. We also raffle off promotional items that the col...
leges donate T-shirts and such. This makes it a little more attractive—it's all marketing. If the students think they might get a fun T-shirt, it brings them in. Then they will see all the other resources.

We do provide a list of students who attend, and this list will be sent to registered colleges so that they can do further outreach. In the future, we might investigate other possibilities, but that is not our focus. We feel obligated to assist as much as possible—the colleges that attend and support the Expo in order to develop a network for possible student referral and advocacy. People interested in our other programs, such as the Summer College Planning Institute and the Latino Collegiate Society, can contact us at our Web site at <www.LatinoCollegeExpo.org>. Remember that the best place to start is by attending the Expo, but the Web site is useful for those who can't make it.

HO: Have you given any thought to trying to get this Latino College Expo replicated in other parts of the country, or elsewhere in New York State, either under your aegis or not?

APONTE: At this point, New York City is the home of the Expo. There are discussions about bringing our resources and activities to other cities in the East Coast region. But New York is our base.

We just started the Latino Collegiate Society. Kids have to have at least a 75 average. Some of them have 85s, 90s, and some are in the 70s. They get four newsletters throughout the year. We'll do various workshops on Saturday once a month—four or five throughout the year. The last one was on the Internet—how to search for schools—all the opportunities. We're going to repeat that workshop. Little girls know more about computer literacy—<mybarbie.com>. My daughter has already started. We've collaborated with some other organizations for our workshops, with other traveling shows.

HO: If college admissions offices could change ONE THING that would benefit Hispanic students, what would it be?

APONTE: Colleges need to be more sensitive and aggressive in their efforts. The Latino population in the age group of 11 to 17 will constitute one out of four students on the East Coast. This is the population that will be applying to college. Colleges and universities need to take a holistic and comprehensive approach and begin to offer their information and opportunities for exposure at an earlier stage—4th grade to 8th grade. They need to participate in parent forums and explain the process to the parents, who are very influential in a child's educational decision-making. The Latino College Expo was created with this awareness in mind, and colleges who would like to get involved and participate in our activities or would like our assistance in developing a plan of action in their community, or targeted area of recruitment, should contact our Web site.

HO: You work hard year-round on this project. What's it like for you on the actual day of the Expo?

APONTE: It is a great feeling. But nerve-wracking. That day I'm running.

HO: What about all the day-of arrangements—tables, chairs, food, clean-up?

APONTE: We contract through Pace University. That's the location of the fair, and we use a lot of their services.

HO: How many people work on the Expo?

APONTE: Six or seven. Basically this is something Pedro and I do. Now he is in California, but he's the editor for the newsletter. A couple of individuals help us. We get a lot of mailings for it, and they definitely bring in high school students to help us chaperon, and help the college reps get settled. An old college buddy helped design the Web site and went beyond what I had asked for. Our budget is small every year, but large in terms of our needs. About $10,000. The kickoff brunch, the renting of the space, printing flyers, keeping up the Internet site, the newsletter.

HO: Could you tell me something about your own background? You've been an actor. I hear you appeared in a bit show on Broadway with Robert DeNiro.

APONTE: I'm a Puerto Rican. A New Yorker, born and raised. As an actor, I wanted to be on Broadway, and I reached a certain level there. I use it in my training work in the interview situations. I still have close ties with my actor friends. They're going to assist me in one area—will the young students who want careers in the arts, helping them with their auditions and with portfolio preparation.
HO: As someone who works creatively with young people, could you name some ways in which we influence “dream development” in the young? Little ways or big ones?

APONTE: Opportunity to access information. Positive reinforcement. Bilingual dissemination of information, especially for parents. Early awareness initiatives. Volunteering to go back into the community and deliver the message that is our motto—“Education is the key to the future.” These are the ways to keep the dream alive, to plant the seed to grow, to keep the fire and the drive burning, and to support parents so they can become partners in the college process.

HO: As someone new to college teaching, I’ve noticed how shocked and delighted students seem when I praise some element of their work. As though they rarely get any praise. Whatever happened to positive reinforcement?

APONTE: Positive reinforcement is crucial in a child’s development. It is crucial in an adult’s development. We need to go back into our memory banks and remember how “positive reinforcement” or lack of it has affected us in our lives. Maybe then we can begin to bring it back into our daily routine. I was very fortunate, as was my co-founder, to have had positive reinforcement and opportunities. It takes time to realize the effect it might have, but it will surface at some time and have a direct influence on your way of thinking. If it wasn’t for my parents, the Boy’s Club of New York, and close and honest friends, I would not have created this Latino College Expo or realized that it is needed and it is crucial....

HO: So what’s your next dream?

APONTE: My dream is to create a center where primarily Latino students—and all students—can come in by themselves, or with their parents, teachers, friends, and access all the opportunities and information that will increase their chances of moving forward—in New York City and other cities heavily populated with Latinos. To sit down with students and parents at all ages and develop an academic and financial plan to be competitive in their future, and institute change, and pass the baton to the next person.

To supply students and parents with the resources to be the best and be able to fight on equal ground. I think in athletic terms, and feel that training, preparation, practice, and teamwork will equal success. And when given the opportunities, you will be ready and prepared to shine! It’s like being an understudy. Your day will come, but you have to be ready. This is my approach. And the approach of the Latino College Expo, Inc.

To register, call (212) 360-1323 and ask for Ms. Carolina Jaramillo-Osorio, or e-mail your name and address to LatinoExpo@aol.com

ABOUT THE FOUNDERS

Antonio Aponte, born on New York’s Lower East Side to parents from Vega Baja and Dorado, Puerto Rico, attended Moses Brown Prep School in Providence, R.I., through a Boy’s Club of NY and the A Better Chance program. He graduated from Syracuse University with a B.S. in Theater/Psychology and is pursuing a master’s degree in nonprofit management. In 1988, he left theater to become the assistant director of Multicultural Recruitment and Retention at SUNY-Purchase College, where he created the Multicultural Access Program (MAP). During his tenure, minority enrollment increased from 14.4 percent to 22.7 percent. He was also an adjunct faculty member in the Drama Studies program and an advisor to various student organizations, administered the Empire Minority Scholarship, and assisted in the selection of students for the Melville Scholars program.

Aponte is presently Director of College Placement at Project Reach Youth in Brooklyn, NY. His professional affiliations include: the College Access Consortium of NY, the Boy’s Club of NY Alumni Assn., The Angelo del Toro Puerto Rican Hispanic Youth Leadership Institute, ASPIRA, Inc., and other citywide initiatives.

Pedro González, born in NYC to parents from Isabela, Puerto Rico, graduated from Wurzburg American H.S. in Wurzburg, Germany, and earned a bachelor’s degree in sociology from SUNY-New Paltz in 1987. He also earned a master’s in urban policy from the Milano Graduate School of the New School in NYC.

An admissions professional through his 11 years in academia, he worked at La Guardia Community College and Eugene Lang College, and at Milano Graduate School, where he set up an AmeriCorps program for the “I Have a Dream” Foundation. As assistant dean at SUNY-Stony Brook, he administered a prestigious fellowship for underrepresented students, and at the San Jose State University in San Jose, Calif., he worked as director of student outreach and recruitment. Currently González works as an education consultant and resides in San Jose, Calif., where he is a member of the city’s Human Rights Commission.
Texas A&M University

Enrollment 43,000...and Growing

BY ROGER DEITZ

Howdy! That's the official greeting of Texas A&M University, known the world over as a friendly place where visitors are welcomed with a hearty “howdy,” the down-home, sincere form of hello. While on campus, you might also notice students gesturing to one another with the thumbs-up sign of approval, accompanied by a “Gig ‘em,”—which is another Aggie tradition of encouragement that means, “go out and do your best.”

A wealth of tradition and the legacy of “giving it one’s all” are deeply woven into the fabric of Texas.....A University life. Another thing one might notice about the campus is its diversity. Among the school’s notable “Top 10” distinctions is a consistent high ranking among public universities in Texas in retention rates, keeping students enrolled and on course until graduation. In this category, the school is ranked first—for overall student body, and for minorities, both African American and Hispanic. The institution also ranks among the leaders nationally for the number of doctoral degrees awarded to minority students.

To keep this pipeline active, Texas A&M has established a network of University Outreach Centers in cooperation with the University of Texas at Austin. The Centers, located in Dallas/Fort Worth, Houston, San Antonio, Corpus Christi, Austin, and the Rio Grande Valley, encourage and help minority students in public schools to plan to attend college.

Not a bad distinction for a university with a record Fall 1998 enrollment of 43,389! This number includes the largest first-year class in the nation—7,355 students. The total enrollment is expected to rank Texas A&M among the five largest universities in the U.S. African American and Hispanic students account for approximately 12 percent of total enrollment. So, howdy! We welcome Texas A&M to the Hispanic Outlook Honor Roll.
Honor Roll Facts in Brief

INSTITUTION
Texas A&M University

LOCATION
Office of Admissions and Records
Texas A&M University
P.O. Box 3004
College Station, TX 77842-3004
(409) 845-1004

ESTABLISHED
1876

ENROLLMENT
43,399

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional (Medicine, Veterinary Medicine)

ANNUAL TUITION AND FEES
$10,219 (resident, including room and board, and incidental expenses)

FULL-TIME FACULTY
1,649 (tenured or tenure-track)
67 are Hispanic and 27 are African American
24 Hispanics serve in part-time, visiting, or non-tenure-track positions

HISPANIC ENROLLMENT
3,972

A FEW NOTABLE DEGREE PROGRAMS
Agricultural Systems Management
Educational Curriculum and Instruction
Nuclear Engineering
Political Science
Theater Arts

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Department of Multicultural Advising
International Student Services Office

INTERNET ADDRESS
www.tamu.edu

with a thumbs up for excellence.

Vision 2020 is expected to raise the bar even higher. The effort is a commitment to propel Texas A&M University into the ranks of the top 10 public universities nationally by the year 2020. Texas A&M President Ray Bowen says, "Texas A&M is at an important juncture in our evolution as a university. What must we do to take the quality of the university to a higher level? Vision 2020 is a project that endeavors to find the answers to that question and place Texas A&M among the top ten universities nationwide as the best."

Texas A&M's strengths and opportunities will be assessed in at least a dozen or so key areas. They include faculty, research and infrastructure, graduate studies, undergraduate academics, undergraduate environment and experience, library, basic arts and sciences, demographics, locale, leadership, governance and organization, service to the state, and resources. The effort actively involves more than 200 faculty, staff, students, alumni, and other Texas A&M supporters. President Bowen notes, with equal representation from within and outside the university. The first phase was formally launched last June with a series of campus sessions focusing on assessments and aspirations.

Texas A&M has a long history of service. It is the state's first public institution of higher education. The school was opened on October 4, 1876, as the Agricultural and Mechanical College of Texas, owing its
Texas A&M has established a network of University Outreach Centers in cooperation with the University of Texas at Austin. The Centers, located in Dallas/Fort Worth, Houston, San Antonio, Corpus Christi, Austin, and the Rio Grande Valley, encourage and help minority students in public schools to plan to attend college.

origin to the Morrill Act of 1862, which established the nation's landgrant college system. In 1963, the name of the institution was changed to Texas A&M University to more accurately reflect its expanding role as a leader in teaching, research, and public service for the state, nation, and world. The initials "A" and "M" are a link to the university's past. They no longer represent any specific words, as the school's curriculum has grown to include not only agriculture and engineering but also architecture, business, education, geosciences, liberal arts, medicine, science, and veterinary medicine.

Texas A&M University now has a physical plant valued at more than $1 billion. The main campus at College Station includes more than 5,200 acres and is one of the largest campuses of any institution of higher education in the nation.

More students are attending Texas A&M than at any time in the university's 122-year history. Heavy first-year and transfer student enrollment, coupled with an excellent retention rate, have pushed attendance to 43,399 on the College Station campus, an increase of more than 5 percent over last year. The previous high-enrollment mark was 42,524 in 1993. New first-year student enrollment this academic year exceeds last year's by more than a thousand. Among minority enrollments, Texas A&M registered 197 African American first-year students last fall compared with 178 a year ago, and 669 new Hispanic students, up from 507 last year.

Texas A&M officials note that the figures are still below the peak of 290 African American students enrolled in 1994 and 891 Hispanic students enrolled in 1995—before the federal court's Hopwood decision barred race-related admissions and financial aid.

Higher registrations of minority students are welcome. Texas A&M Texas Education Project pinpointed school districts that have made significant strides in improving the performance of Latino students on the TAAS exam.

"By identifying exemplary districts, we hope to provide the public and policy-makers with information that will inform future policy-making efforts aimed at improving Latino education in Texas," adds John Bohle of Texas A&M's Political Science Department and research director of the Texas Educational Excellence Project. The study analyzed multi-ethnic school districts with 1,000 students overall. A total of 262 districts formed the pool for the analysis.

"Our study finds several school districts that have exemplary records in educating Latino students. These schools are those that are performing well above expectations," observes Bohle. "Schools such as these should be used as examples by other educators to facilitate improvement in Latino education in Texas."
Mexican Border Residents Attending UTEP

Controversial but Effective Program

By Inés Pinto Alicea

Mario Francisco Borunda dreamed about attending his father's alma mater, the University of Texas at El Paso, when he went to college, but he didn't think it would be possible because the out-of-state fees were prohibitive for him and his family, who live in Juárez, Mexico, just a 10-minute drive from his dream.

Then the 19-year-old heard about the Texas Border County Program, created by the Texas Legislature, allows academically qualified Mexican citizens with demonstrated financial need to attend any of six Texas institutions located along the U.S.-Mexico border and pay tuition at the in-state rate. El Paso has, by far, the largest Mexican student enrollment of the six. Nearly 95 percent of the Mexican students attending UTEP qualify for the program, said Christina Bernal, who serves as the advisor to the Mexican students and heads PASE, the Programa de Asistencia Estudiantil, or student assistance program.

"I wouldn't have been able to come here without PASE," said Borunda, who is currently studying physics at UTEP. "The experience is great because you can learn another language. If you graduate from UTEP and go to work in Juárez, you will get paid more than if you graduated from a university in Juárez."

Jorge López, a native of Mexico who received his bachelor's and master's degrees at the university before PASE was created and who now teaches in the physics department, praises the program, saying that it teaches students from both sides of the border "other ways of doing things."

"PASE provides a close-up view of a different culture," López said.

Richard Padilla, vice president for student affairs at UTEP, said confidence in the program continues to grow. In recent years, the legislature has expanded the program to include more students and other Texas institutions. Border universities in Arizona and New Mexico have similar programs or are launching them.

"Even though there is a geographical boundary that separates us, we are interdependent, and these types of programs are beneficial to the geographical region," said Padilla. "The students participate in the program some of the most dedicated appreciative students you meet."

Last year, UTEP enrolled a 1,500 Mexican citizens, more than any other higher education institution outside Mexico. About 84 percent of all Mexican students studying in the United States attend UTEP while 1997 had a student population of 15,175. The other five institutions participating in the Texas Border County Program—the University at Brownsville, the University of Texas Pan American, Sul Ross State, Texas A&M International University, and Texas University in Kingsville—while about two hours from the border—enroll a combined total of nearly 600 Mexican students.

Jane Caldwell, director of special programs at the higher Education Coordinating Board, Caldwell said the waivered tuition for Mexican citizens cost Texas $9 million last year.

"Anything we can do to equalize the educational levels of Juárez, Mexico, and El Paso is beneficial to everyone," said Richard Adauto, assistant UTEP President Natalicio. "The program has been very successful.

Mexican students have part of UTEP's history. The Mexican to attend the university in its first class in
when it was known as the Texas School of Mines and Metallurgy. And Spanish is so common on the campus that new professors are asked to learn Spanish and are given a pronunciation guide to Hispanic surnames. UTEP president Natalicio also delivers her annual address to the university in both English and Spanish. UTEP itself is considered a Hispanic-Serving Institution because of its large Latino population. More than 66 percent of the students are Latino.

The Texas Border County Program was launched in 1986 after the Texas Legislature approved the program to make an education in the United States more affordable for Mexicans and to help stabilize enrollments at border universities. Natalicio, then vice president for student affairs at UTEP, joined other university officials in urging lawmakers to address a problem: Mexican students were leaving school prior to getting a degree because they could not afford Texas universities, particularly when the Mexican peso experienced a devaluation or the universities increased tuition. In the early 1980s, when both conditions prevailed, devaluation AND tuition increases, about two-thirds of the Mexicans at the university dropped out.

Some 6,500 Mexicans have studied at UTEP under the program, and 90 percent of them have completed degrees. The program has helped the students and the university weather recent peso devaluations. Few are now forced to drop out for financial reasons.

PASE helps bring in revenue because it helps with enrollment," said Bernal. "International student enrollment rarely decreases. PASE helps keep a steady stream of Mexican students coming to the university. About 90 percent of the PASE students wouldn't be here without the program. They have no other option to study in the U.S. unless their parents are wealthy."

Bernal adds that the Mexican students' time in a U.S. university can have a positive impact over the years because many of them return to Mexico, get jobs, and help improve the economic situation in Mexico, which, in the long run, improves U.S.-Mexico relations.

"You have to remember, we are educating them in the way we do business," said Bernal, adding that the U.S. students also benefit because they learn about an entirely different culture, lifestyle, and approach to completing projects.

But the program has not been embraced by all. Some question subsidizing an education for foreign students instead of providing the funds for U.S. citizens.

"This is cheating our own young Texans," said an editorial in the now-defunct Houston Post. "For what it gave these southern neighbors, Texas could have given a year's free tuition to 6,296 homegrown college students."

But Silvvia Rodriguez, dean of enrollment services, argues that the program is not an act of charity because the students still must pay tuition, books, and other fees related to attending the university.

"We're not giving them anything for free," Rodriguez said.

Most of the Mexican students who participate in the program come from Juarez, Mexico's sixth largest city, population more than one million. Due to immigration laws, students in PASE who commute from Juarez while attending the university must prove that they have $540 for a year of study at UTEP. And most of those who opt not to cross the international bridges daily because of the lengthy waiting times, sometimes up to two hours, must prove they have $8,926 to cover living expenses and tuition for the year, said Bernal. Still, the program provides a significant savings for financially needy Mexican students who are eligible. If they were to pay out-of-state tuition and living expenses, they would have to show that they had $15,346 to cover their costs.

Caldwell said that while some critics have said the program is unfair because it gives the Mexican students a tuition break not given to students in all other states with

\[873\]

\[\text{Border universities in Arizona and New Mexico have similar programs or are launching them.}\]
Answering the Call

Edinboro’s Blueprint for Hispanic Recruitment

by Jerry Kiel, Ph.D., and Denise L. Ohler, Ed.D.

In its September 1996 report, Our Nation on the Fault Line: Hispanic American Education, the President's Advisory Commission on Educational Excellence for Hispanic Americans indicated that the educational progress of Hispanic Americans remains behind that of nearly all other societal groups.

Hispanic American students, generally have less access to high-quality pre-school programs, are segregated in “resource poor” schools, drop out of the educational system earlier and at higher rates than do other groups, and are failing to complete bachelor's degrees in numbers commensurate with the numbers enrolled in postsecondary programs. The Commission also said that ways must be found to get more Hispanic students to progress on to higher education.

In addressing these problems, the Commission stated that the nation must focus on finding ways to decrease attrition at both the secondary and post-secondary levels, provide enhanced preschool and elementary opportunities for youth, and establish more linkages between schools, business, and social agencies to create additional career pathway opportunities for Hispanic youths. Without such activities taking place, the current crisis situation is likely to intensify.

Edinboro University of Pennsylvania, the only public higher education institution in the northwestern region of the state, recognized the urgency of the issues and desire to increase its Hispanic enrollment. In the 1996 fall semester, it enrolled 46 Hispanic students, representing only .006 percent of total enrollment. Given the growing population base of 10,000 Hispanics in Erie County, where Edinboro is located, the institution believed that it could encourage more applications from this population by establishing an effective summer bridge program. Edinboro University had experienced success with other bridge programs of longer duration for disadvantaged students, but hoped that this one would be more intensive and family-oriented.

In keeping with imperatives...
Origin of the Proposal

Each year, the Pennsylvania State System of Higher Education helps support a statewide congress of Latino/Hispanic youth. Several years ago when the event was held in Erie, members of the chancellor's staff who attended came away deeply impressed with the individuals and the interest in higher education they had encountered. They subsequently mentioned to senior officers that Edinboro might be able to play a pivotal role in attracting Latino/Hispanic youth from around the state. The proposal was developed to begin that task of building a larger cohort of Hispanic/Latino young people on the Edinboro campus.

Goals and Objectives

Dr. Jerry Kiel, associate vice president for enrollment management and retention, and Dr. Denise Ohler, associate dean for Enrollment Management and Retention and also director of Career Services, were especially interested in creating this program, both to enhance the diversity of Edinboro's student population and to make the option of higher education a realistic possibility for Latino youth. "Edinboro University provides a close-knit, family-oriented environment," said Kiel. "As such, we feel it is the perfect place to serve as the focal point for the development of the Latino youth in northwestern Pennsylvania and, indeed, throughout the Commonwealth."

The university received a Special Projects appropriation from the Pennsylvania State System of Higher Education for fiscal year 1998-2000 to accomplish the goals below.

The Latino Leadership Development Program addresses Edinboro University priorities of developing mechanisms to enhance enrollment, enhancing diversity, and enhancing technology.

Program objectives stemming from these goals are:

A. To develop a week-long summer residential program on the Edinboro University campus for Hispanic youth who are going to be 10th and 11th graders, focused on increasing academic competencies, leadership skills, a positive self-image, and professional career awareness.

B. To provide opportunities, including use of technology, to enable 12th grade students to take college courses for credit, thus instilling in them the belief that they can succeed in college.

C. To develop a program in which current Edinboro students and Hispanic students involved in the summer programs provide tutoring to elementary and middle school students, helping the children strive for excellence and progress toward attaining college.

Project Description

The program thus involves three major components: a week-long residential program, enrollment in summer credit-bearing classes, and a youth tutoring program in Erie during the academic year. It was expected that 20 Latino young people would participate in each cohort group so that when the program is in full operation after three years, approximately 60 participants will be involved.

First and Second Summers Component

The summer residential program for rising 10th and 11th graders builds leadership skills, provides information to participants and their families about higher education in general and Edinboro University in particular, and trains participants to capably tutor younger students. Since Edinboro and higher education are likely to be new and alien experiences for many of the program participants and their families, and since the program's success depends on family support, several activities include the families of those entering the program. Given the central place of the family in the Hispanic culture, this is most appropriate.

The 1998 Summer Latino Leadership Development Program
was held in June. Participants were selected with the help of the Hispanic-American Council, the School District of the City of Erie, and the International Institute. The initial goal was to recruit 20 students. The program instead drew thirty. On hand to launch it were Edinboro President Dr. Frank G. Pogue; Erie District school board member Richard Hillyerski; and Mariza Robert, executive director of the Governor’s Commission on Latino Affairs, keynote speaker at the luncheon; and Wilfredo Velez, whose early input helped shape the program.

Components were:

- Welcome and orientation program for families (Latin music, a luncheon, and a tour of campus, including the residential facilities);
- Leadership skills training (public speaking, decision-making, writing skills enhancement, computer skills training, cross-cultural communications, goal-setting, development of listening skills, team-building, etc.);
- Individual and group career counseling;
- Activities designed to promote positive self-esteem;
- Training for civic responsibilities (health awareness, drug and alcohol awareness, community leadership, voting rights and responsibilities, mediation training, etc.);
- “Latinos Local Heroes” program in which successful professionals from the community spoke to the participants about their occupations, paths to success, etc.;
- Recreational activities on and off campus;
- Information for parents and students on planning for college: introduction to structure, purpose, and terminology of higher education; course work to take during high school to prepare for college; use of videos and/or speakers on topics such as the admissions process, financial aid, information literacy, career planning;
- Graduation ceremony for participants and families.

Student Response

Student evaluations were overwhelmingly positive. Most students recommended that the program be lengthened, and indicated that they will participate again next summer. The students also noted that they learned a lot about students throughout Latin America.

Evaluation of the students was positive, too, with Ohler noting, “These students have so much energy and enthusiasm for improving themselves that they have already become members of the Edinboro family.”

Community Tutoring Program

The city of Erie critically needed an after-school tutoring program for elementary school-aged Latino youth. One goal of the program, then, is to have program participants become community leaders by providing tutoring services to younger children. Current Edinboro students who are Latinos also are given the opportunity to be part of the tutoring program. These students are eager to become role models for their younger peers and to provide a better climate for pursuing postsecondary education than they themselves experienced. The tutoring, which takes place throughout the academic year, is expected to pay major dividends to all parties.

In the short term, the program should enhance the scholastic achievement rates of students who receive tutoring. In the longer term, these students should be better prepared and motivated to succeed in their secondary school programs of study, resulting in higher retention and college matriculation rates. Of great importance, the program will place Edinboro in a favorable position for making early contact with Hispanic students and families.

Expansion of the Program

Edinboro University received a State System of Higher Education Social Equity grant to recruit an additional 20 students for the 1999-2000 program.

“Since we had such success in recruiting the Latino high school students last summer, we are hopeful that the word has spread in the community about the value of the program,” said Dr. Ohler.

Expected Outcomes

Edinboro expects the program to increase the direct involvement of its own academic departments and faculty members in the recruitment and retention process and ultimately to increase the number of Hispanics in Erie attending college.

Its students will benefit from learning and working within a more representative group, gaining a greater respect for pluralism and diversity. With an expanded portfolio of outreach activities and materials, the university will improve and build its relationships with present and future prospective communities, encouraging and reinforcing its accessibility.

As for the future of the program, Edinboro University has determined that the program will stay alive even after grant funding has ended. Its Community Service programs will extend the special tutoring. Its Admissions and Enrollment Management & Retention Offices will maintain the outreach efforts and the relationships established with the Hispanic community. And the university will consider budget reallocation to these projects and will seek other funding sources.
Building Teacher Diversity in the Schools

Portland Program Changing Classrooms

By Susan Hereford

Reprinted with permission from Communi-Ties, a publication of Portland Community College.

Editor Susan Hereford

In Oscar Gilson's fifth grade classroom in North Portland, students inter-change the words maestro and teacher easily. Gilson speaks a sentence or two in Spanish, then embellishes in English. Words like Que mas Los Estados Unidos te gusta and, problema, are sprinkled throughout the afternoon lesson to his 19 students enrolled in one of just a handful of bilingual classrooms across Portland Public Schools' district. Half of his students are fluent in Spanish, half in English.

Teaching this way is second-nature for Gilson, who perfected English after moving to this country from Mexico when he was 15. Now 27 and fresh out of college, Oscar Gilson is a first-year teacher and graduate of a unique program between Portland Community College, Portland Public Schools, and Portland State University to put teachers of color in the classrooms. The Portland Teacher Program (PTP) celebrates its 10th anniversary this year, and in June will have graduated and placed approximately 50 teachers of color in Portland Public Schools.

According to PTP Director Deborah Cochran, whose office is on PCC's Cascade Campus, children of color comprise 54 percent of the enrollment in Portland Public Schools. Yet, the district's teaching workforce is 89 percent White. These figures mirror the lack of diversity nationwide. It is estimated that by the year 2020, children of color will make up 16 percent of elementary- and secondary school-age children, yet only about 10 percent of today's teachers come from African American, Native American, Hispanic, or Asian American groups.

"Look at the stats," says Cochran. "We are trying to create more equity and a better balance.... Students of color," she continues, "need to see people that look like they do [in front of the classroom]. It's role modeling success."

At the same time, she adds, "For a White kid to have a Latino teachers may make all the world of difference as they go out into the world. They see that there are many truths, many realities...."

In 1991, Gilson was out of the Navy, just 20 years old, and searching for a direction. "I was unsure about my life," he says. "I had spent three years in the Navy...One of my experiences I liked the best was to go to the orphanages and work..."
with kids.” The Navy sets up volunteering as an on-leave alternative to the typical bar hopping and partying.

Gilson took to it, and at the orphanage, got a glimpse into his future. He is now a teacher, where he wants to be.

“I love it,” exults the new Beach Elementary teacher, “Tomorrow is my first parent-teacher conference.”

Gilson spent three years studying at PCC. He then entered Portland State’s department of education, ultimately earning a master’s degree in education at PSU.

It was an uphill road all the way. Like most of the PTP students, he had to work to support himself while going to school. He rattles off the jobs: “I pumped gas. I washed cars. I worked at a fitness center. I did canning work.”

His first teaching put him at Portland’s front line of education reform. Beach Elementary is earnestly trying to pull up its students’ low state test scores following a reorganization one and one-half years ago that brought citywide attention to the school.

Of his class, Gilson confides, “They are behind,” then adds quickly, “but it’s a good class.” He wants them to catch up.

When Gilson began his studies, he wasn’t sure he was college material. “The GI Bill motivated me to try college,” he says, “PCC gave me the confidence to get through. There were smaller classes, nice teachers who care about students.”

Plus, with PCC’s lower tuition, the GI Bill money went further for living expenses. And his mother, also a PTP graduate who teaches at Lane Middle School, encouraged him to apply for the scholarship.

He became one of a cohort group that Cochrane refers to as a “grow your own” program that spans sixth grade through graduate school.

It is made up of several pieces:

- The Academy for Future Educators, sponsored by Portland Public Schools, each year helps 100 elementary and secondary students of color gain leadership skills and exposure to different aspects of the teaching profession.
- At Portland Community College and Portland State University, approximately 50 ethnic minority students who are committed to teaching and have demonstrated merit receive tuition waivers and special counseling and support services.
- Upon graduation from PSU, the students are given priority hiring status with Portland Public Schools where they make a two-year teaching commitment to the district.

Camille Brahm, another graduate of the program, is now in her second year at Humboldt Elementary in North Portland. She teaches a third and fourth grade blend and says she chose Humboldt school because, “As an African American woman, I wanted to work in my community and be a role model for the children. My first year I learned just as much as the kids. I learned what works, what didn’t. I made new friends. I changed lives.”

Of her own professional development, she is equally enthusiastic: “I feel liberated. I now have a career, not just a job.”

**Latino Youth Learn to Be Leaders**

Oregon’s Latino high school student dropout rate of 15 percent is more than twice the overall statewide rate of 6.7 percent, according to the state Department of Education. A number swells to more than 60 percent if one adds up the four years of high school. It means that fewer than four out of every 10 Latino youth entering Oregon’s high schools obtain their diploma.

PCC’s Rock Creek Campus has recently signed on to help Latino youth leadership skills and a support network, and ultimately to create more opportunities for continued education and fulfilling careers. PCC is partnering with the Oregon Council for Hispanic Advancement in a project called the Oregon Leadership Institute, which has operated the program at several sites throughout the state.

In a cooperative venture, up to 50 Latino youth from Washington County high schools are being targeted for leadership training sessions, set to begin in January and run one Saturday a month for six months at the Rock Creek Campus. The second part of the project identifies 20 Latino students from PCC to serve as mentors to the high school students. The college students enroll in a class at Rock Creek designed to teach mentorship skills.

Paul Halloran, enrollment advocate at the Rock Creek Campus, says, “The curriculum is developed with the students in mind, and in fact the students help develop some of the activities, which deal with real issues they are working on in their day-to-day lives. The students are active players in their education.”

This fall, Halloran contacted high schools throughout Washington County and mailed out application packets to students. He also promoted mentorship to PCC’s Latino students.

Ed Maldonado, principal at Woodburn High School, and a longtime participant in the Oregon Leadership Institute, sends 10 to 15 of his high school students through the training each year. He says, “It gives them an opportunity to be in a comfortable setting with other Hispanic students. The neat part about it is they get together with other high school students and meet other motivated kids who want to go on to college. The goal is to build confidence and self-esteem and to help them get where they want to go.”

Author Susan Heryford has a B.A. from Lewis and Clark College, a master’s in education from U of Oregon and began studies in the public administration masters at Portland State University this spring.
Roybal-Allard Chairing Congressional Hispanic Caucus

Congresswoman Lucille Roybal-Allard (D-Calif.) made history in November when she was elected chair of the Congressional Hispanic Caucus by acclamation. She is the first woman to chair the Caucus in its 22-year history.

Roybal-Allard said she is continuing to make this Congress understand that Latino issues are American issues. "In 20 years, Latinos will become the majority population in states such as California, New York, Texas, Illinois, and Florida. We must invest today to ensure that our children will be prepared to lead these states into prosperity," said Roybal-Allard.

The Congressional Hispanic Caucus is dedicated to improving the quality of life for Hispanic Americans through legislative initiatives and advocacy, and to the political empowerment of the Latino community.

Rivera Elected Board President

The San Joaquin Delta College (Calif.) Board of Trustees has elected Janet Rivera as its new board president.

Rivera was first elected to the board in 1994 and won a re-election bid last November. She was recently selected to participate in a focus group by the American Association of Community Colleges and the Association of Community College Trustees. Rivera was one of 26 community college trustees nationwide to be selected for participation.

In addition to Rivera's election, Elena Serna was named vice president of the board, and Leo Burke was named board clerk.

Lazo Promoting Diversity at ACCD

As a member of the Alamo Community College District (Texas) Board of Trustees, Vincent A. Lazaro—ever aware of the need for role models in the minority community—is trying to promote the message that many diverse groups have talent and a great deal to offer.

"We need to live up to the community college philosophy of open admissions and strive to provide educational attainment for minorities," says Lazaro. "We cannot afford to get caught up in the anti-affirmative action sentiment prevalent in other states. We need to ensure that we not doing anything to deny future generations opportunity."

Lazaro has served as general counsel for the Hispanic Association of Colleges and Universities (HACU) and has worked as an attorney for several civil rights organizations.

He holds advanced degrees from Yale University and Harvard Graduate School of Education, as well as law degrees from Columbia University School of Law and St. Mary's University School of Law.

Dearborn Named Executive Director of Latino USA

Kate Dearborn is the new executive director of Latino USA, the radio journal of news and culture produced as a partnership of the Center for Mexican American Studies and KUT-FM at The University of Texas-Austin.

Dearborn is responsible for the administration and management of Latino USA, as well as development and marketing efforts that will lead to diversifying its funding streams and building its audience.

"Latino USA is the nation's only English language weekly radio program covering news and culture from a Latino perspective.

"Latino USA provides award-winning, cutting-edge coverage of the largest growing sector of the U.S. population," said Dearborn. "Programs like Latino USA, which tell the American story, are imperative."

Garcia on N.Y. Teaching Board

Ofelia Garcia, dean of education at Long Island University (LIU)-Brooklyn, has been named to the newly formed New York State Professional Standards and Practices Board for Teaching.

"There is nothing more important than working to make sure New York school children receive the excellent education to which they are entitled," said Garcia. "The Board will do this by making recommendations that will raise the level of teacher preparedness and professionalism. I am eager to be a part of the process."

Since becoming dean of LIU-Brooklyn School of Education in Fall of 1997, Garcia has upgraded its curriculum. Under her guidance, the school has created new community programs that also serve as training ground for students. She has also created and edits a new semi-annual journal, Educators for Urban Minorities, due to debut this Spring.

Díaz-Piedra Tapped for National Accounting Council

Aida Díaz-Piedra, controller at the University of Miami (UM) in Florida, has been appointed to the National Association of College and University Business Officers. Diaz-Piedra will serve on the organization's Accounting Principles Council, the body that develops and advocates accounting regula
tions for the country's universities.

This appointment recognizes the respect that both Anda Diaz-Piedra and the university enjoy nationally in higher education financial management,” said David Lieberman, senior vice president for business and finance at UM.

Diaz-Piedra has been a UM employee for more than nine years.

**Treviño Promoting Bilingual Instruction**

Dovie Treviño, a professor of bilingual and multicultural education at Western Oregon University, recently gave a lecture entitled “Preparation of Bilingual/ESL Teachers as part the schools 1998-99 Philosophy Club Faculty Lecture Series.

Having grown up in an area of Texas that had once been Mexican territory, Treviño is a strong advocate for proper implementation and use of ESL and bilingual instruction, programs that didn’t exist for her. Said Treviño: “You hear people say, ‘ESL doesn’t work,’ bilingual education doesn’t work.’ Yes, it works. We’ve got research upon research...that [shows] the progress that students make when they are taught in an adequate way by trained people...The emphasis is on proper training.”

Treviño is a commissioner on Hispanic Affairs for the State of Oregon.

**Vásquez Named World Editor**

Veteran newsman Juan Vásquez has been named world editor of *The Miami Herald* (Fla.). He is in charge of national and foreign news.

An associate professor of journalism at Florida International University, Vásquez, since 1995, has edited *Miami News*, the authoritative newsletter published out of *The Herald*s international operation.

Vásquez has reported from a substantial number of Latin American countries and has won numerous awards, including the Maria Moors Cabot award, for outstanding coverage of Latin America; an Overseas Press Club award, for economic reporting; and an IAPA award, for coverage of Mexico and Central America. He was a member of the *L.A. Times* reporting team that won the 1984 Pulitzer Prize for public service.

**González-Viaña Receives Juan Rulfo Award**

Western Oregon University professor and Latin American author Eduardo González-Viaña has received the Juan Rulfo award, widely acknowledged as the most prestigious prize for short stories and novels in Spanish.

González-Viaña, a native of Perú, is a professor of Spanish American culture and literature at Western Oregon.

The award is sponsored yearly in Paris by institutions of the governments of Mexico and France, the magazine *Le Nouvel Observateur*, and "Radio France." Many literary critics consider this honor as a step toward the Nobel Prize.

"What’s happening is only that I am a lucky guy,” said González-Viaña, who has a doctorate in the Spanish language and literature.

**Rebolledo National Chicano/a Studies Scholar of the Year**

Tey Diana Rebolledo, University of New Mexico professor in the Spanish and Portuguese department, was the recipient of the National Chicano/a Studies Scholar of the Year award. The award is given to senior scholars whose research and publication in the area of Chicano/a studies has received national and international recognition and who have made outstanding contributions to the Association of Chicano/a Studies. Rebolledo is recognized for her work as a mentor to Chicana students, writers, and young scholars.

At a reception, she presented, "Reconstructing Sir Juan’s Library: Twenty Years of Chicana Literary Representation,” a look at how Chicana publishers and authors are represented on book covers.

**Hernández Awarded Barnes & Noble/USAS Scholarship**

Child Development major Laurie Hernandez of University of California State University-Los Angeles has received the Barnes & Noble/University Auxiliary Services scholarship.
Hernandez's goal is to earn a teaching credential from Cal State L.A. in order to teach elementary age children. She volunteers at the Calvary Chapel in Montebello, Calif., and works as a special education aide for the San Gabriel Unified School District.

**Tremaine Earns Leadership Award**

Maria Elena Tremaine, Everett Community College (Wash.) Spanish instructor, was presented the Inspirational Leadership Award by the Washington Association of Foreign Language Teachers at their annual all-state conference.

Tremaine was cited for her innovative courses, one being her Spanish for Spanish-speakers course, which draws professionals who must maintain a high level of Spanish proficiency in their work. Another is a Spanish discussion group for high school teachers of Spanish.

A native of Chile, Tremaine acts as an interpreter for court procedures and medical, social, and human services, and in educational, labor, and industry settings.

**Elias Performs for M-DCC**

Brazilian-born jazz pianist, composer, and vocalist Eliane Elias presented a public concert as part of the M i a m i - D a d e Community College (Fla.) - Wolfson Campus Cultura del Lobo Performing Arts Series.

Proceeds were to benefit the Jazz Outreach Project, a three-year jazz education initiative that introduces Miami-Dade County youth to noted jazz artists.

In addition to recording and touring, Elias' impressive career includes 11 albums and a Grammy nomination for last year's *Solo and Duet* with Herbie Hancock. In her work, Elias has documented her genuine love of Brazilian, Venezuelan, and Caribbean music and developed her own personalized style of jazz.

**Harrison Joins UM Media Office**

In Florida, former Fox News channel correspondent Carlos Harrison has been named the University of Miami's associate director of media relations.

"The university is a vital part of the community I grew up in," said Harrison. "And just like that community, it's playing an increasingly important role in the hemisphere and the world. I want to be a part of that."

A veteran print and broadcast journalist with nearly two decades of experience, Harrison has covered everything from the crime beat and local government to the invasion of Panama and Pope John Paul II's historic visit to Cuba.

**Reyna Honored by M-DCC**

Miami-Dade Community College in Florida has honored Susan Reyna, among others, with a 1999 Drum Major for Justice Award. The awards, created to honor the memory of Dr. Martin Luther King, Jr. to celebrate Black history, are awarded annually to individuals who have devoted their lives to the ideals of peace, unity, and freedom.

Reyna is the founder of the Latina women's organization Mijer.

**Viera Assumes Presidency at NOCCC**

Dr. Michael Viera, the former executive vice president of Fullerton College, recently started his first term as president of North Orange County Community College in California.

Viera began his career as a high school civics teacher and later taught political science at Chaffey College for 14 years. He is a member of the Board of Directors of the California Center for Education in Public Affairs, and he is active in several state and national projects, including a task force on non-credit matriculation.

He has a bachelor's degree from Humboldt State University and a master's and a doctorate from the University of California-Riverside.

**PLACES**

**Interactive Art Studio Project at Santa Monica College**

In an intriguing experiment that allowed the public to watch a group of talented students, alumni, and professor create works, Santa Monica College (SMC) in California recently turned its art gallery into a working and open studio and then exhibited the resulting creations.

"Axis Mundi: Dialogue with Past and Present Students," conceived and produced by SMC art professor Linda Lopez (pictured here), was presented in two parts. The first part, billed as an interactive studio project allowed the public to watch the works-in-progress. The second part was a multimedia exhibit.

Lopez, an accomplished artist whose work has been exhibited throughout the nation and the name "Axis Mundi" comes from the Meso-Americans' concept of the center of the world.

Lopez has a bachelor's degree from Ohio State University and a master's from the University of California-Irvine.

**USF Links with Entrepreneur Internship Program**

The University of South Florida (USF) is one of 21 sites nationwide participating in an internship program through the Kauffman Center for Entrepreneurial Leadership at the James Marion Kauffman Foundation.

Nine USF graduate students have been
working with chief executives of nine Tampa Bay firms through the program. Students are selected based on academic achievement and interest in entrepreneurship and receive tuition waivers, Kaufman stipends, and company contributions.

David Rodrigues (second from right), one of the nine students, is shown here with (l. to r.) Michael Fountain, executive director of USF’s Office for Corporate Development; Michael Cole, Rodrigues corporate sponsor from Chamberlain Funding; and USF President Betty Castor.

**CCD Helps Dedicate Family Learning Center**

City and County of Denver (Colo) officials and Community College of Denver (CCD) faculty, administrators, and staff joined the residents and staff of North Lincoln Park Homes in December to dedicate the new “Campus of Learners” Family Learning Center.

At the dedication, Denver Deputy Mayor and Manager of Safety, Todd “Butch” Montoya (left) teamed with CCD President Byron Mclnnery. Montoya unveiled two brass wall plaques that will hang in the Family Learning Center and the Senior Madison Building. The plaque inscriptions from Denver Mayor Wellington Webb read in part: “Education is one of the cornerstones of a great city. It is the spirit that is the foundation of our children will be nourished and nurtured both in body and in mind."

Among the other officials at the dedication were Denver Chief of Police Tom Sanchez and the director of the Colorado Partnership Office of Fannie Mae, Tom Hernandez.

**Program Helps Latinos Go to College**

**DeWitt Wallace-Reader’s Digest Fund** since 1993, Puente—a California program that helps Latino students graduate from high school and go to college—has received $1.65 million in new state funding through the University of California budget to strengthen its infrastructure and expand to new California sites.

The program offers mentoring, counseling, and intensive writing instruction, while drawing on support from the Mexican American business and professional community and involving students’ families in supporting their education.

In October, Puente’s efforts were honored with a 1998 Innovations in American Government Award from the John F. Kennedy School of Government at Harvard University and the Ford Foundation.

**In the News at USF**

**USF** — The University of South Florida (USF) has launched the Latin American-Caribbean Student Book Grant Program with $30,000 from USF’s Student Affairs. Through the program, 60 transfer students from Latin America and the Caribbean will receive in-state resident tuition rates, $5000 book grant, and reductions in the certified assured funds requirement.

• This spring Anabelle Matos will become the first Latina at USF to earn a doctoral in biology. Following commencement, Matos plans to complete a post-doctorate before applying for NASA’s astronaut program in Fall 2000.

• Last fall, the Honeywell Foundation announced a gift to the College of Engineering of $1.2 million, designated for research, instruction, and scholarships for Hispanic students. The gift will create an endowment that annually will provide $40,000 for research and instruction and $100,000 in scholarships that will be used to recruit Hispanic students.

• New College sociologist Sarah Hernandez has been investigating the formation of a worker-owned factory in Mexico. Hernandez is on the board of the Hispanic American Alliance of Sarasota.

**ASPIRA News**

**ASPIRA** — The Ford Foundation has awarded the ASPIRA Association $800,000 to carry out a comprehensive organizational development initiative: “This grant will ensure that ASPIRA enters the 21st century as the premier Latino youth development organization in the country,” said Ronald Blackburn-Moreno, president of ASPIRA.

• The ASPIRA Math and Science Academy and the ASPIRA Lighthouse program at ASPIRA of Connecticut have been cited as model after-school programs by the U.S. Department of Education.

• ASPIRA’s National Board of Directors has elected, for 1998-99, Raquel Ortiz, Board Chair; William Matos, Vice Chair for Programs; Myrna Rivera, Vice Chair for Finance; Helga Umpierre; and Daniel Oporto, Treasurer.

• ASPIRA of Florida initiated the construction of its first ASPIRA Youth Sanctuary in North Miami. The ASPIRA Youth Sanctuaries are educational safe havens—free from violence, drugs, and gangs—where youth can come off the streets and receive an education, counseling, be mentored, and participate in community service.

**Sofrito! at NJPAC**

**NJ PAC** (in honor of Three Kings Day, the New Jersey Performing Arts Center presented “Sofrito!” as part of the Bell Atlantic Passport to Culture Family Time Series. “Sofrito!” is a unique theatrical blend of music and myth that celebrates the Latino culture. Created and performed by David Gonzalez, the show features classic mambo and original pop music performed by Larry Harlow and The Latin Legends band, featuring Adalberto Santiago and Tono Toro.

Specifically designed for family audiences, “Sofrito!” incorporates stories from Puerto Rico, the Dominican Republic, Cuba, Mexico, and the Bronx. The stories emphasize the rich culture and imagery that resonate throughout the Latino world. The Latin Legends band complements the stories with lively songs, chants, and salsa music performed live on stage.
American Chemical Society Scholarships

Minority college and university students who plan to major in chemistry, biochemistry, chemical engineering, or related fields are encouraged to apply for scholarships from the American Chemical Society (Wash., D.C.), the world's largest scientific society.

Under the Society's Minority Scholars program, one-year-only scholarships are awarded on the basis of academic achievement and financial need, for amounts up to $2,500.

The program encourages Hispanic students to pursue college degrees and careers in the chemical sciences.

Although this year's deadline has passed, to get a head start on next year, interested students will want to check out the American Chemical Society Web site at <http://www.acs.org/pagen/minority/acs2.htm>, or call toll free (800) 227-5558, Ext. 6250, or via e-mail to <scholars@acs.org>.

DuPage Children's Christmas Pageant

Alanis Romero, 3, and Alexander Martinez (with tie), 3, show off their talents at dancing the Hokey-Pokey for Santa Claus and some of his friends during the College of DuPage (Ill.) Latino Ethnic Awareness Association's (LEAA) Second Annual Children's Christmas Pageant held in December. Santa, who is actually LEAA President Juan Villarreal, passed out gifts to more than 20 children who attended the event to exhibit their talents at singing and dancing. The student-run LEAA holds the benefit/pageant each year to help fund four scholarships for Latino students at the college.

CSU-Dominguez Hills Names "U-STAR" Scholars

California State University (CSU)-Dominguez Hills has named the first scholars for its three-year Undergraduate Student Training in Academic Research (U-STAR) program. With nearly $500,000 in funding from the National Institutes of Health, the U-STAR program seeks to boost the number of minorities pursuing graduate degrees in the sciences.

In the front row, seated left to right, are U-STAR scholars Ada Mae Portugal, Lorna Graham, and Anne Valle.

Standing left to right in the back row are U-Star scholars Daria Estrada Smith, Lucia Loza, Kenneth Rodriguez, and Dr. Thomas Landefeld, associate dean of the CSU-Dominguez Hills College of Arts and Sciences and the architect of the U-STAR program.

News from UH

* Oscar García (pictured here) was the main speaker at the University of Houston-Downtown (UHD) 1998 Winter Commencement in December. Earning a bachelor of business administration degree in computer information systems, García graduated summa cum laude with a 3.96 GPA.

* The Instituto de Estudios Superiores de Tamaulipas (IEST) of Tampico, Mexico, and UHD have signed a joint cooperative agreement encouraging faculty exchanges and research, student foreign study, and idea and information sharing. UHD President Max Castillo and IEST Director David E. Gómez Fuentes signed the agreement in a public ceremony witnessed by hundreds of people and covered by regional newspapers, radio, and television.

For the second year in a row, UHD has been ranked one of the nation's most diverse institutions of higher learning by editors of U.S. News & World Report magazine and America's Best Colleges guidebook according to 1997-98 data. UHD's 8,000-student campus is rated tops in diversity among all regional liberal arts colleges in the western United States. The university's student body was 32 percent Hispanic.

Alamo Memoir Donated to UT-Austin

The handwritten memoir of Lt. Col. José Enrique de la Pena, a Mexican soldier in Santa Anna's army, purchased for $387,500 by Charles W. Tate and Thomas Hicks at a Los Angeles auction, has been given to The University of Texas (UT-Austin). The manuscript includes an eyewitness account of the battle of the Alamo and contains a controversial account of Davy Crockett's death.

The memoir and accompanying documents were written by de la Pena, a junior officer, when Mexican troops stormed the Alamo on March 6, 1836. Traditional accounts held that Crockett fought to the death, but de la Pena reported that Crockett was captured and executed with six other prisoners.

His version of Crockett's death is said to be only a small part of the memoir.

WCC Celebrates Cultural Awareness

Westchester Community College of the State University of New York (SUNY) recently held a variety of events to celebrate Cultural Awareness Week.

The program began with "Challenges of Leadership in a Diverse Community," a lecture by Bronx Borough President Fernando Ferrer (pictured here). It was followed by another lecture, "What is Race? The Meaning and Significance of Race in America."

A number of presentations by student clubs and a dance performance were among the events on Solidarity Day. The New York City-based Impact Repertory Theatre performed a program on tolerance combining
monologues, dance, and poetry.

The Cultural Awareness Week series concluded with a Faculty-Student Chat, informal discussions between students and professors who teach courses in areas relating to ethnic studies

Latino Health Discussion at CSPP Conference

The Chicago School of Professional Psychology held its sixth biennial Cultural Impact Conference: “Gender and Culture: Contemporary Struggles in Mental Health.”

Honored at the Conference Celebration was Northern District of Illinois Judge Rubén Castillo, the first Latino to serve as a judge in this capacity. Castillo graduated from Loyola University in 1976 and Northwestern University School of Law in 1979. In 1988, he became director of the Mexican American Legal Defense and Educational Fund, an Hispanic civil rights organization.

Dr. Jorge Partida, Director of the Psy.D. Program at John F. Kennedy University (Calif.), led workshops titled “Sex Roles and Intimacy in Latino Culture” and “Changing Regulation and Perception of Immigration Clinical and Personal Implications.”

Dr. Cristina Cox, clinical psychologist and consultant at the El Rincon Clinic, took part in the workshop “Substance Abuse and AIDS: Cultural and Gender Issues in the Puerto Rican Community.”

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Academic Duty

by Donald Kennedy

Examining teaching, graduate training, research, and their ethical context in the research university, Kennedy suggests that meaningful reform cannot take place until more rigorous standards of academi-
South Wind Come
by Tina Juárez

Chronicle a volatile time in Texan and Mexican history with this long-awaited sequel to Call Yo Van Master, her critically acclaimed first novel. Tina Juárez paints a vivid portrait of both the United States' Civil War and Mexico's continuing struggle for democracy under the leadership of Benito Juárez.

April 1998
584 pgs.
ISBN 1-5505-231-X
$14.95 paper
Arte Público Press
(800) 633-ARTE

The Color of Words: An Encyclopedic Dictionary of Ethnic Bias in the United States
by Philip H. Herbst

The Color of Words is about the shades of meaning in the English language that capture and give voice to the multi-ethnic tenor of our times. It tells the stories of words used in the United States to label ethnic groups or talk about the social landscape of which they are a part.

1997
280 pgs.
ISBN 1-877864-42-0
$24.95 cloth
Interpublic Press
(800) 570-2605

Developing Intercultural Awareness: A Cross-Cultural Training Handbook
by I. Robert Kohls and John M. Knight

This basic guide to cross-cultural training contains simulation games, case studies, icebreakers, and other exercises. In addition, the authors have mapped out one- and two-day workshops for those looking for a pre-planned program. Appendices include guides to simulation games, videos and films, and further readings.

1994
138 pgs.
ISBN 1-877864-13-
$10.95 paper
Intercultural Press
(800) 570-2605

A Guide to Latin American, Caribbean and U.S. Latino Made Film and Video
Karen Ranucci and Julie Feldman, eds.

For decades, Latin American independent and national film and video makers have been creating innovative and authentic works about their own realities. Most of this work is never seen in the United States. This unique directory helps educators, media users, and researchers locate more than 400 films and videos made by Latin American and Latino film/video makers that are available in the U.S.

1998
54 pgs.
$5.50 cloth
Scarecrow Press
(800) 462-6420

VIDEOS

Doing Business in Latin America: A Video Series on Argentina, Brazil, Chile and Mexico

This is a fast-paced, exciting excursion into the streets and countryside of Argentina, Brazil, Chile, and Mexico, and into the heart of the business communities of each culture. A captivating viewing experience as well as a thorough training presentation. The videos provide tips from high-ranking business executives, augmented by concise summaries and striking graphics.

(45-65 min., 1994 & 1996)
Big World Inc.
Stock Nos. N-896 Argentina, N-899 Chile, N-897 Brazil, N-898 Mexico
Intercultural Press
(800) 570-2605

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-526

Entre Naranjos: Vincente Blasco Ibáñez

This is a magnificently filmed three-part production of the classic 1900 Blasco Ibáñez novel. A young, small-town man, Rafael Brull, courts a famous opera singer, much to the dismay of his mother, who arranges his marriage to the daughter of a wealthy local orange exporter. Rafael flees the impending marriage and travels the world, only to return home and his provincial roots.

(3 parts, 90 min. each, color)
Item #FF7601

Conversations with Latin American Writers: Fernando del Paso

Mexican novelist Fernando del Paso penned one of the great historical novels of the Latin American literary boom, "Noticias del Imperio," as well as "Jose Trigo and El Humano de Mexico." In this interview, del
Paso discusses his writing techniques and the literary influences that contributed to their formation.

(Spanish. 43 min., color)
Item #FFH "004"

Conversations with Latin American Writers: Roberto Fernández Retamar

This program presents the distinguished and controversial Cuban poet, literary critic, and essayist Roberto Fernández Retamar, whose work is closely connected with the Cuban revolution. Somewhat mellowed by age, he talks about his work, the Cuban Revolution, and Latin American literature.

(Spanish. 28 min., color)
Item #FFH "608"

CONFERENCES

Garden City Community College

March 17-19
Eighth consecutive Multicultural Conference sponsored primarily by GCCC. The purpose is to share Garden City’s experience and the experience of others, in increasing cultural awareness and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations.
Contact Edna Lopez, 216-276-9515, e-mail to <elopez@gccc.ks.us>

Cuban Research Institute

March 16-20
The Cuban Research Institute at Florida International University is hosting a conference on Cuban and Cuban-American Studies in Miami.
Contact 305-348-1991, e-mail to <crinst@servus.fiu.edu>

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24
Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

NACADA - National Academic Advising Association Regional Conferences

March 17-19: Pacific Region 9, Los Angeles, Calif.
March 25-26: Northeast Region 1, Syracuse, N.Y.
April 7-9: Northwest Region 8, Seattle, Wash.
April 22-25: Region 2, Atlantic City, N.J.
April 29-30: North Central Region 6, Des Moines, Iowa.
April 29-30: Rocky Mountain Region 10, Ogden, Utah.
May 19-21: Mid-South Region 5, Lexington, Ky.
May 20-21: South Central Region 7, Tulsa, Okla.
Contact NACADA at Kansas State University, 785-532-5171, Web site, <www.kansas.edu/nacada>

Center for the Study of Diversity in Teaching and Learning in Higher Education

March 31-April 3
National conference “Crossing Cultures of Learning: Communicating through the Curriculum.” At The Westin Hotel in San Diego, Calif.
Contact Dr. Toni M. Forsyth, Executive Director, Center for the Study of Diversity in Teaching and Learning in Higher Education, De Anza College, Cupertino, CA 95014, 408-800-8893, Web site, <www.teachlearnh.edu>

ASPIRA-New Jersey - Latino Education Conference

April 5-6
The first-ever Latino Education Conference in New Jersey, this one will focus on “Where Are the Latino Voices in School Reform?” At Harrah’s Casino and Hotel in Atlantic City.
Contact: William Colon, (973) 884-554, for registration packet. Call Carmen Nazario, (973) 884-554; Web site, <www.aspira.org/NewJersey.htm>

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17
Contact: Bill Martin, (904) 646-2150, e-mail, <wmartin@fccc.org>. Also, Jack Chambers, (904) 646-2328, e-mail, <chambers@fccc.org>. Visit conference Web site at <http://www.teachlearn.org>

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18
31st annual CSC Central Connection, a joint conference with AFLTA, the Arkansas Foreign Language Teachers Association. “Standards for a New Century.” At the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.
Contact Rosalie Cheatham, (501) 560-8130, Web site, <www.uaf.edu/cscentral states>

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16
Fourth annual conference, presented by California State University-Dominguez Hills. “Caninos/Latinos in Higher Education: Challenges and Opportunities for Student Success.” In Dominguez Hills, Calif.
Contact Dr. Miguel Dominguez, (303) 246-3653, e-mail, <mdominguez@csudh.edu>

National Multicultural Institute National Conference

June 5-6
The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C., “Embracing an Inclusive Society. The Challenge of the New Millennium,” Thirteenth half-day, two-day, and
four-day workshops will include: Training of Diversity Trainers: Building Cultural Competence; Evaluating and Assessing Diversity Initiatives: Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference
June 3-7
The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Contact: (405) 325-2248.

NACADA - National Academic Advising Association
June 27-July 2
The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt. Contact: NACADA at Kansas State University, (785) 532-5711; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute
June 27-July 23
The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

ECS National Forum and Annual Meeting
July 11-14
1999 national forum and annual meeting of the Education Commission of the States: "Reshaping Education for a New Century" will gather in Denver, Colo. Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

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May 7th Issue / Ad Deadline April 20th

Health Professions Issue
June 4th Issue / Ad Deadline May 18th

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http://www.HispanicOutlook.com
By Isabel Schon, Ph.D.

Editor's Note: This is “Part Two: Books in Spanish for Children” of a special, invited submission. The February 26th issue featured “Part One: Books in Spanish for Adolescents,” together with Dr. Schon’s introductory remarks.


Set in India with updated Indian characters, Bannermann’s well-known story now features Babáki, Mámachi, and Pápachi. In contrast to the crudely drawn features of previous English-language editions, this smooth Spanish rendition includes charming watercolor illustrations of Babáki, an Indian boy, outwitting ferocious tigers and enjoying delicious tandoori with his parents.

Spanish-speaking children will definitely enjoy.


Kiatoski, who is about ten, has never enjoyed playing soccer, but he is most impressed that Anton, the best soccer player at school, has asked him to solve a baffling situation. So as a serious private detective, he accepts the challenge. Soccer fans will especially delight in this amusing, first-person narrative, originally published by Arena, Verlag, Germany; that honestly portrays the dilemmas of competition and the pettiness of bullies. Colorful cartoon-like illustrations humorously depict the reluctant hero and the rowdy ruffians.


A gentle, singing toad is kept in love with a beautiful, wet frog. But a mean witch frog turns him into a handsome prince. Despite his pleas and objections, he is to marry a princess. This joyous reversal of the well-known story is sure to appeal to the very young or to older children who can understand the ironic intent. Unfortunately, the small size (4 3/4” x 12”) of this paperback book limits the charm of the well-conceived, modernistic watercolor illustrations.


Written by the award-winning Puerto Rican author Rosario Ferré, this collection of five short stories tells about three hungry, humpbacked men; a terrible ogre; a wise young woman; Pedro, who is not as stupid as people think; and Alicia and Elisa, twin sisters who communicate with each other through space. These stories will have a special appeal to young Puerto Rican adolescents, who will appreciate the vernacular; others will enjoy, and occasionally use the glossary provided.


Mini, who is eight, is as tall as her older brother Moritz, who is ten. He is a pest in every way, and insists on making her life difficult. Mini is so shy and timid that she puts up with his constant abuse, until one day on the trailer when she decides to sit away from him. Despite her fear of missing her stop and getting lost, she reluctantly finds her way back home. To her surprise, Moritz is delighted to see her and apologizes for his rudeness. Originally published by Dachs-Verlag, Vienna, and with Nöstlinger’s always-endearing, cartoon-style illustrations, this is an honest story about siblings—their conflicts, disputes, and deep affection.


Wilde’s well-known allegory about a selfish giant who becomes good when he befriends a young child is now available in this fluid Spanish rendition. The full-page, pastel watercolors perfectly complement this sophisticated morality tale.

United States Dealers of Books in Spanish for Children and Young Adults:
AJMS International Books, Inc. <www.ajmsbooks.com>
Bar Books: <www.barbooks.com>
Los Andes Publishing: <www.losandes.com>
Maricenta Laron Book Imports: <www.maricenta.com>

On the Web—in English and en Español:
For additional high-quality books in Spanish for children and adolescents, please visit the Center for the Study of Books in Spanish for Children and Adolescents online at <www.csud.edu/campus centers/csb>. Under “Recommended Books,” users can access our searchable database of commendable books published around the world in Spanish for children and adolescents. More than 4,000 in-print books that deserve to be read by Spanish-speaking young people—or those who wish to learn Spanish—are in the database. These books have been selected because of their quality of art and writing, presentation of material, and appeal to the intended audience. To provide equal access to the Spanish-speaking world, bibliographic information, grade level, subject headings, and a brief description of each book are available in both Spanish and English. Weekly updates of recent titles are provided.

Dr. Isabel Schon is director of the Center for the Study of Books in Spanish for Children and Adolescents and founding faculty at California State University, San Marcos. Her honors include the 1992 U.S. National Model in Education Award presented by the U.S.-Mexico Foundation, 1992 Dewali Press Award from the American Library Association, and 1997 Women’s National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you.

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

Interested students should apply if they:

- Can demonstrate a deep interest in pursuing a career in biomedical research;
- Can demonstrate being from a disadvantaged background;
- Have a GPA of at least 3.5 or better or are in the top 5 percent of your class;
- Are U.S. citizens, national, or permanent residents;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students. NIH is dedicated to building a diverse community in its training and employment programs.

For more information, contact the UGSP at:
http://ugsp.info.nih.gov
Phone: 1-800-528-7669
TTY: 1-888-352-3001

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\text{Washtenaw Community College} \\
\text{POLITICAL SCIENCE INSTRUCTOR} \\
\text{A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily and American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.} \\
\text{Note: This position is contingent upon funding.} \\
The successful candidate must possess a Master's degree in political science, or related discipline, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Official WCC application forms will be accepted until the position is filled.

Anticipated date of appointment is for the 1999 Fall semester. The initial annual base salary is $24,330-$45,980 dependent upon education and work experience, base load of 32 weeks/160 days, 450 contact hours per academic year with generous fringe benefits.

Interested persons should send official completed WCC application form with credentials (transcripts) to Washtenaw Community College, Office of Human Resources Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106, (313) 973-2497, Job Hotline (313) 973-3510. For job postings see our web site at: http://www.washtenaw.cc.mi.us/jobs/

\text{Note: Applicants must submit with the application documentation to establish minimum qualifications, specifically, all college transcripts (student copies acceptable) and documentation of clock hours of classroom teaching. Also please submit a letter of interest, a CV, two letters of recommendation, copies of first-day course handouts and copies of student evaluations.}

Washtenaw Community College is an AVEEO/ADA employer.

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\text{UIC DIRECTOR} \\
\text{The Latin American Studies Program at the University of Illinois at Chicago invites applications and nominations for a Director, who will be jointly appointed in a social science or humanities department in the College of Liberal Arts and Sciences, effective August 21, 1999. The Program has a dual focus on Latin America and Latinos in the U.S. A candidate should be eligible for appointment as a full professor and have a strong record in research and teaching, demonstrated leadership and organizational skills, the ability and desire to work in a multi-cultural, multi-racial, and multi-disciplinary environment, and a commitment to interdisciplinary program building in research and teaching.}

\text{Founded in 1973, the Latin American Studies Program offers an undergraduate major and minor and has recently introduced a graduate concentration in Latin American Studies. In addition, the Program has a full-time director and nine faculty members, some of whom hold joint appointments in other units. Further appointments are anticipated.}

\text{Located in the heart of Chicago, a city with a burgeoning Latino population drawn from diverse national origins, UIC is a Research 1 University serving 16,000 undergraduates and 8,000 graduate and professional students. Latinos make up approximately 15 percent of undergraduates stu- dents and a small but growing percentage of graduate students. Chicago offers exciting opportunities for research on Latinos and on Latin America from its Latino communities, rich in history, culture, and artistic life, to its museums, libraries. archival collections, and numerous universities.}

\text{Review of applications will begin April 1, 1999 and will continue thereafter. Send nominations or applications, including a full curriculum vitae and names, addresses, e-mail address, and phone numbers of four references to William Bridges Co-Chair, Latin American Studies Search Committee The University of Illinois at Chicago College of Liberal Arts and Sciences (MC 229) 601 S. Morgan Street Chicago, IL 60607-7104}

\text{The University of Illinois is an Affirmative Action/Equal Opportunity Employer.}

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\text{AAUW EDUCATIONAL FOUNDATION} \\
\text{Invites Proposals for 1999 Scholar-in-Residence} \\
\text{Women scholars are invited to submit proposals for a Research Scholar-in-Residence award. Research must examine either the impact of technology, particularly distance learning, on the experience of women in higher education, or economic barriers limiting women's access to higher education.}

\text{The award requires full-time commitment and performance of the work primarily at the AAUW Educational Foundation in Washington, DC. Stipend is up to $45,000 for up to 12 months. Women of color are strongly encouraged to apply.}

\text{Recept date for proposals: June 1, 1999. Research begins September 1999. For required guidelines: first visit www.aauw.org, or foundation@aauw.org, 202/728-7602.}

\text{American Association of University Women Educational Foundation Research Scholar-in-Residence Award} \\
\text{1111 Sixteenth St., N.W.} \\
\text{Washington, DC 20036}
COMMUNITY RESOURCES & ECONOMIC DEVELOPMENT

University of Vermont Extension seeks
Extension Assistant/Professor Community Resources & Economic Development Specialist to provide leadership to the Vermont County Government Program Initiative based in Berlin, Vermont. Plan and conduct statewide educational programs, teach competency-related to governance issues, collect and present research in the area of community development, economic development, and public policy work cooperatively with state agencies & organizations, including the Vermont Institute for Government.

QUALIFICATIONS: Master's degree required in an area related to community development. Work experience with applied economic development background preferred.

博士学位 preferred. Experience in planning, coordinating, teaching, and evaluating educational programs. Experience working with local government programs and related educational programming.

Send letter of application, current vitae, and three letters of reference to: Extension Assistant Professor Sara Beecroft, UVM Extension, 611 Comstock Road, Suite 5, Berlin, VT 05602-9194. Applications must be received by April 15, 2009. UVM is an equal opportunity/affirmative action employer. Women and minorities are strongly encouraged to apply.

EXECUTIVE DIRECTOR

Human Resources

Houston Community College is seeking candidates for the position of EXECUTIVE DIRECTOR OF HUMAN RESOURCES.

The Executive Director is responsible for providing leadership and administering institutional HR policies and practices. Functions typically include employee records, benefits, employment compensation, employee training & development, and employee relations. Additionally, the position reports to the Chancellor.

Requirements: Master's degree and at least five years of progressively responsible HR experience in an educational institution or in a public or private employer setting. Strong evidence of problem solving and analytical skills. HRBP experience knowledge of HR technology and PeopleSoft applications a plus.

Houston Community College, a public comprehensive community college with an enrollment of more than 50,000 credit and non-credit students, and more than 50 full-time and part-time employees, is the largest institution of higher education on the Gulf Coast of Texas. Beginning Salary Range: $45,260 to $54,525. HCCS offers an excellent benefits package.

Please refer to Job Vacancy Notice #4055 when making an inquiry or application for this position. Respond to an application, call (713) 718-8566. Fax request (713) 718-8566, or you may download an application from our website at www.hccs.cc.tx.us. All completed application materials must be in the Human Resources Office by April 12, 2009.

Houston Community College System 320 Jackson Hill, HR Dept. Suite 220 Houston, TX 77002

HCCS is an Equal Opportunity Employer.

FACULTY POSITION

Clinical Electrophysiologist

The Cardiology Division of the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School is expanding its electrophysiology program. The applicant should be board certified/eligible in clinical cardiology and have a strong interest in cardiology electrophysiology, with clinical and research experience in the field.

Send letter and curriculum vitae to: Mark W. Preminger, M.D., F.M.D., M.D., 123 University Medical Center, 123 Paterson Street, Room 2302B, New Brunswick, NJ 08901. U.M.D. is an Affirmative Action/Equal Opportunity Employer. M.F.D. is a member of the University Health System of New Jersey. Visit our website at http://www.umdnj.edu.
SPRINGFIELD COLLEGE

SPRINT MIND & BODY
Faculty Positions 1999-2000

In 1863 to educate YMCA professionals, Springfield College has a proud history of providing a balanced education rooted in a philosophy called Humanics. In the heart of this philosophy is an imperative to educate the whole person—mind, body, and spirit. Springfield College promotes a unique understanding of how these three dimensions are interconnected and makes the student for a fulfilling life of leadership. We invite you to consider a position in any of the fields we choose to offer.

Spirning College is located in the city of Springfield, Massachusetts. The campus provides a traditional New England atmosphere while offering all the benefits of a socially and culturally enriched urban environment. Springfield College remains committed to educating students to become tomorrow's professionals and tomorrow's leaders.

ENGLISH
Assistant Professor - Tenure Track - 9 month
(Position Code SCENGL-60)
Duties: Teach African American literature. Ability to teach other multicultural/minority literature.
Qualifications: Earned doctorate in English preferred. ABD considered. Must have expertise in the teaching of composition and rhetoric and have demonstrated a strong commitment to excellence in undergraduate teaching. Preference may be given to candidates who also have experience in teaching journalism/communication courses.

HEALTH STUDIES
Assistant Professor - Tenure Track - 9 month
(Position Code SCHSHPN-60)
Duties: Health Promotion/Nutrition Specialist
Qualifications: Earned doctorate in health education or related field preferred. Experience teaching undergraduate and graduate courses in nutrition, physical education, and administration of health programs. Other duties may include supervision of community health fieldwork.

HEALTH STUDIES
Assistant/Associate Professor - Tenure Track - 9 month
(Position Code SCLHSTP-60)
Duties: Health Education Teacher Preparation Specialist
Qualifications: Earned doctorate in health education or related field preferred. Experience teaching undergraduate and graduate courses in health education. Other duties may include supervision of pre-practice health education students, supervision of master's degree students' research projects and or administrative responsibilities as chair of the Health Studies department.

MANAGEMENT AND ECONOMICS
Assistant Professor - Tenure Track - 9 month
(Position Code SCEM-60)
Duties: Ability to teach undergraduate and graduate economics and courses in areas of specialization in marketing and health-related courses. Qualifications: Master's degree in economics and related professional experience.

MATHEMATICS AND COMPUTER INFORMATION SCIENCE
Assistant Professor - Tenure Track - 9 month
(Position Code SCMCIS-60)
Duties: Ability to teach undergraduate mathematics, including college algebra, calculus, and discrete mathematics, and the teaching of undergraduate courses in computer science, including computer literacy. Candidates are expected to be familiar with the use of mathematics software such as Mathematica, Maple, or Derive and be knowledgeable about computer hardware and programming.

Send letter of application, resume, curriculum vita and the names and phone numbers of three references to: Manager of Employment, Position Code, Springfield College, 263 Alden Street, Springfield, MA 01109-3797. Application review will begin immediately and continue until positions are filled.
University Ombuds

New School University seeks an Ombuds who will work with a university-wide advisory committee to expand the Ombuds program. The individual in this position will educate the community about the program, train volunteer mediators, and actively engage in problem solving. The Ombuds office serves as a central resource for information, education, and proactive training to create and maintain a climate of fairness, equity and mutual respect and to enhance sensitivity to diversity. It assists faculty, students and staff to resolve concerns and complaints employing informal, non-adversarial approaches such as mediation, negotiation, referral and counseling. It also designs and implements programs that enable a diverse community to function without discrimination or harassment including workshops and training, while monitoring compliance with the university’s policies, assisting with the development of new policies and procedures that address the rights and responsibilities of the members of the university community, and making recommendations for corrective action. The Ombuds maintains neutrality and confidentiality with regard to all communication and university records to which he or she is given access in the performance of the duties of Ombuds. Qualifications: Experience in conflict resolution, diplomacy, good judgement, and strong interpersonal and problem-solving skills especially in cross-cultural communications. Experience at New School University is a plus. Demonstrated ability to work collaboratively to support diversity and community. Minimum of 3 years of Ombuds or directly related experience. Master’s degree preferred, bilingual skills a plus. Excellent benefits including free tuition, comprehensive health insurance and paid vacation. Review of applications will begin immediately and continue until the appointment is made. Send cover letter, resume, and a list of 3 professional references to: Ombuds Search Committee, c/o Office of the Secretary, New School University, 66 West 13th Street, New York, NY 10011. New School University is committed to a policy of equal opportunity in all its activities and programs, including employment and promotions. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual orientation, age, physical handicap, veteran or marital status. Affirmative action/equal opportunity employer.

New School University
Announcement of Position Vacancy

UNIVERSITY OF SOUTHERN COLORADO
Pueblo, CO

TITLE OF POSITION: DISABILITY SPECIALIST

POSITION DESCRIPTION: The Disability Specialist is responsible for providing individual and academic support services to students with disabilities in a multicultural environment. Specific responsibilities include triaging and prioritizing requests, making recommendations for accommodations based on diagnostic evaluations, maintaining an online network of academic support services for students with disabilities, including both compensatory technology and general procedural accommodations. The position also is responsible for administering and evaluating standardized tests such as ACT and SAT.

QUALIFICATIONS: REQUIRED: Masters degree in Education, Special Education, Counseling, or related field; experience in multicultural and educational training at a college or graduate level, a minimum of three years experience working with diverse student populations and a history of working effectively with multiracial populations, and ability to develop collaborative relationships with community-based resources. Ability to test for disabilities is preferred.

STARTING DATE: As soon as possible

COMPENSATION: $40,000-$45,000

CLOSING DATE: Until the position is filled. Send resume and three letters of reference to Claudia Stabenow, Office of the Provost, University of Southern Colorado, 2200 Bonforte Blvd., Pueblo, CO 81001-4901.

APPLICATIONS: Should include a letter detailing your qualifications and your experience working with students with disabilities. Please include a resume or curriculum vitae, names and addresses of three references, and a statement of your interest in the position.

Search and Screen Committee
Office of the Provost
University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, CO 81001-4901

This is an Equal Opportunity Affirmative Action Employer. Women and minorities are encouraged to apply.

UNIVERSITY LIBRARY
Oakland University

Oakland University seeks applications and nominations for the position of Dean of the University Library. The Dean is the chief administrative officer of the University Library and oversees all operations and services, leading library faculty and staff in a dynamic environment. The Dean serves as an advocate and spokesperson for the library and its educational mission both on campus and beyond it, forging effective links with the library's internal and external constituencies. The Dean is responsible for shaping a shared vision for the library's future, and for integrating advances in information technology with traditional materials and services in support of academic programs and the mission of the university.

Candidates must have an ALA-accredited master's degree in library and information science, demonstrated successful senior-level administrative experience in a comprehensive academic library, including planning, personnel, and budget management, open administrative style with commitment to shared decision making, and a record of scholarship and service appropriate for tenure at full professor. A Ph.D. is preferred. The candidate must also possess excellent communication, interpersonal, analytical and organizational skills, and have demonstrated commitment to diversity.

The OU Library is a highly centralized facility with collections and services housed in the Kresge Library building in the center of the campus. There are 34 members of the library staff, including the dean, associate dean, and 11 librarians with full faculty status. The dean of the Library reports to the Vice President for Academic Affairs, serves on the Dean's Council and the University Senate, and is responsible for a budget of $3.2 million. The library is committed to information literacy initiatives and aggressive expansion of access to electronic information services. In July 1998, the library changed system from NOTIS to Voyager. More information about the library is available at www.kl.oakland.edu.

Oakland University is a comprehensive public institution located among Fortune 500 companies on 1500 park-like acres in Oakland County, Michigan. It offers undergraduate programs in 74 areas and graduate programs in 53 areas and serves an enrollment of over 14,000 students. The annual budget is currently $130,000,000. The university continues to increase its programs, facilities, resources and enrollment. Oakland University recently relocated its new $43-million Science and Engineering Building and its new $31-million Recreation and Athletic Center. Selected for the second year in a row as one of the 100 "Best College Buys," Oakland University is dedicated to preparing learners for the 21st Century workplace and society.

Salary is competitive and commensurate with qualifications and experience.

The position is available July 1, 1999. Reviews of applications will begin on March 1, 1999 and continue until the position is filled. Please send a letter of application, curriculum vitae, and names of three references with addresses and telephone numbers to

Frank Lepkowski, Chair
Library Dean Search Committee
Kresge Library
Oakland University
Rochester, MI 48309-4401

Oakland University is an affirmative action, equal opportunity employer. Women and minorities with disabilities are encouraged to apply.

For more information about Oakland University, please visit our web site at www.oakland.edu.
ST. JOHN'S UNIVERSITY
NEW YORK
PROVOST

St. John's University, New York, invites applications and nominations for the position of Provost.

Founded in 1870 by the Vincentian community, St. John's is one of the nation's largest Catholic universities, with culturally and ethnically diverse student body of more than 18,000 men and women enrolled in seven schools and colleges on its campuses in the New York City boroughs of Queens and Staten Island and its Graduate Center in Rome, Italy. A Carnegie doctoral I institution, St. John's offers more than 100 degree programs at all levels from the associates through the doctorate. Full-time and part-time faculty total almost 1,200 and are covered by a collective bargaining agreement. The University is committed to academic excellence in teaching and scholarly research and to a core curriculum in the liberal arts and sciences.

While remaining true to the mission and values which have permeated its 129 year history, St. John's is now in the midst of a major transformation, driven by a strategic plan adopted in 1995. Among the major elements is a $300 million facilitate Master Plan, approved for the Queens campus, which includes construction, currently underway, of the first residence halls in the institution's history. Instructional space has been fully renovated to include state of the art computer laboratories as well as classrooms equipped with computer and video technology. A new core curriculum is under development, and all curricula are being infused with a global perspective.

As Chief Academic Officer of the University, the Provost reports directly to the President and is assisted by several Associate Provosts. He/she provides leadership and direction for all academic programs and services, participates in institutional planning, administers the academic budget, works with external accrediting agencies, and serves as a member of the President's Cabinet. In addition he/she provides direction for the development and maintenance of support services central to a vibrant teaching and learning environment and is expected to bring to the University vision and energy to complete the transition to the "new" St. John's.

Additional information about the University is available on the St. John's website: http://www.stjohns.edu

Preferred qualifications include:

- An earned doctorate;
- Record of substantial scholarly achievement and teaching excellence;
- A broad-based institutional perspective on issues related to higher education, including the role of technology;
- Commitment to a student-centered philosophy of education which integrates classroom experience with extra-curricular educational opportunities;
- A record of success as a senior-level academic administrator including effective management of fiscal and human resources;
- Commitment to collegiality and shared decision making;
- Ability to work effectively with a diverse population of students and faculty;
- A record of involvement in professional educational organizations;
- Understanding of, commitment to, and ability to articulate the mission of the University.

The screening process for this position continues. Starting date is negotiable. Please send applications and nominations to:

Dr. Andrew J. Bartilucci
Special Assistant to the President and Chair
Search Committee for the Provost
St. John's University
6000 Utopia Parkway
Jamaica, NY 11439

Educational Management Nettork, a division of Wilt/Kiffe, is sponsoring St. John's University with this search. Requests for a copy of the position description or questions should be directed to Nancy Martin or Jane Coursen at 508-228-6700 or via e-mail at: St.Johns@ennom.com

St. John's is an equal opportunity employer and encourages applications from women and minorities.

The University of Vermont (UV) invites applications and nominations for Dean of the College of Agriculture and Life Sciences. The Dean is the chief administrative officer of the College and reports directly to the Provost. The Dean, in cooperation with the faculty in the College, the Agricultural Experiment Station, and UVM Extension, is responsible for administering and planning instruction, research, service, and development.

The College contains 7 undergraduate departments and programs, and offers 11 undergraduate majors and 7 graduate programs within the departments of Animal Sciences, Botany and Agricultural Biochemistry, Community Development and Applied Economics, Natural and Food Sciences. The College is also one of the leading centers for Molecular Genetics and Plant and Soil Science. A faculty of 65 works with approximately 800 undergraduate and 87 graduate students.

We seek candidates whose personal and professional qualities and experience assure leadership in all areas of academic endeavor. Candidates must demonstrate significant administrative experience, strong communication skills and commitment to affirmative action, cultural diversity and academic excellence. Candidates should have knowledge of the role(s) of basic and applied research programs and Cooperative Extension within the research mission of a comprehensive, land-grant university. The Dean must also present a record of both teaching and scholarly achievement meriting a tenured professorship in the College.

Established in 1791, UV is located in Burlington, a small city situated between the Adirondack and Green Mountains on the shores of Lake Champlain. The eight undergraduate colleges and schools of the University have an enrollment of 7,500. Medical, Continuing Education students bring the total enrollments to approximately 10,000. More information can be found on, http://www.uvm.edu, the university's website.

We will begin to review applications April 1, 1999, and will accept nominations and applications until the position is filled. The University especially welcomes candidates of color, women, and people with disabilities.

Nominations and applications, including a letter describing the individual's qualifications for the position, a curriculum vitae and names, addresses and telephone numbers of three references, should be sent to:

Mara R. Smule and Jill M. Tarule
Co-Chairs, Search Committee
Dean, College of Agriculture and Life Sciences
Office of the Provost
The University of Vermont
348 Waterman Building
Burlington, VT 05405

The University of Vermont is an equal opportunity affirmative action educator/employer.

Director, Distance Learning (4924)

Master's degree and experience working with and managing educational telecommunications and distance learning technologies required. Demonstrated success as a skilled manager or administrator with a proven track record. Demonstrated supervisory and leadership abilities required. Experience with strategic planning, instructional design principles, and student services desired. Ability to work effectively in a team center approach. Apply, send letter of application, resume, and completed application form (call 317-483-3003 to obtain form) to: 8250 Human Resources, Lansing Community College, PO Box 40016, Lansing, MI 48901-7210. EEO/AAE
COLLEGE OF BUSINESS

FGCU, located between Ft. Myers and Naples opened in August 1997 as the state's tenth public university. FGCU invites qualified candidates to apply for these positions.

Asst/Assoc/Full Professor of FINANCE, Pos. # 12002.
Asst/Assoc/Full Professor of ACCOUNTING, Pos. # 12017.

Req'd: Earned Doctorate or ABD with Doctorate expected by Fall 1999, strong commitment to high quality teaching of undergraduate/graduate finance and accounting related courses appropriate to academic rank. Strong commitment to research and service. Appointment will be made at a faculty rank commensurate with the candidate's experience on a 9-month multi-year contract basis. Available as early as Fall 1999.

To Apply: Submit two packages for each position, each package must include a letter of interest, curriculum vitae and a list of five references postmarked by the deadline date of March 31, 1999 to FGCU, Pos. #, Director, Human Resources, 10501 FGCU Blvd., S., Ft. Myers, FL 33965-6565. Finalists will be required to provide official transcripts. Visit admin.fgcu.edu/hr/index.html or call 941-590-1111 & access “Faculty” for add’l info. Under EU’s Public Records Law, applications submitted are available for public review upon request.

FGCU is an EO/EAAI which has a commitment to cultural, racial & ethnic communities & encourages women & minorities to apply. It is expected that successful candidates share in this commitment.

SEARCH REOPENED

New Jersey City University is a culturally diverse public urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and/or be assigned to provide instruction through distance education. Faculty positions will be filled at the level of Assistant Professor, Instructor level if ABD, and selected appointments may be made at the Associate level for outstanding candidates. Applicants should send a letter of application, resume and three names, addresses and telephone numbers of references to the office of Dr. Sandra Bloomberg. Review of applications will continue until the positions are filled.

College of Professional Studies
- Sandra Bloomberg, Ph.D., Dean

BUSINESS ADMINISTRATION/MANAGEMENT
Evidence of successful teaching and research or industry background in management information systems and production/operations management is required. Ability to develop applications using state-of-the-art online and distance technology needed. Commitment to student advisement, retention and department development is essential.

BUSINESS ADMINISTRATION/MARKETING
Exemplary record of teaching and successful professional experience in marketing required, accompanied by specific knowledge of market research, consumer behavior, sales and integrated market communications. Commitment to student advisement, retention and department development is essential.

BUSINESS ADMINISTRATION/TRAVEL
AND TOURISM MANAGEMENT
- Program Director/Faculty
Excellent opportunity for experienced educator to start-up program which provides a minor for non-business majors and a concentration for students majoring in Business Administration. Must provide leadership in the development of the program, to include establishing linkages with industry, two-year schools and the community. Individuals with administrative experience in the travel and tourism industry will be given preference. Strong communication and organizational skills are essential. Master's degree in Travel and Tourism Management or related field is required. Doctorate preferred.

CRIMINAL JUSTICE
Evidence of successful teaching or background as a practitioner in the field of Criminal Justice is required. Ability to teach research and qualitative methods is essential. Experience in developing applications using state-of-the-art online and distance technology is a plus. Willingness to advise students and contribute to departmental development and operations necessary. Undergraduate Graduate teaching opportunities.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications and nominations for the following position:

**PRESIDENT, LOS ANGELES MISSION COLLEGE**

**FILING DEADLINE: APRIL 2, 1999**

The Los Angeles Community College District is seeking a President to serve at Los Angeles Mission College. Interested individuals who possess the requisite training and experience are encouraged to submit applications.

**REQUIREMENTS**

All applicants must have an earned master's degree or an advanced degree at least equivalent to a standard from a recognized college or university. Also required are three years of direct experience as faculty, management, or administration in a technical institute or four years in executive administrative or management positions in business, industry, educational, or governmental organizations.

**SALARY**

Salary and benefits will be negotiated between the Board and the candidate selected. The Board is committed to providing a competitive salary.

**FILING AN APPLICATION**

To apply, send a resume, a letter of interest and three letters of recommendation to: Los Angeles Mission College, 1200 W. Temple Street, Los Angeles, CA 90030. Applications will be accepted until April 2, 1999, or until the position is filled. Applications accepted consistent with the Eastern time zone on the day they are postmarked. Additional application materials: application, documentation such as a resume will be required. Send to: Human Resources Department, Los Angeles Community College District, 770 Wilsshire Blvd., Los Angeles, CA 90017. For additional information, contact the Senior Director of Personnel Operations at (213) 891-2252.

**THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER**

**WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.**

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**UNIVERSITY OF MARYLAND, COLLEGE PARK**

**VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT**

The University of Maryland, College Park invites applications and nominations for the position of Vice President for University Advancement. The Vice President for University Advancement is a senior executive in the University administration and is responsible for the advancement of the University's principal missions of teaching, research, and public service. The Vice President for University Advancement reports to the President and is a member of the University's senior administrative team. The Vice President for University Advancement is responsible for planning, implementing, and managing all aspects of the University's comprehensive and strategic advancement program, including the establishment and implementation of University-wide advancement strategies, initiatives, and activities. The Vice President for University Advancement will work closely with the President and other University administrators to develop and implement effective and efficient strategies for meeting the University's advancement goals.

**REQUIREMENTS:**

- A Ph.D. or equivalent degree in a field related to the University's mission and goals.
- A minimum of 10 years of experience in higher education, preferably at a senior level, with a strong record of success in fundraising and development efforts.
- Strong leadership and management skills, including the ability to build and manage a diverse team of professionals.
- Excellent communication and interpersonal skills, with the ability to effectively interact with a wide range of stakeholders, including donors, alumni, faculty, and staff.
- Demonstrated success in developing and implementing strategic plans and initiatives.
- A demonstrated understanding of the role of development in supporting the University's mission and goals.
- A commitment to diversity, equity, and inclusion, with a track record of engaging and supporting underrepresented communities.

**APPLICATION INSTRUCTIONS:**

Send a letter of interest, a current curriculum vitae, and a statement outlining how your background and experience meet the requirements for the position of Vice President for University Advancement to:

Mr. David H. Lambert, President
Lambert & Associates
Executive Search Consultants
44 East Lancaster Avenue, Suite 200
Ardmore, PA 19003-2212

URL: www.universityofmaryland.edu

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**LYNDON STATE COLLEGE**

**TENURE-TRACK ASSISTANT PROFESSOR FACULTY POSITIONS**

Starting August 1999, pending final budgetary approval, Lyndon State College is a four-year institution with a strong commitment to excellence in both its liberal arts and professional disciplines. Nurtured in the mountains of Vermont's Northeast Kingdom, Lyndon enrolls approximately 1,000 undergraduates and employs full-time faculty.

The College offers a high-quality education with a strong emphasis on small class sizes, individual attention, and hands-on learning experiences. The College provides students with the opportunity to pursue a wide range of majors, minors, and concentrations, including pre-professional programs in health sciences, education, business, and the arts.

**ALLIED HEALTH SCIENCE:**
- Bachelor of Science in Allied Health Science, multiple concentrations available.
- Students will gain hands-on experience in health science fields such as radiologic technology, physical therapy, occupational therapy, and wellness.
- The program is designed to prepare students for careers in the health care industry.

**BILOGICAL SCIENCE:**
- Bachelor of Science in Biological Science, pre-med, pre-vet, and pre-pharmacy tracks available.
- Students will receive a strong foundation in biology and chemistry to prepare them for graduate studies or professional schools.

**BUSINESS ADMINISTRATION:**
- Bachelor of Science in Business Administration, pre-law, pre-accounting, and pre-marketing concentrations available.
- Students will gain skills in management, finance, and marketing, preparing them for careers in various fields.

**PHILOSOPHY:**
- Bachelor of Arts in Philosophy, with options in professional philosophy or general studies.
- Students will explore critical thinking, ethical reasoning, and the history of ideas.

**APPLICATION INSTRUCTIONS:**

Send a letter of application and vita listing names and affiliations of at least three references to: Search Committee, PO Box 210, Lyndonville, VT 05851.

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**UNIVERSITY OF MARYLAND**

**MARYLAND**

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**BEST COPY AVAILABLE**
VICE CHANCELLOR
FOR STUDENT AFFAIRS

The University of Illinois at Springfield invites nominations and applications for the position of Vice Chancellor for Student Affairs. As the newest of the three campuses of the University of Illinois, this campus is pursuing a developmental plan designed to achieve distinction as a public liberal arts institution, with additional missions in public affairs and professional education. The Vice Chancellor will participate in this effort, giving special emphasis to the development of student services for a growing residential student body.

The campus seeks a proven leader in student development with a commitment to the integration of student services and academic programming. The Vice Chancellor reports to the Chancellor and works under the direction of the Provost in the conduct of campus operations. The Vice Chancellor oversees the following major areas: enrollment services, student support services, housing, and student life.

The University of Illinois at Springfield is an upper division and graduate institution located in the state capital. The UIS Campus serves over 4,000 students in 21 graduate and 22 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes and a technology-enhanced learning environment. Its diverse student body includes traditional, nontraditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society. An extensive array of social, academic, and athletic student activities is evolving to meet the needs of an expanding on-campus student community.

Qualifications

An A.B.D. is required, an earned doctorate preferred. Demonstrated administrative experience in areas directly related to the management of the functions listed above is desired. A record of working with a diverse student body to provide a cultural, social, and residential environment that promotes the full development of all students is essential. The candidate must present a record of professional achievement and a demonstrated ability to: (1) work well with students, (2) facilitate and implement change, (3) establish and accomplish organizational goals, (4) cooperate in team efforts, and (5) foster the use of information technology.

Applications and nominations should be sent to:
Chair, Vice Chancellor Search Committee
Office of the Provost, PAC 530
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243

Salary and benefits are competitive and commensurate with experience and qualifications. Applications should include a resume, a discussion of accomplishments and interest in the position, and names, addresses, and telephone numbers of five references. Consideration of applications will begin on March 22, 1999, and will continue until the position is filled. The appointment will commence on July 1, 1999 or as soon thereafter as possible.

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

DIRECTOR
CENTER FOR SPECIAL EDUCATION

Lesley College in Cambridge, MA is seeking a dynamic and creative leader to direct a new center for special education that is part of the School of Education. Lesley College has a long and distinguished history of preparing teachers and administrators to serve children and adults with special needs. The College has a strong commitment to the development of educational programs, support services, and personnel. The Director will work with the Center's advisory committee and the Dean of the School of Education to develop an operational plan, to set priorities, and to direct fund raising. The Director will report to the Dean of Education.

Qualifications: Terminal degree with specialization in special education or related field is required. The candidate should have a minimum of five years experience in program management and supervision, and previous leadership in a regional organization related to special education. A credentials record as a researcher and grants manager. Persons with national experience will receive special consideration.

Letters of interest, including a current resume, three recommendations and a recent research sample should be sent to: Human Resources Dept., Director of Special Ed Center, Lesley College, 29 Everett Street, Cambridge, MA 02138. Visit our website: http://www2.lesley.edu. (No phone inquiries please.) Lesley College practices the achievement of a gender/ethnic/language balance among students, faculty and staff. Persons of color are strongly encouraged to apply. Lesley College is an AA/EEO Employer.

Senior Associate University Registrar
Office of the Registrar

Managing the day-to-day operations of the Registrar's office. Supervise the implementation of University policies and procedures to ensure that scheduling, registration, academic record, transcripts, and graduation clearance functions occur with accuracy and timeliness, and are coordinated with the functions of the University's offices. Hire, evaluate and supervise administrative staff. Maintain and distribute data. Represent the Registrar's office on various University committees. Bachelor's degree is required, Master's degree preferred. Five years' professional experience in a registrar's office or as a full registrar. Previous experience supervising staff. Requires good communication, organizational, and management skills, strong budget and technological skills.

Director, Scheduling & Registration
Office of the Registrar

Direct and manage the scheduling and registration operations. Ensure timely and efficient delivery of services and information to students, faculty, and administrators. Oversee the creation and coordination of student curricular class schedules, laboratory schedules and final exam schedules. Oversee registration and the dissemination of enrollment data. Oversee the creation and maintenance of the quarter class header file and the scheduling of all classrooms. Bachelor's degree required, Master's degree preferred. Two to three years' experience in college administration. Comprehensive knowledge and experience in the area of college registrar operation. An understanding of the Registrar's relationship to the community. Experience in data processing methods related to scheduling and registration. Strong written and verbal communication skills and proven ability to operate effectively under strict deadlines also essential.

Send resume to: Linda D. Allen, 120 Hadwen Hall, 360 Huntington Ave., Boston, MA 02115. Fax: (617) 373-5351

Northeastern is an Equal Opportunity Affirmative Action Employer.
MOHAWK VALLEY COMMUNITY COLLEGE

announces the following vacancies:

Computer Information Systems Instructor (Two Positions): Appropriate Master's degree or equivalent combination of education and experience; knowledge of major computer applications, including Microsoft Windows 95, Office 97. Knowledge of networking required.

Educational Technology Specialist: Provides training for faculty and staff to use computer and multimedia software and to assist with the design, production, and evaluation of instructional materials. Master's degree in Instructional Design, Computer Science, Information Technology, or related field required. Knowledge of computer software on multiple platforms and commonly used commercial software products. Teaching and workshop experience preferred.

Civil Engineering Technology Instructor for TAC/ABET accredited program. M.S. in Civil Engineering, Civil Engineering Technology, or related field preferred. Software experience, technical and structural background plus some material testing knowledge required. Ph.D. in Civil Engineering preferred. Experience in industry preferred.


Graph Design and Printing Technology Instructor to teach basic graphics design, graphic arts technology, digital design, and printing. Appropriate Bachelor's degree or equivalent combination of education and experience desired. Assist in training of new employees. Excellent communication and organizational skills required. Experience in digital design and printing preferred.

Director of Hospitality Programs: Responsible for overseeing all aspects of the hospitality programs. Bachelor's degree in Restaurant Management and Institutional Management. Experience in related field desired. Knowledge of food and hospitality management preferred. Long-term evaluation will be held at interview.

Mathematics Instructor: Bachelor's degree in Mathematics or an equivalent degree with a minimum of 21 semester hours of graduate mathematics credit required.

Nursing Instructor: Master's degree in Nursing. Experience in clinical setting required. Current Minnesota Board of Nursing license required. Teaching experience preferred.

Certification: Appropriate certification required. Master's degree in Nursing preferred.

Surveying/Mapping Technology Instructor: Appropriate certification required. Bachelor's degree in Civil Engineering or related field preferred. Current Minnesota Board of Surveying License required. Experience in surveying preferred.

Director of Hospitality Programs: Bachelor's degree in Hospitality Management or related field preferred. Knowledge of food and hospitality management preferred. Experience in related field desired. Long-term evaluation will be held at interview.

Community College teaching experience preferred for all faculty positions. Successful candidates will have a clear vision of the mission and role of the comprehensive community college.

Applications will continue until a successful candidate has been selected. Written letters of application and resumes from interested candidates should be submitted to: Dean of Human Resources, Box HO, Mohawk Valley Community College, 1101 Mohawk Drive, Utica, NY 13501.

Vice President for Administration and Finance

Metropolitan State University is an Equal Opportunity/Affirmative Action/ADA employer. Women and minorities are especially encouraged to apply.

Executive Director
The Princeton Materials Institute

The Princeton Materials Institute is the focal point for interdisciplinary materials research and education at the University. Seeks an Executive Director to work closely with the faculty director of PI-M, and provide daily coordination of the institute's activities. Responsibilities include overseeing financial affairs, management, and technical and personnel development, and facilities, development and outreach activities, such as event planning, alumni relations and grant proposal assistance, production of technical reports and representing the Institute at campus meetings and public affairs events including some evenings and weekends.

Requirements include at least one year in financial management, budgeting, events planning, fundraising, and strong organizational and management skills. An understanding of higher education issues and research administration issues on a university campus is preferred. Demonstrated interpersonal and communication skills are required, as well as the ability to communicate effectively with a diverse group of faculty, staff, students, alumni, and the general public. Strong computer and writing skills are required. Experience in working knowledge of an engineering or science-related discipline with an advanced degree is preferred.

Fellows provides an exceptional work environment with a competitive benefits package. Fellows places a strong emphasis on a stimulating work environment, an extensive research career opportunities, a generous vacation schedule, a list of University facilities and more. Interested candidates should submit a letter of application and references to: Human Resources, Eco Hall - RRE, Princeton University, Princeton, NJ 08544-3204. For further information: visit our Web site at http://www.princeton.edu/fellows. Review of applications will commence immediately. Applications will be accepted until the position is filled. Women and minorities are especially encouraged to apply.

FREDERICK COMMUNITY COLLEGE

Division Manager (Full-Time, Admin) - Accept the challenge of this new position reporting directly to the President. Responsible for the development and maintenance of ongoing, results-oriented program to achieve goal of having an overall college campus. Staff reflect representative labor pool. Identifies representative labor pools. Prepares reports to recruit & hire minority, assist in development of teaching & administrative programs in cooperation with college & universities serving large minority populations. Requirements: Bachelor's degree, experience in development & maintenance of diverse programs. Experience implementing & evaluating training programs. Preferred: Master's degree & experience in higher ed. Hiring salary up to $18,000. Applications due by 12/1/99. Review of applications will continue until a successful candidate is selected.

Human Resources
Frederick Community College
7933 Oppenentown Pk
Frederick, MD 21702

Full-Time Faculty Positions Available for Fall 1999: Aviation Maintenance Technology, Developmental and Remedial English, Nursing, Psychology, Social Work, and Mathematics. Faculty positions have a minimum deadline of 12/8/99.

Call 301-846-2662 for required applications and the description visit our website at www brochure.md.state.md.us. EEO/AA employer committed to diversity. Women & minorities encouraged to apply. Applications must be submitted by the application deadline.
Chair of the Department of Business and Accounting

The University of Wisconsin-Platteville’s Department of Business and Accounting seeks well-qualified candidates eligible for appointment to the rank of associate professor or professor for this position. The ideal candidate will have an earned doctorate in a business discipline and a demonstrated record of teaching and academic leadership. The chair must work closely with faculty to set the department’s direction, maintain its focus on student service and develop challenging performance expectations. The individual must be committed to continuous quality improvement within an academic setting.

This tenure-track position offers a unique opportunity to strengthen leadership skills in a dynamic academic environment. The candidate must have strong written, verbal and interpersonal communication skills. Experience in administration and distance education is preferred, a commitment to alternative delivery of the business degree is required.

The successful applicant must be committed to re-energizing the department and must be able to establish and maintain positive relationships with graduates and external constituencies. The department offers undergraduate majors in business administration and accounting to approximately 450 students on campus and 500 at a distance. The department provides a strong emphasis on experiential learning, including internships, co-op programs, and other real-world experiences.

Please send a letter of application, vita, a list of three current references, and a letter of application to:
Dr. Robert Conway, University of Wisconsin-Platteville
1 University Plaza, Platteville, WI 53818-3099
http://www.uwpwl.edu/

The University of Wisconsin-Platteville is an equal-opportunity affirmative action employer. Women, minorities, and individuals with disabilities are especially encouraged to apply. All individuals will be evaluated for employment opportunities based on their qualifications.

COLUMBIA UNIVERSITY
Assistant Secretary of the University

Reporting to the Secretary of the University, the Assistant Secretary of the University serves as the Secretary’s principal assistant and, in that capacity, directs the operations of the Office of the Secretary. The Assistant Secretary is responsible for ensuring the smooth and efficient operation of the Office, including the management of a diverse workforce and the development of policies and procedures to support the Secretary’s operations. The Assistant Secretary is also responsible for overseeing the University’s archives and records management functions, including the development and implementation of records management policies and procedures.

This is a full-time, exempt position with a competitive salary and benefits package. The position is located in the University’s office on the Morningside campus in New York City.

The University of Wisconsin-Platteville is an equal-opportunity/affirmative action employer. Women, minorities, and individuals with disabilities are especially encouraged to apply.

TENURE-TRACK DEPARTMENT OF SOCIOLOGY

The Graduate Faculty of Political and Social Science and Eugene Lang College, two of the seven academic divisions of New School University, invite applications for a tenure-track position, rank open, beginning Fall 1999. The Department of Sociology seeks a candidate who has demonstrated capacity to conduct innovative research in some of the following areas: urban, gender, race/ethnicity, and mass media. The successful candidate is expected to have a strong theoretical and comparative historical orientation. Commitment to both undergraduate and graduate education is required. Teaching ability in quantitative methods is a plus. Applicants should submit a letter including statement of research agenda and teaching philosophy, vita, a sample of written work, and three letters of recommendation to the attention of: The Department of Sociology, Graduate Faculty of Political and Social Science, Room 330, 65 Fifth Avenue, New York, NY 10003. Formal consideration of candidates will begin March 26, 1999 and will continue until the position is filled.

UNIVERSITY OF CINCINNATI
ASSISTANT PROFESSOR • TENURE TRACK
(SPECIAL EDUCATION)

Responsibilities: Teach courses in special education with an emphasis in the area of special school age children and adults with multiple disabilities and discrete trial and token economies programs. The successful candidate will be expected to have experience in urban public school settings with linguistic and cultural diversity. Course development and assessment of teaching experiences among leadership skills, student motivation, and a well-defined research agenda. Candidates will demonstrate academic background and experience in research. The position requires an understanding of special education and psychological development, social interaction, and quality of life issues. The successful candidate will be expected to maintain a positive and productive relationship with students, colleagues, and the community. The position is open to a tenured professional who has demonstrated excellence in teaching and research in the area of special education.

Salary: Competitive and dependent on qualifications. For more information, please contact the Associate Dean of the College of Education at 513-556-2112.

To apply, send a letter of interest, CV, and three letters of recommendation to: Dr. Mary Franklin, Chair, Special Education Division of Teacher Education, University of Cincinnati, P.O. Box 210052, Cincinnati, OH 45221-0052. Applications will be accepted until the position is filled. The University of Cincinnati is committed to excellence in teaching, research, diversity, and inclusion. Women, minorities, and individuals with disabilities are especially encouraged to apply.

UNIVERSITY OF CINCINNATI
ASSISTANT PROFESSOR • TENURE TRACK
(POLITICAL SCIENCE)

Responsibilities: Teach courses in political science with an emphasis in the area of special school age children and adults with multiple disabilities and discrete trial and token economies programs. The successful candidate will be expected to have experience in urban public school settings with linguistic and cultural diversity. Course development and assessment of teaching experiences among leadership skills, student motivation, and a well-defined research agenda. Candidates will demonstrate academic background and experience in research. The position requires an understanding of special education and psychological development, social interaction, and quality of life issues. The successful candidate will be expected to maintain a positive and productive relationship with students, colleagues, and the community. The position is open to a tenured professional who has demonstrated excellence in teaching and research in the area of special education.

Salary: Competitive and dependent on qualifications. For more information, please contact the Associate Dean of the College of Education at 513-556-2112.

To apply, send a letter of interest, CV, and three letters of recommendation to: Dr. Mary Franklin, Chair, Special Education Division of Teacher Education, University of Cincinnati, P.O. Box 210052, Cincinnati, OH 45221-0052. Applications will be accepted until the position is filled. The University of Cincinnati is committed to excellence in teaching, research, diversity, and inclusion. Women, minorities, and individuals with disabilities are especially encouraged to apply.
Florida Community College at Jacksonville

Florida Community College at Jacksonville (FCCJ) is the second largest community college in Florida and the tenth largest in the nation, with an annual budget in excess of $100 million. This progressive College serves two northeast Florida counties through five campuses and four centers, with programs ranging from adult education to college credit, including university parallel and more than 50 associate in science degree offerings. FCCJ serves approximately 90,000 students annually, one-third of whom are college credit. The College’s main population base and its administrative headquarters are located in the growing city of Jacksonville, a metropolitan area with more than one million residents. The following positions require that the individual selected have strong leadership, management and communications skills along with the ability to be a team player working collaboratively with all college employees at each campus center.

Dean of Instruction and Student Success
Dean of Liberal Arts
Dean of Student Success
Dean of Workforce Development
Dean of Workforce Development and Liberal Arts

Provides instructional leadership and ensures the effective operation of specified campus instructional departments. Areas of responsibility include faculty and staff supervision, certification, evaluation, planning and leading initiatives; budgeting, curriculum development course and program scheduling and management; problem solving for faculty and students; registration, advising and related student services. Individual selected will be responsible for the campus coordination of instructional disciplines or programs.

Reports to the Executive Dean

Minimum Qualifications: Master’s degree with a concentration related to the assigned instructional areas supplemented by three years supervisory, and or teaching counseling experience

Preferred Qualifications: Master’s degree plus two years administrative-supervisory experience in higher education at the community college level.

Salary: $53,040 - $70,752 (Dependent upon education experience)

APPLICATION PROCESS

Please Note: Only one application is required for consideration for all of the above listed positions. If you are not interested in being considered for all positions please indicate your preferences

Review of applications will begin April 1, 1999. All applications received by this date will be given full consideration. However, applications received after this date may be considered until the position is filled.

A Florida Community College at Jacksonville completed application is required and may be obtained at the Human Resources Department at 501 W. State Street, Jacksonville, FL 32202, or call (904) 632-3210 days and (904) 632-3160 evenings/weekends, or e-mail employment@fcj.org. A resume may be attached, but will not be accepted in lieu of an application.

FCCJ does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services and is an equal access equal opportunity, affirmative action college.

College of Science and Engineering
Opening for 1999-2000

The Department of Electrical Engineering and Computer Science invites applications for a tenure-track Assistant Professor in Computer Science beginning Fall, 1999. Applicants must hold a Ph.D. or equivalent degree in Computer Science and must demonstrate the ability and commitment to provide excellent teaching to both undergraduate and masters level students. Candidates with the ability to teach across a range of subjects are especially sought; specialization in Artificial Intelligence and Database are preferred. The successful candidate will also be expected to maintain a program of scholarly and/or professional activity. Applicants are encouraged to submit a curriculum vitae, evidence of teaching effectiveness, any other supporting materials, and names of three references. Applications are encouraged from women and members of minority groups.

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of appointment tenure and promotion; considerations Women and Minorities are strongly encouraged. Applicants that are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the College of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marist traditions of higher education.

Loyola Marymount University is an Equal Opportunity Affirmative Action Employer.

LOYOLA MARYMOUNT UNIVERSITY

Saint Joseph College
West Hartford, CT

Vice President for Academic Affairs/Dean

Saint Joseph College, located in the state of Connecticut, is a co-educational, liberal arts college committed to the maintenance and development of a strong and positive education that meets the needs of women and men in a diverse and rapidly changing world. The College invites applications and nominations for the position of Vice President for Academic Affairs/Dean. The Vice President for Academic Affairs/Dean is the chief academic officer of the College, reporting to the President, and directs and administers all undergraduate and graduate academic programs. The Vice President/Dean will provide leadership in the areas of academic planning, instruction and curriculum development, and budgeting.

Successful candidates will have a minimum of five years experience as a senior administrator in higher education, an earned doctorate or equivalent terminal degree, knowledge of academic technology and a record of demonstrated excellence in teaching and scholarly activity.

Although the search will remain open until the position is filled, the review of applications will begin in April. Applications and nominations should be directed to Shelley Weiss Stockebeck, Vice President & Managing Director, Education Practice, A.T. Kearney, Inc., 225 Reinterker Lane, Alexandria, VA 22314, or e-mail shelley.stockebeck@atkearney.com.

Saint Joseph College is an Equal Opportunity/Affirmative Action Employer.

Women and minorities are encouraged to apply.

Saint Joseph College

900 33076

BEST COPY AVAILABLE
The Mathematics Department invites applications for a tenure track position teaching a variety of mathematics courses beginning August 1999. The Department seeks a balance in teaching experience and academic preparation. The successful candidate will possess a strong record of academic excellence complemented by demonstrated teaching effectiveness that enables him or her to teach a range of courses from developmental mathematics to sophomore level mathematics.

Previous experience working with various learning styles is a plus. The successful candidate must be able to teach a diverse student population, willing to participate in student advisement and faculty committee work, and interact effectively with a diverse population of students and colleagues.

**Minimum Qualifications:** Master’s degree in mathematics or mathematics education. Three (3) years of teaching college level mathematics is preferred. However, equivalent adjunct or graduate assistantship teaching experience will be considered. College teaching experience must have included developmental level mathematics. Community college experience is preferred.

**Salary:** Contingent upon rank to which appointed

**Deadline for Applications:** Application review begins March 23, 1999 and continues until the position is filled.

**To Apply:** Submit a letter of application, current resume, student copy of official transcript, and names, addresses, and telephone numbers of three (3) references to Office of Human Resources, Room 114 Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (attn Mathematics Search).

Applicants invited to interview will be asked to furnish letters of recommendation, official transcripts, and sample course syllabi.

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with disabilities, veterans, and other protected class members are urged to apply.

[www.sunyocc.edu](http://www.sunyocc.edu)

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**Rhode Island School of Design**

**Director of Continuing Education**

The Rhode Island School of Design invites applications for the position of Director of Continuing Education.

Reporting to the Provost, the Director of Continuing Education is responsible for advancing the Continuing Education mission to respond to the educational needs of the community and those who seek opportunities for lifelong learning in the arts with open, accessible programs of the highest quality.

The primary responsibilities are to develop, direct, and evaluate all Continuing Education and Special Programs and explore new growth and revenue generating opportunities. The successful candidate should be a leader with experience in the management, development, and marketing of extended and continuing education programs, with a vision for lifelong learning and continuing education, and an entrepreneur with the ability to build an enthusiastic, service-oriented team, and an educator familiar with the role of computer technology in the field of art and design.

Position requirements include a Master’s degree in art, architecture, design, art history, art education, or management with experience in the planning, execution, and management of educational programs. Excellent communication skills, professional continuing education experience desirable.

RISD was founded in 1877 as a privately endowed educational institution. RISD has approximately 2,300 undergraduate and graduate students and offers degree programs in the fine arts, architecture, and design disciplines. The Division of Continuing Education offers evening and weekend classes, as well as an intensive summer program to more than 7,000 part-time students. Continuing Education has a budget of $2 million and 18 full and part-time staff. For more information about the Division, please contact our website at [http://www.risd.edu/conted/](http://www.risd.edu/conted/).

**Salary:** $55,000-$65,000

**How to apply:** Submit an application containing your resume and a cover letter describing how your qualifications and experience related to the responsibilities of this position. Review of applications will begin April 9, 1999. Mail your application to:

Ms. Carol Terry, Chair
Director of Continuing Education Search Committee
Rhode Island School of Design
2 College Street
Providence, RI 02903-2784

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**City Colleges of Chicago**

**DIRECTOR WORKFORCE & TELECOMMUNICATIONS PROGRAMS**

The City Colleges of Chicago has an exciting opportunity available for an administrative professional to oversee three district-wide programs: Telecommunications, Tech Prep and Education-to-Careers. You'll also administer plans, develop installation procedures, create marketing strategies, design curricula, plan budget allocations and supervise staff. To succeed, you'll need a Master's degree in Communications, Marketing or Education (or the equivalent) and five years of higher education administration experience, preferably in an urban community college environment. Strong leadership, analytical, communication, problem-solving and organization skills are essential. Management control background and PC proficiency are a must. Ph.D. preferred. Budget preparation expertise a plus. For consideration, send your resume to: City Colleges of Chicago, Human Resources Department, 226 W. Jackson, 12th Floor, Chicago, IL 60606. Chicago residency is required within 6 months. EEO/AA/M/F/D/V.

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**Chabot-Las Positas Community College District**

Chabot-Las Positas Community College District is accepting applications for the following positions with a deadline date of 4/15/99.

Dean of Planning, Marketing and Resource Development
$77,520 to $86,820

Dean, Mathematics, Computer Science and Engineering
$77,520 to $86,820

Dean, Physical Education and Athletics
$77,520 to $86,820

Dean of Information Services
$77,520 to $86,820

Dean of Counseling
$77,520 to $86,820

Director of Admissions & Records
$62,700 to $71,976

Director of Financial Aid
$62,700 to $71,976

Director of Research & Planning
$62,700 to $71,976

For application materials please contact:

Chabot-Las Positas Community College District
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566

AA/EOE
24 Hour Job Line: (925) 485-5200
email: hr@lpced.ccsd.ca.us
Abraham Baldwin Agricultural College
A two-year unit of the University System of Georgia

Abraham Baldwin Agricultural College is a two-year residential college located in Tifton, Georgia. Offers 53 majors, including 31 college transfer programs and 22 career technology majors. The student body of approximately 2,600 is taught by a faculty of 100. Tifton is a progressive community known for its quality of life.

VACANCY ANNOUNCEMENTS

INSTRUCTOR/ASSISTANT PROFESSOR OF BUSINESS ADMINISTRATION
(Nine Month Tenure-Track)
Qualifications: MA in Business Information Systems, Computer Science, or related field with a minimum of 18 graduate semester hours in Computer Applications. The successful candidate must demonstrate ability in written and oral communication, community college teaching experience preferred. Salary: $34,000-$38,000

INSTRUCTOR/ASSISTANT PROFESSOR OF STUDY SKILLS
AND READING (Nine Month Tenure-Track)
Qualifications: MA/PhD in Reading or Reading Education with a minimum of 18 semester credit hours in reading is required. College teaching experience is preferred and evidence of teaching ability is required. The successful candidate must demonstrate abilities in written and oral communication. Salary: $30,000-$32,000. Offer will be contingent upon funding.

ADVISING CENTER COORDINATOR
(Twelve Month Non-Tenure Rank)
Qualifications: MA/PhD in appropriate discipline required. Experience in the delivery of academic advising in a college setting is required. College teaching experience is preferred. The successful candidate must demonstrate ability in written and oral communication. Salary: $36,000-$38,000. Offer will be contingent upon funding.

CHAIR, DIVISION OF HEALTH PHYSICAL EDUCATION
AND RECREATION & ATHLETIC DIRECTOR
(Twelve Month Tenure-Track)
Qualifications: Doctorate degree preferred in Physical Education, Teaching and Coaching is required. In addition, as the athletic director, this position provides management for a comprehensive junior college athletic program for men and women. The successful candidate must demonstrate ability in written and oral communication. Salary: $44,000-$50,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF PHYSICAL EDUCATION
AND WOMEN'S BASKETBALL COACH (Nine Month Tenure-Track)
Qualifications: MA in Physical Education with a minimum of 18 graduate semester credit hours in Physical Education required. Teaching and coaching experience preferred. The successful candidate must demonstrate ability in written and oral communication. Salary: $34,000-$38,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF PHYSICAL EDUCATION
AND MEN'S TENNIS COACH (Nine Month Tenure-Track)
Qualifications: MA degree in Physical Education with a minimum of 18 graduate semester credit hours in Physical Education required. Teaching and coaching experience preferred. The successful candidate must demonstrate ability in written and oral communication. Salary: $34,000-$38,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF ART
(Nine Month Tenure-Track)
Qualifications: MA degree in art required. Instructional experience and desire to teach art in a two-year college. Experience in training in computer graphics is highly desirable. The successful candidate must demonstrate abilities in written and oral communication. Salary: $32,000-$34,000. Offer will be contingent upon funding.

INSTRUCTOR/ASSISTANT PROFESSOR OF AGRICULTURAL ECONOMICS (Nine Month Tenure-Track)
Qualifications: MA required. PHD preferred in Agricultural Economics. Teaching experience in a second area will be beneficial. The successful candidate must demonstrate ability in written and oral communication. Salary: $38,000-$44,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF FAMILY
AND CONSUMER SCIENCES (Nine Month Tenure-Track)
Qualifications: MA required. PHD preferred in Family and Consumer Sciences. Home Economics Education, or related field with 18 semester hours or 30 quarter hours of graduate credit in Interior Design, Fashion, or Child Family Development. A successful candidate will be able to demonstrate ability in written and oral communication. Salary: $36,000-$42,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF ENVIRONMENTAL
HORTICULTURE/TURFGRASS (Nine Month Tenure-Track)
Qualifications: MA required. PHD preferred in Turfgrass, Environmental Horticulture, Agronomy, or related field with a minimum of 18 graduate semester credits or 30 quarter hours of credit related to Turfgrass or Environmental Horticulture. The successful candidate will be able to demonstrate ability in written and oral communication. Salary: $38,000-$44,000.

INSTRUCTOR/ASSISTANT PROFESSOR OF PSYCHOLOGY
(Nine Month Tenure-Track)
Qualifications: MA required. PHD preferred in psychology or counseling with a minimum of 18 graduate semester credit hours in psychology. College teaching experience is preferred and evidence of teaching ability is required. The successful candidate will be able to demonstrate ability in written and oral communication. Salary: $32,000-$35,000.

PUBLIC SERVICES LIBRARIAN
(Twelve-month tenure-track position)
Qualifications: ALA accredited Master's degree, knowledge of print and online reference sources, excellent interpersonal and communication skills, familiarity with microcomputer applications. Salary: $22,000-$25,000. Offer will be contingent upon funding.

INSTRUCTOR/ASSISTANT PROFESSOR IN NURSING
(Nine Month Tenure-Track)
Qualifications: Master's degree in Nursing. Maternal child or Adult Health nursing required. Demonstrate a commitment to quality instruction and a student centered approach. The successful candidate must demonstrate ability in written and oral communication. Hold a current valid license as a registered nurse in the State of Georgia. Salary: $34,000-$36,000.

Application Deadline: April 15, 1999. Nominations and applications should include a cover letter describing the individual's interest and qualifications for the position. A current resume or curriculum vitae, unofficial transcripts of all college work and names, addresses, and telephone numbers of 3-5 references should be sent to:
Dr. Betty Horne, Vice President and Dean of Academic Affairs
ABAC-9, 2802 Moore Highway
Tifton, Georgia 31794-2601
912-386-1228
FAX 912-386-1006
E-mail: bhorne@abac.peachnet.edu

For more information visit our website at: stallion.abac.peachnet.edu/html/employ.html

Abraham Baldwin Agricultural College is committed to the concept and reality of cultural diversity and members of minority groups are strongly encouraged to apply.
FULLERTON
DIRECTOR OF PHYSICAL PLANT

California State University, Fullerton, is seeking a Director of Physical Plant. The Director is responsible for the maintenance and repair of campus buildings, grounds, utilities systems, and the heating, ventilating, and air conditioning systems. Cal State Fullerton is located in Orange County and is a campus consisting of approximately 2,5 million square feet of building space and 230 acres. The student enrollment is approximately 50,000, with a faculty and staff population of about 2,500. The Director is responsible for providing approximately 170 employees and an operating budget of $13 million in the areas of central plant, custodial services, building and grounds maintenance, vehicle maintenance, and logistical services. This position also assumes the responsibility for addressing deferred maintenance. All physical plant business systems and activities are managed through a work control center that includes a computer-based maintenance management system.

Requirements for the position are five years of upper-level planning and management experience in plant operations, preferably in a higher education environment, demonstrated management and technical abilities to administer the wide range of services associated with physical plant; a degree from an accredited four-year college or university in Engineering, Business Administration, Construction Technology or a field related to the responsibilities of the position. The successful candidate will have a thorough knowledge of modern plant management techniques, including computerized maintenance management and business systems, and have demonstrated the ability to administer a complex budget and manage personnel in a cost-effective manner.

The starting salary is dependent upon qualifications and experience. For full consideration, candidates must submit a resume and a letter of interest describing their qualifications by March 30, 1999.

Naomi Goodwin
Chair for Director of Physical Plant
Search Committee
Office of Associate Vice President
Facilities Management
California State University, Fullerton
P.O. Box 6806
Fullerton, California 92634-6806
Fax (714) 278-5942
E-mail: ngoodwin@fullerton.edu
www.fullerton.edu

FULLERTON
VICE PRESIDENT FOR ACADEMIC AFFAIRS

Walden University invites applications and nominations for the position of Vice President for Academic Affairs. Founded in 1978 and accredited by the North Central Association of Colleges and Schools since 1982, Walden University is a private, non-profit institution of higher education located in Chicago, Illinois. The University offers more than 120 graduate degree programs and certificates in various fields including education, business, psychology, and health services.

The successful candidate will have a PhD or EdD and demonstrate a commitment to the values, goals, and mission that characterize high-quality graduate education. Candidates will be expected to have at least five years of administrative experience at the deans or associate dean level in a comprehensive university and be highly regarded for their scholarly contributions, teaching, and research. The candidate will be responsible for overseeing the development and implementation of the University's strategic plan, including the expansion of program offerings, faculty development, and student recruitment.

Applications are accepted until June 30, 1999. Walden University values diversity and encourages applications from underrepresented groups. Walden University is an equal opportunity/affirmative action employer.

Naomi Goodwin
Chair for Director of Physical Plant
Search Committee
Office of Associate Vice President
Facilities Management
California State University, Fullerton
P.O. Box 6806
Fullerton, California 92634-6806
Fax (714) 278-5842
E-mail: ngoodwin@fullerton.edu
www.fullerton.edu

ST. JOHN FISHER COLLEGE
ASSISTANT OR ASSOCIATE PROFESSOR
DEPARTMENT OF EDUCATION

St. John Fisher College, Rochester, New York, invites applications for Assistant/Associate Professor of Education. St. John Fisher College is an independent college serving close to 2,000 students at a suburban campus. The College offers 25 undergraduate majors and several graduate programs. The College is currently developing new programs in Rochester. New York, and is noted for its excellent symphony orchestra, as well as for its art and science museums. Rochester also has a high concentration of some of the largest international corporations and businesses in the nation. Close proximity to the Finger Lakes region and the Adirondacks is another asset to living in Rochester.

The Department of Education is committed to excellence in teacher education, college teaching, liberal arts, the faculty, scholarship, and community service.

THREE FULL-TIME POSITIONS
Assistant/Associate Professor Special Education
Assistant/Associate Professor Reading
Assistant/Professor Reading: Elementary

The qualifications for these tenure track positions include:

- Ed.D., Ph.D., from an accredited institution
- Evidence of teaching effectiveness
- Experience in graduate programs in urban schools
- Experience in teaching reading and/or special education
- Experience in teaching reading and/or special education

Applicants should send a cover letter describing their relevant academic interests and background, a curriculum vitae, evidence of teaching effectiveness, select reprints of scholarly work, at least three letters of recommendation, and a copy of their references. Applications are accepted until the position is filled.

St. John Fisher College invites applications from individuals who are committed to diversity and are interested in working with students from underrepresented populations. An EOE/AA application is an equal opportunity/affirmative action employer.

Application materials should be sent to:
Dr. Larry Pound
Chair, Search Committee
Department of Education
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
(716) 385-8366; FAX (716) 385-8344
c-mail: lpound@sjfc.edu
Columbia University
Director of Student Development & Activities

Columbia University in the City of New York began as King’s College in 1754 and has evolved over more than two centuries. Today, Columbia is a major institution engaged in the advancement of knowledge through superior education and research.

The Position: Reporting to the Dean of Student Affairs, the Director of Student Development & Activities is responsible for leading the office in the areas of student development theory, program design, and long term planning. Other responsibilities include implementing and monitoring budgets for the Office of Student Development and Activities, including maintaining 170+ student organization accounts; performing professional and student support staff selection, training, supervision, and evaluation; coordinating leadership programs and outreach to current and potential student leaders from the undergraduate colleges at Columbia University (Columbia College and the School of Engineering and Applied Science); overseeing and ensuring support, advice and assistance to student organizations for leadership development, events planning, and financial/resource usage; developing and maintaining liaisons with other offices within the Division of Student Affairs; developing and implementing assessment and evaluation strategies for the unit; and developing and implementing partnerships with community and other external agencies relevant to student development and fund raising.

Qualifications: A Bachelor’s degree or the equivalent combination of education and experience required. Advanced degree in Student Personnel Administration or related field desirable. Minimum two years professional experience in student activities, including supervisory responsibility and budget oversight. Excellent communication skills are essential. Background in student development theory, program design, and long term planning required.

Salary: Negotiable and commensurate with education and experience.

Application and Nomination: Review of applications will begin on April 9, 1999 and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include two copies of a resume and cover letter and should be sent with the names and telephone numbers of three references to:

THE SPelman & JOHNSON GROUP

CU - Director
William Spelman, President
38 Mulberry Street, Box 304
Leeds, MA 01053
Phone: 413-584-7089
Email: mail@spelmanandjohnson.com
Applications may be received on line at www.spelmanandjohnson.com

Visit Columbia University’s website at: www.columbia.edu

Minorities are especially encouraged to apply.

Equal Opportunity/Affirmative Action Employer
Jeffrey Campbell Graduate Fellows Program

St. Lawrence University invites applications for the Jeffrey Campbell Graduate Fellows Program. Named for the university's first African American graduate—Jeffrey Campbell, class of 1933—the Fellows Program seeks to attract outstanding beginning scholars to campus to teach while working on their dissertations or terminal degree projects. Candidates must have completed coursework toward the Ph.D. or M.F.A. and must be members of underrepresented groups at St. Lawrence University and in American higher education, especially ethnic and racial minorities. Fellows receive a stipend of $25,000 for the academic year, the possibility of additional funds for travel to conferences and professional meetings, and office space with computer. The institution expects Fellows to be in residence for the academic year, to teach one course each semester in a department or program commensurate with their research interests, and to present a research-based paper in the Fellows Lecture Series each semester as well.

Address applications and requests for information to

Peter J. Bailey, Director
Jeffrey Campbell Graduate Fellows Program
St. Lawrence University
Canton, New York, 13617

Review of applications will begin on March 1, 1999. Fellows will be selected and notified, when possible, by April 15.

St. Lawrence University is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada in Ontario, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities. The University offers a unique learning environment with 160 faculty, providing 51 majors, 30 minors, and numerous interdepartmental programs, including a nationally recognized First Year Program. http://www.stlaw.edu.

SLU is an Affirmative Action employer.
Women, minorities, veterans, and persons with disabilities are encouraged to apply.

East Stroudsburg University of Pennsylvania

SPECIAL EDUCATION & REHABILITATION DEPARTMENT

ASSISTANT PROFESSOR - The Department of Special Education & Rehabilitation is seeking candidates for a full-time, tenure track, continuing Assistant Professor position, beginning in Fall 1999. Responsibilities include: instruction in undergraduate and graduate courses in special education; some course instruction in undergraduate rehabilitative services program; student teaching supervision; student advisement; engagement in scholarly activities in special education; and participation in university and community activities. QUALIFICATIONS: Doctorate in Education along with successful teaching and/or rehabilitative services experience preferred. Public school certificate eligibility preferred. College teaching experience required. Some (terminal) degree programs requiring at least 30 hours of graduate credits. A commitment to excellence in teaching and service is expected. Ability to work effectively with students, faculty, and staff. Send letter of application, current resume, names and addresses of at least three current references, and any other documentation the applicant feels would be helpful in the hiring process to: Dr. Daniel Steere, Chairperson, Search & Screen Committee, Department of Special Education & Rehabilitation, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

POSITION:

DEAN

COLLEGE OF LIBERAL ARTS & SCIENCES

DESCRIPTION: Rowan University seeks applications and nominations for the position of Dean of the College of Liberal Arts & Sciences. The Dean serves as the intellectual and academic leader and as the chief administrative officer for the College of Liberal Arts & Sciences. The College, located in the suburban campus of Rowan University, includes over 1,700 undergraduate students and 1,300 graduate students in over 30 majors in the College of Liberal Arts & Sciences, including business, computer science, economics, English, foreign languages & literatures, geology, history, language & literature, mathematics, philosophy & religion, political science, psychology, and sociology.

QUALIFICATIONS: The successful candidate will possess:

• A commitment to excellence in teaching and scholarship
• Strong leadership and management skills
• Significant experience in academic administration and budgeting
• Strong team building and faculty development skills
• Experience in innovative program development
• Evidence of strong commitment to graduate and undergraduate education development
• Demonstrated record of research and productivity
• A commitment to the undergraduate education in all of its disciplines
• A commitment to affirmative action principles and outcomes and to diversity in curriculum and learning communities
• Effective interpersonal and decision making skills

In addition to the qualifications listed above, the ideal candidate will possess the following:

• A commitment to working collaboratively with other Colleges within the University and at the University-wide level

Rowan University is an affirmative action/equal opportunity employer. Women, minorities, and those with disabilities are encouraged to apply.
Assistant Dean of Student Life

Princeton University seeks an Assistant Dean to serve as the programming coordinator in the Office of Student Life. Responsibilities include advising more than 200 student organizations, developing and implementing policies regarding financial management and fundraising aspects of student organizations; advising students with events planning, budgets, publications, organizational management and leadership; assisting with program development for the University's new campus center opening in 2002, coordinating non-academic aspects of freshmen orientation week, including the student activities fair; and overseeing the registration of extra-curricular events and activities. Individual will develop and maintain close working relationships with other University offices such as Athletics, Controller, Facilities, Public Affairs, Public Safety and University Council. The Assistant Dean will also share responsibility for the management of evening and weekend emergencies.

Position requires a bachelor's degree/master's degree in an appropriate discipline preferred; strong organizational, problem-solving and interpersonal skills; demonstrated ability to interact with a variety of groups including students, faculty members and administrators; sensitivity to the needs and concerns of students from diverse family, ethnic, racial, economic and religious backgrounds; strong analytical skills; and an ability to communicate well orally and in writing. Experience as a faculty member or an administrator in an educational setting, preferably in a college or university, is required.

For full consideration, please submit letter of application and nominations and resume to: Assistant Dean of Student Life, 449 University Avenue, Princeton University, Princeton, NJ 08544-5264.

COMMISSIONER OF HIGHER EDUCATION
RHODE ISLAND

The Rhode Island Board of Governors for Higher Education (RIBOHE) invites nominations, letters of interest and applications for the position of Commissioner of Higher Education.

The Board of Governors for Higher Education is the governing body of higher education in the State of Rhode Island and Providence Plantations. It sets policies, enacts regulations and provides guidance and oversight to the State's higher education institutions.

The Commissioner is responsible for the operational and administrative direction of the Board of Governors as well as the Rhode Island Department of Education.

Nominations and applications are encouraged from both within and outside the State.

The deadline for nominations and applications is May 1, 2003.

Commissioner's Office:
300 Promenade Street
Providence, RI 02908-7969

Frank Caprio
Chairman of the Board
RIBOHE

Faculty Positions in the School of Education
UNIVERSITY OF COLORADO
AT DENVER

POSITIONS: Three tenure-track faculty positions in the school's Master Teacher Education Program, which offers a master's degree program with secondary responsibility in one of the school's master's degree programs for experienced teachers or in the school's Ph.D. program. Two positions at the assistant professor rank; one at the associate professor rank. A third may be filled at an assistant rank if an individual with exceptional potential to contribute to student life in the Master Teacher Education Program.

RESPONSIBILITIES: Assist the school in deepening its collaboration with school districts in the Denver metropolitan area and with urban education partners in the larger urban district in order to expand opportunities for teacher leadership and to build student-led communities in Denver as a model for urban schools. At least one position will include teaching in one or more curricular areas, focusing on pre-service and in-service teacher education. The other positions will focus on curriculum development, policy and advocacy, and research.

APPLICATIONS: Review of applications will begin on March 15, 2003. Applications are encouraged from candidates with experience in urban education, curriculum and instruction, and teacher education.

Information: Address inquiries to: The Department Chair, Master Teacher Education Program, School of Education, University of Colorado at Denver, 13333 East 17th Avenue, Denver, Colorado 80217.

Seton Hall University
Assistant Director of Alumni Relations

The Assistant Director of Alumni Relations is responsible for the identification, cultivation and solicitation of high profile alumni and friends of the University through on- and off-campus events, programs and services. The position is responsible for developing and implementing a comprehensive alumni relations program that contributes to the University's strategic plan.

Responsibilities include:
- Developing a comprehensive alumni relations program that contributes to the University's strategic plan.
- Identifying and cultivating high profile alumni and friends of the University.
- Coordinating and implementing on- and off-campus events, programs and services.
- Identifying and cultivating new alumni and friends.
- Developing and implementing a comprehensive alumni relations program that contributes to the University's strategic plan.

Applications are encouraged from candidates with experience in fundraising and event management.

Information: Address inquiries to: The Assistant Director of Alumni Relations, Seton Hall University, 300 South Orange Avenue, South Orange, New Jersey 07079.
PART TIME FACULTY, GRADUATE COLLEGE
SCHOOL OF INTERDISCIPLINARY ARTS AND SCIENCES

The Union Institute is pleased to announce openings for part-time faculty positions in the following interdisciplinary areas of expertise to meet the needs of the Graduate College in interdisciplinary, learner-centered graduate education, excellent interpersonal and organizational skills, and computer proficiency sufficient to support the institutional program of the College.

Candidates must hold an earned Ph.D. from a regionally accredited institution or higher degree. They must have a demonstrated record of excellence in teaching and scholarship, an understanding of and clearly articulated interests in The Union Institute model of interdisciplinary, learner-centered graduate education, excellent interpersonal and organizational skills, and computer proficiency sufficient to support the institutional program of the College.

The Union Institute is an accredited, independent university offering highly motivated adult learners the opportunity to design and carry out individual programs of study across a wide range of academic fields. The Graduate School of Arts and Sciences offers only the Ph.D. in Interdisciplinary Studies. The Union Institute is located in Cincinnati, Ohio, but faculty members are distributed across the United States and beyond.

Because of the nature of the Institute's doctoral program, the majority of part-time faculty members begin as part-time faculty. Once hired as a part-time member of the faculty, part-time faculty who desire increased involvement with doctoral candidates can move up to the faculty on a full-time basis, depending upon the Institute's need and the clear evidence of the demonstration of successful work with doctoral program candidates and participation in the affairs of the school.

Please send nominations and applications postmarked no later than April 16, 1999.

Part Time Faculty Search
School of Interdisciplinary Arts and Sciences
Human Resources Office
The Union Institute
440 E. McMillan St.
Cincinnati, OH 45206-1925

MAS POSITION/ASSISTANT PROFESSOR

Mexican American Studies: Assistant professor without tenure starting Fall 1999, pending budget approval. Specializes with potential for research and publication in Mexican American Studies and related areas. Teach undergraduate and graduate level courses offered at UTSA Downtown Campus or Loop Ind. Campus; pursue active research agenda; provide leadership to MAS Program; involvement in proposed doctoral program. Requires Ph.D. or ABD: salary competitive; full description available. Submit application: letter of interest including resume and names and phone numbers of three references to: Vice Chancellor for Student Affairs, University of Kansas, 123 Strong Hall, Lawrence, KS 66045. Phone: 785-864-1351; Fax: 785-864-5990. MAAEHP employs.

The Union Institute is an Equal Opportunity Employer

The Union Institute
Northwest Vista College, the newest college in the Alamo Community College District, subscribes to the philosophy of participatory management with the ultimate objective of student success. The College is looking for a few passionate, dynamic, student-centered individuals to help build a new learning community. Although teaching ability is of paramount importance, applicants should also possess significant, relevant collateral skills. If you have a wealth of talent to contribute and thrive in a friendly, collegial environment, Northwest Vista is the college you've been looking for! For more information, go to our website at www.accd.edu

**Anticipated Fall '99 Tenure Track Faculty**

Applicants must have either:

- A Master's degree and 18 graduate hours in one of the following disciplines:
  - Business (with an emphasis on International Business) (99141)
    - Chemistry (99142)
    - Computer Science (99143)
    - Economics (99144)
    - English (99145)
    - Government (99146)
    - Mathematics (99147)
    - Reading (99148)
    - Spanish (99149)
    - Statistics (99150)

**OR**

- A Bachelor's degree & at least 3 years work experience in one of the following fields:
  - Computer Information Systems (99151)
  - Research Laboratory Technician (99152)
  - Semiconductor Manufacturing Technology (99153)
  - Teleservice Technology (99154)

**OR**

- A Bachelor's degree as well as specialized training or experience in developmental education in the following disciplines:
  - Developmental English (99155)
  - Developmental Mathematics (99156)

Application materials must be received by closing date: March 26, 1999. Submit one package for each position of interest: a letter of application detailing your educational philosophy, as well as the skills that make you uniquely qualified for this position, a comprehensive resume, 3 reference letters, & photocopies of transcripts. Selectees subject to criminal history check.

Alamo Community College District • Human Resources Department
201 W. Sheridan, Suite 206 • San Antonio, Texas 78204
www.accd.edu accd hr htm • enresum@accd.edu (210) 208-8051 • 110 Employer

For more information see http://www.indiana.edu/~bckampus and click on 29-25.
ASSISTANT VICE PRESIDENT FOR COMMUNICATIONS

Reporting to the Vice President for Development and Institutional Advancement, the newly created position of Assistant Vice President for Communications is responsible for developing and executing an integrated external and internal communications program. He or she will ensure that The City College’s communications with all audiences are aligned with the institutional mission, vision, and strategy and will work toward strengthening the positive image of the College held by internal and external audiences.

SPECIFIC RESPONSIBILITIES INCLUDE: Develop a strategic plan for media and publications to promote a positive public image of the College and to increase media coverage of the College’s goals and current achievements; develop a coordinating plan for official campus and related publications and other media. The purpose of this plan is to assure that all college communications convey a visually compelling and consistent look for the College, and are part of a comprehensive, cohesive and coherent initiative to communicate the College’s vision and mission; work with the Director of Admissions to plan publications and advertising that will be used to attract prospective students; work with the Vice President for Development and Institutional Advancement to develop publications, advertising, and other media initiatives that will be useful in the College’s capital campaign fund-raising; provide support for the President’s Advisory Council to promote the College’s public image; the Assistant Vice President will oversee the Office of Public Relations to assure comprehensive process to strengthen the College’s public image.

QUALIFICATIONS: The candidate for this senior-level position should have a minimum of a bachelor’s degree and eight to ten years of progressively responsible experience in communications, public relations, advertising or marketing, including strategic planning, budget and staff supervision. The candidate should be experienced in story placement and in developing convincing campaigns for major news media and must have publications experience, including editing and working with graphic designers. The candidate should have the ability to use print and electronic media including television, radio, video, and the Internet effectively as a means of conveying the College’s mission and image. It is important that the successful candidate have strong interpersonal skills and a record of success in fostering collaboration.

SALARY: $92,204-$106,916. Please send a cover letter, resume, and names and address of three references by 3/31/99 to: Chair, Search Committee, AVP for Communications, Sheppard Hall, Room 154.

City College of New York
138th Street and Convent Avenue
New York, NY 10031-1918
An AAEOE M/F/D/V

ASSOCIATE VICE CHANCELLOR ADULT EDUCATION

The City Colleges of Chicago has an exciting opportunity available for an administrative professional in our Academic Affairs, Planning and Research Department. Your duties will involve overseeing and supporting adult learning skills programs as well as managing and monitoring state grant funds. We’re also rely on you to make recommendations regarding labor negotiations, budgets, fiscal procedures, strategic planning, curriculum development, data collection, information technology issues and program policies. A Doctorate or a Master’s degree in Adult Education (or the equivalent) along with a background in higher education administration are required. Administrative experience and project management expertise is essential. Strong communication, negotiation, planning and leadership skills are a must. PC proficiency is also expected. Send your resume to: City Colleges of Chicago, Human Resources Department, 226 W. Jackson, 12th Floor, Chicago, IL 60606. Chicago residency is required within 6 months. EEO/AA/M/F/D/V.

Applications will be accepted until the position is filled.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provide a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and near Olympic ski resorts, while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour’s drive from campus.

FULL-TIME LIBRARIANS

The Division of Library and Information Services at Plattsburgh State University invites applications and nominations for three positions in the Feinberg Library. We seek individuals who place a premium on initiative, creativity, and commitment to working in a shared-decision making group environment. Feinberg Librarians share CORE RESPONSIBILITIES: instruction, service at the reference desk, collection development and liaison to academic departments, and divisional programmatic group work. Individuals with experience in multicultural and multiracial settings are particularly encouraged to apply. These are faculty positions with attendant expectations for professional competence, service and scholarship. Library and Information Services comprises Feinberg Library, computer support services, campus information systems, media services, and instructional technology. The division is user-centered and highly respected for its automation, instruction initiatives and patron services. The three positions listed below are full-time, twelve-month, tenure track appointments.

Applications are sought for Information Literacy Librarian (P# 2274-808), Instruction Librarian (P# 2274-808), Patron Services Librarian (P# 2275-808)

For complete descriptions of each position, qualifications, salary, and benefits information, please visit our Personnel website at www.plattsburgh.edu/human/personnel/

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Review of applications begins April 1, 1999 and continues until positions are filled. Please send or fax cover letter, vita, and the names and telephone numbers of three current references to Chair, Search Committee (P# ___), c/o Personnel, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax # (518) 564-4600. EEO/AA

UNIVERSITY OF NORTHERN COLORADO
College of Health and Human Sciences
Greeley, CO 80639

ASSISTANT PROFESSOR OF COMMUNITY HEALTH (#20562)

Full-time, nine-month, tenure track position in the MPH and undergraduate Community Health programs starting August 1999. Must have earned doctorate in public health, health education or health related field with emphasis on experience in environmental health and public health administration and policy. Evidence of teaching effectiveness, potential for research and grantmanship, knowledge of graduate-level standards for the preparation of health educators and integration of technology in teaching desired. CHES preferred.

All applications must include: 1) letter of interest that addresses the qualifications of the position; 2) vita; 3) three official transcripts; and recent letters of recommendation with names and phone numbers. Send to Bryan Cooke, Ph.D., MPH, Chair, Search & Screen Committee, Department of Community Health & Nutrition, 501 20th Street, Greeley, CO 80639, Ph. (970) 351-1514, FAX (970) 351-1549, e-mail: bcooke@hhs.unco.edu.

Review of applications will begin March 31, 1999, and continue until the position is filled.

The position is contingent upon funding from the state legislature. Applicants must be qualified for the position at the time of application. Initial review of applications will begin March 31, 1999 and continue until the position is filled.

UNC is an AA/EO employer and is committed to fostering diversity in its student body, faculty and staff.

AA/EO office, Carter 2011
National Science Foundation
Directorate for Computer and Information Science and Engineering (CISE)
Arlington, VA

NSF seeks candidates for 2 leadership positions in the CISE Directorate: Director, Division of Advanced Networking Infrastructure and Research (EP 99-6) & Director, Division of Experimental and Integrative Activities (EP 99-7). Incumbents serve on the CISE Directorate leadership team and direct Division activities.

CISE supports research in computer and information science and engineering, access and research in advanced scientific computing, and high performance networking. Applications of these Federal Science & Technology are in science and engineering, engineering, mathematics, or computer science.

Salary: Competitive, commensurate with education and experience.

Application and Nomination: Review of applications will begin on April 1, 1999. Nominations of individuals to fill this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include a description of your previous work experience and relevant published work. Questions about the position should be directed to Professor Donald D. Clark, College of Business Administration, Texas Tech University, P.O. Box 41201, Lubbock, TX 79409.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

COLLEGE LABORATORY TECHNICIAN

Duties include preparation of solutions and set-up of apparatus for chemistry labs; setting up lecture demonstrations for faculty; assisting students in obtaining appropriate materials for lab experiments; maintaining stockroom and assigned teaching labs in order and orderly condition. High school diploma, 1-4 years of appropriate work experience or equivalent combination of work and experience. BA/BS preferred. Salary $23,893-$37,546. Send resume by April 1, 1999 to Professor J. Dannenberg, Chemistry Dept., Hunter College, 695 Park Avenue, New York, NY 10021.

Hunter College is an Affirmative Action/Equal Opportunity Employer. Women, Disabled persons, and veterans are encouraged to apply for this position.

UNIVERSITY OF NEW HAMPSHIRE

Admissions Officer I
(Assistant Director of Admissions)

RESPONSIBILITIES: The University of New Hampshire seeks to hire two assistant directors of admissions. The assistant director must accurately and effectively represent the University to traditional and non-traditional prospective students, parents and college-bound students, and high school guidance counselors. She/he assists with the delivery of admission services to these groups, providing visitation and counseling services to prospective students, and serving in the recruitment and travel, travel and admission application review, territory management, correspondence and admitted student recruitment.

MINIMUM QUALIFICATIONS: Bachelor’s degree and one year of related experience in a counseling/advising position. The candidate must have a genuine interest in working with diverse student populations and be knowledgeable of the University’s work and the experience of an educational setting is preferred. Strong written and verbal communication skills are essential. Valid driver’s license and good driving record required. Salary: $23,893-

Columbia University Executive Director of the Center for Career Services

Columbia University in the City of New York began in 1754 and has evolved over more than two centuries. Today, Columbia is a major institution engaged in the advancement of knowledge through superior education and research. The University includes 15 schools with programs for undergraduate and professional degrees, and approximately 18,000 students and 10,000 faculty and staff members.

The Position: Columbia University seeks a professional in the field of career education to lead the Center for Career Services on the Morningside campus. The position reports to the Dean of Columbia College and works closely with the Director of the College’s senior administrative staff. In addition to serving students of the College, the Center serves other important constituencies including students from the School of General Studies, the School of Engineering and Applied Sciences, the Graduate School of Arts & Sciences, the School of the Arts, and the Graduate School of Architecture. Position responsibilities include the overall coordination and delivery of the activities of the Center for Career Services, including the supervision of six Managers in the administration of staff members; oversight of the ongoing planning and evaluation of recruitment programs; oversight of ongoing career development programming and alumni networks; oversight of the implementation of federal guidelines for work-study programs; oversight of the experimental programs and the Columbia Student Enterprise agencies; oversight of Graduate Student Programming and financial assistance services; preparation and management of the Center’s budget; and reporting to various schools and administrative divisions.

Qualifications: The successful candidates will have at least five years of experience in career development, either at a career center or institution of higher education, or within an appropriate field in industry. A bachelor’s degree, or the equivalent combination of education and experience, is required. Advanced degree preferred. Minimum of five years of substantial related experience in a University environment or in a corporate or higher education human resources setting, particularly college relations and recruiting, required. Demonstrated excellent oral and written communication, presentation, interpersonal and strong management and leadership skills required. Experience with information systems, technology and budget management and administration required.

Salary: Negotiable and commensurate with education and experience.

Application and Nomination: Review of applications will begin on April 5, 1999 and continue until the position is filled. Nominations of individuals to fill this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include a copy of your resume and cover letter and should be sent with the names and telephone numbers of three references to:

THE SPelman & JOHNSON GROUP

CU - Executive Director
Katherine Johnson, Vice President
38 Mulberry Street, Box 304
Leeds, MA 01053
Phone: 413-584-7089
Email: KS@spelmanandjohnson.com
Applications may be received on-line at www.spelmanandjohnson.com

Visit Columbia University’s website at: www.columbia.edu

Minorities are especially encouraged to apply.

Equal Opportunity/Affirmative Action Employer

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

COLLEGE LABORATORY TECHNICIAN

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Hunter College is an Affirmative Action/Equal Opportunity Employer. Women, Disabled persons, and veterans are encouraged to apply for this position.

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Seton Hall University
Associate Director of Alumni Relations

The Associate Director of Alumni Relations is responsible for the identification and cultivation of high profile alumni and friends of the University through on- and off-campus events, programs, and services for more than 35,000 alumni. Required qualifications include a bachelor’s degree and 3-5 years of progressively responsible experience in constituent relations or equivalent-related experience.

This individual will demonstrate creativity, enthusiasm, leadership, and a professional image to internal and external constituents. Will represent the Office of Alumni Relations effort on behalf of all designated alumni events, programs, and boards/committees/councils. Identifies potential volunteers to serve on projects related to the strategic plan of the University, including admissions, fundraising, and networking. Will facilitate the design, implementation, and management of programming for all academic constituencies, corporate, and regional chapters, particularly in the tri-state area, and identifying alumni volunteer leader in these areas. Will also work with Alumni Board committees.

Extensive writing is necessary in the areas of publications and correspondence to internal and external constituents. Also includes writing programs summaries and tracking reports to monitor track and evaluate alumni participation and attendance. Provide briefings to the Vice President for University Affairs, President and Chancellor of Seton Hall University. This includes confidential information. Supervise one graduate assistant. Send resume with cover letter to:

Human Resources/Assoc. Dir. Alumni Relations
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

Equal Opportunity/Affirmative Action Employer

East Stroudsburg
University of Pennsylvania

RESIDENT DIRECTOR

East Stroudsburg University is seeking a full-time continuing Resident Director. This is a 10 month live-in position with competitive salary and excellent benefits to begin in mid-August of 1999. Responsible to assist his/her supervisor in the complete operation of the residence hall(s) assigned. Assist in selecting, training, supervising, and evaluating resident advisors, and assist in the first-level counseling of residents. Supervise educational and social programming in the residence hall and oversee community service projects. Master’s Degree in Student Personnel/Counseling or related field and experience in residence hall supervision is required. Demonstrated commitment to cultural diversity is required. Final selection will be based on final interview. Send resume, letter of application and three letters of reference by April 30, 1999 to: Robert Moses, Director of Residence Life & Housing, Shawnee Hall, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

Washington State University

NOTICE OF VACANCY

ASSISTANT PROFESSOR

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING PSYCHOLOGY

Washington State University

Vancouver

Title: ASSISTANT PROFESSOR

Salary: Competitive, commensurate with experience

Position: Permanent full-time, tenure-track

Effective Date: August, 1999

Position: The Department of Educational Leadership and Counseling Psychology is seeking a qualified applicant for a permanent full-time, tenure-track faculty position in Educational Leadership at the Vancouver, Washington campus.

WSU Vancouver: The WSU Vancouver campus is located in southwest Washington state just across the Columbia River from Portland, Oregon. A growing branch campus of the Washington State University system, WSU Vancouver expects to double its student body (currently 1,514 students) and faculty in the next six years.

Duties and Responsibilities: The Department of Educational Leadership and Counseling Psychology is seeking an energetic faculty member who can comfortably collaborate with colleagues across the College of Education, with professional colleagues from school districts and professional associations, and with community members. The person selected must be committed to preparation of school leaders for the challenges of the 21st century. In addition, this person must be prepared to:

1. Teach graduate courses in educational leadership and related areas (see preferred areas below),
2. Conduct research, write proposals for extramural funding, and publish in areas of specialization,
3. Advise and direct graduate student research at the masters and doctoral level,
4. Develop collaborative relationships with school districts, professional associations, and government agencies,
5. Supervise administrative interns in the State of Washington.

Required Qualifications:
1. Earned doctorate at time of employment in Educational Leadership or a related area
2. Evidence of teaching effectiveness at post-secondary level
3. Evidence of successful professional experience in the field of educational leadership, e.g., public school administrative experience
4. Specialized knowledge and experience to teach at least two of the following: educational leadership, policy formation, educational values and ethics, educational research, measurement and assessment of learning
5. Evidence of scholarly productivity
6. Evidence of experience in diversity education

Application and screening procedures: Review of applications will begin March 2, 1999 and continue until the position is filled. Both nominations and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the qualifications criteria; three current letters of recommendation; and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. Nominations and applications should be sent to:

Dr. Gay Selby, Chair
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
Phone: (360) 546-6660

Washington State University is an Equal Opportunity/Affirmative Action Employer and Educator. Women, Minorities, Disabled Persons, and Veterans are Encouraged to Apply.
President

THE STATE UNIVERSITY OF NEW YORK (SUNY) COLLEGE OF TECHNOLOGY AT DELHI, A RURAL, RESIDENTIAL COLLEGE IN THE CATSKILL MOUNTAINS, INVITES APPLICATIONS AND NOMINATIONS FOR THE POSITION OF PRESIDENT.

The President will lead a growing institution that is entering one of the most dynamic periods in its history. A member of SUNY's University Colleges of Technology (UCT) consortium, Delhi College is embarking on an era distinguished by this new collaborative working relationship and mission change approval which gives Delhi baccalaureate degree granting authority.

The college has earned state and national reputations for its academic programs in Hospitality Management, Veterinary Science Technology, Golf/Turf Management, and Construction and the Applied Technologies. Delhi offers more than 40 academic programs leading to baccalaureate and associate degrees and certificates. Included are emphases in: Business; Humanities; Social Sciences and Individual Studies; Nursing and Allied Health; and Science, Mathematics and Engineering Technologies.

As a member of the UCT, Delhi is linked with SUNY campuses at Alfred, Canton, Cobleskill and Morrisville in a 12,000-student consortium that serves statewide educational and work force needs.

CHALLENGES AND OPPORTUNITIES

The President is the educational leader and chief executive officer of the college. The president works closely with the College Council, senior administrative staff, UCT executive director, UCT Council of Presidents, and SUNY leaders to advance the State University; the UCT consortium and Delhi College. In addition to overseeing the SUNY and UCT priorities previously outlined, the president is expected to:

- Lead Delhi College through a critical period of mission, organizational and academic change and expansion.
- Position Delhi College and secure the resources required to make the college a leader in technical education.
- Advance the use of technology in teaching, learning, administration and management.
- Establish baccalaureate degrees as the priority for new program development.
- Direct the development of new academic programs by reallocating resources and identifying other funding opportunities.
- Oversee fiscal management and planning for the college's $28.2 million all-funds budget.
- Serve as the chief advancement officer for the institution by facilitating enrollment growth and resource generation.
- Lead the expansion of a student-centered, residential and learning environment.
- Foster community and industry partnerships.

QUALIFICATIONS

- An earned doctorate from an accredited institution
- Teaching experience at the college level.
- Three years administrative experience at a residential, higher education institution.
- Excellent administrative and leadership abilities.
- Proven fiscal management and organizational skills.
- Highly effective communication skills.
- Strong background in technical education.
- Strong commitment to diversity.

APPLICATION PROCESS

Applicants should submit a brief (three-to-five page) letter of application how they might address the identified challenges and opportunities and how they meet the qualifications. In addition, applicants should submit a current resume that includes the names, addresses, and business and home telephone numbers of at least five professional references. Additional references may be requested.

To maximize consideration, applications should be submitted by March 26, 1999. All inquiries and applications will be held in strict confidence.

APPLICATIONS SHOULD BE SUBMITTED TO:
Mr. Benjamin Nesbitt, Chair, Presidential Search Committee
Delhi College
Delhi, New York 13753
Phone: 607-746-4495

Delhi College has a strong commitment to the principles of Affirmative Action and cultural diversity. The College welcomes responses from women, minorities, veterans and individuals with disabling conditions.

For more information, visit Delhi College's web site at www.delhi.edu.
ANTICIPATED FACULTY OPENINGS

Western Nebraska Community College, a comprehensive community college, is located in the panhandle of Nebraska with centers in Scottsbluff, Sidney, and Alliance. The College was founded in 1926. Current degree headcount enrollment is approximately 2,800 students. WNCC is accepting applications for various anticipated instructional positions. All positions require individuals who are warm and concerned, willing to spend and teach at various College sites, and possess a willingness to teach some Distance Learning courses. Anticipated instructional positions for employment: beginning August of 1999.

MATHEMATICS INSTRUCTOR-Responsibilities: Provide instruction in college level and developmental math courses (basic mathematics through calculus sequence) and preparatory technical mathematics and statistics. Time spent in the math lab will be included in this assignment. Qualifications: Masters Degree in Math or related field and previous teaching experience required. Community college teaching and math lab experience preferred.

INFORMATION TECHNOLOGIES INSTRUCTOR-Responsibilities: Provide instruction in various information technology related courses. Teaching knowledge of object oriented programming, data structures, networking, project management, network administration, computer science, accounting, management, and other computer software applications. Qualifications: Masters or Bachelors degree in Information Technology or related field, two or more years of teaching experience required, any equivalent combination of education and experience. Formal education or experience in IS/IT operating systems. Windows 95 or 98 knowledge required.

BUSINESS INSTRUCTOR-Responsibilities: Provide instruction in Business Administration courses and Informational Technology courses. Minimum of 2 years experience in the field, including but not limited to COBOL, Lotus Applications, Spreadsheets, accounting management, marketing and other computer software applications. Qualifications: Master's degree in Business Administration or computer science related field, with at least two years of successful teaching experience required or any equivalent combination of education and experience. Formal education or experience in IS/IT operating systems. Knowledge of Windows 95 or 98 required.

SPEECH/THEATRE INSTRUCTOR-Responsibilities: Provide instruction in basic speech and general theatre courses, direct and oversee technical aspects for one or two plays per year. Qualifications: Masters degree in Speech, Theatre Arts or related field and demonstrated effective teaching ability required. Three to five years of teaching and directing experience on secondary or community college campus preferred.

APPLICATION DEADLINE: Open until filled

APPLICATION PROCEDURE: Send letter of application, current resume, transcripts and three references to:

Human Resources Director
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361

WESTERN NEBRASKA COMMUNITY COLLEGE

ANTICIPATED FALL '99 TENURED NON-INSTRUCTIONAL FACULTY POSITION

Counselor (99171)
Required: Master’s degree with 18 graduate hours in counseling, psychology, social work or related field. Position provides academic & career counseling.

Closing Date: March 26, 1999. Submit one package for each position of interest: a letter of application, a resume, 3 reference letters, & photocopies of transcripts. Selectee subject to criminal history check.

Alamo Community College District
Human Resources Department
201 W. Sheridan, Suite A60
San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm
emresume@accd.edu
(210) 208-8051 EEO Employer

STETSON UNIVERSITY

FACULTY DIVERSITY INITIATIVE

The students, faculty, administration, and trustees of Stetson University have joined in a affirmation of the importance of diversity to its curriculum and campus community. Building on long-standing commitments to excellence in education, the University has recently undergone a thorough self-study and endorsed a comprehensive Diversity Initiative. An important priority under this initiative is to hire five new faculty members, including two in the 1999-2000 academic year, over the next few years.

We seek applications from (or nominations of) outstanding teachers with strong credentials who can assist in the implementation of our diversity goals. While we have identified particular needs in African Studies (especially African and African-American history, biology, communication studies or mass communication, computer science, digital arts), we welcome candidates in other disciplines as well. We prefer candidates with the Ph.D. in hand, but we will consider ABD candidates for Divestiture Initiatives, which will include significant course reductions to support completion of the dissertation.

Stetson University is located in central Florida, near Orlando and Dayton Beach. The University enrolls approximately 5,000 undergraduates, emphasizes undergraduate teaching, and offers support for scholarly research and professional development. It is broadly committed to ethical inquiry, social and environmental responsibility, and international programs.

Candeciates should submit a letter, which addresses directly their commitment to diversity in teaching, scholarship, and service to a liberal arts setting, and a current c.v. Applications and nominations should be forwarded to Dr. Leonard Nance, Associate Dean of the College of Arts and Sciences, Stetson University, 421 N. Woodland Blvd., DeLand, FL 32740. Screening of applications will begin March 1 and will continue until the positions are filled. Individuals may request and receive additional information about Stetson University or its Diversity Initiative in care of the Dean at the university, or phone 904.822.7515.

Stetson University is an equal opportunity employer, affirmative action/equal opportunity employer, and is committed to diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

http://www.stetson.edu
Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city. A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning resource technology, and is the site of a nationally recognized Nazarotorium which hosts local, state, and national swimming and diving competitive meets. For more information, go to our web site at www.accd.edu

Anticipated Fall '99 Tenure Track Faculty

Agribusiness Operations Technology Instructor (99157)

Required: Bachelor's degree (Master's preferred) in discipline or related coursework 3 years recent/realted work experience. Prefer teaching experience. Prepare students to apply modern business/economics principles relating to the production/marketing of agricultural products/services. Prepare students for occupational positions in operations management/marketing (including food/fiber manufacturing, environmental technologies, office systems management, agricultural products sales, animal products/nutrition sales & horticulture/forest products sales).

Art Generalist Instructor (99158)

Required: MFA with at least 18 graduate hours in Studio Discipline. 2 years teaching experience in field preferred with a willingness to develop distance learning courses.

Aviation Technology Instructor (99159)


Economics Instructor (99160)

Required: Master's degree with at least 18 graduate semester hours in Economics. Prefer graduate hours which emphasize international affairs.

English Instructor (99161)

Required: Master's degree with at least 18 graduate semester hours in the corresponding discipline. Also: Bachelor's degree in English required to teach developmental courses plus at least 1 year teaching experience or graduate training in remedial education. Special emphasis/expertise in Developmental English/Adult Literacy.

Government Instructor (99162)

Required: Master's degree with at least 18 graduate semester hours in government.

Physical Education Instructor (99163)

Required: Master's degree with at least 18 graduate hours in Physical Education experience in teaching Aerobics and Water Aerobics (prefer Aerobics Teacher Certification). First Aid & CPR instructor Certification. Experience in administration of Physical Fitness field tests.

Physical Education Instructor (99164)

Required: Master's degree with at least 18 graduate hours in Physical Education. Experience in teaching Aerobics and Water Aerobics (prefer Aerobics Teacher Certification). Experience directing Intramural Sports Programs &/or Athletic events. First Aid & CPR instructor Certification. Able to work late afternoon hours & occasional weekends.

Reading Instructor (99165)

Required: Master's degree with at least 18 graduate hours in Reading or Reading Specialization. Prefer Master's in Reading Education, Curriculum & Instruction, Language & Literacy.

Veterinary Technology Instructor/Program Director (99004RE)

Required: DVM degree. 3 years recent/realted experience in field (prefer teaching experience). Prepare students for careers as veterinary assistants or animal health technicians. Program graduates will assist veterinarians in industrial, commercial & research settings as well as in pharmaceutical companies & animal handling retail business.

CLOSING DATE: March 26, 1999. Submit one package for each position of interest: a letter of application, a resume, 3 reference letters, & photocopies of transcripts. Selectees subject to criminal history check.

Alamo Community College District • Human Resources Department
201 W. Sheridan Suite A60 • San Antonio, Texas 78204 • Job Line 210-208-8051
www.accd.edu/accd/hr/hrm • careers@accd.edu • E.O. Employer

Assistant Professor
SOCIAL WORK & HUMAN SERVICES

Join the excitement of building a new university and developing social work and human services programs and curricula on the Gulf in SW Florida. FGCU, the newest university in the State University System, opened on August 25, 1997. QUALIFICATIONS: Doctorate in Social Work or closely related field. Master's in Social Work from a CSWE accredited program is required. 3 yrs post-MSW direct practice exp in a community agency/organizational setting, and 4 yrs teaching exp. PREFERRED: Bilingual expertise in working with diverse populations of the Hispanic/Latino and/or Caribbean cultures. Basic knowledge of important issues in the field. Salary commensurate with candidate's qualifications. Send resume to: Dr. J.L. Azua, Dean, College of Arts and Sciences, Florida Gulf Coast University, 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565, postmarked by the deadline date of April 29, 1999. For further information, please call the 24-hour job line: 941-590-3111 or visit our web site at http://admin.fgcu.edu/hr/index.html. Under FL Public Records Law, applications submitted are available for public review upon request. Women & minorities are encouraged to apply. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution.

ACCOUNTING AND FINANCE COLLEGE OF MANAGEMENT

The Department of Accounting and Finance is seeking candidates for tenure-track positions in Finance and Accounting. Doctorate degree preferred. Candidates with more than 3 years of experience are also encouraged to apply. Applicants will be judged on potential, past accomplishments, and future contributions. Interviews will be held on August 19-21, 1999. A letter of interest, curriculum vitae, names, addresses, and telephone numbers of three references, and a transcript verifying degree(s) and qualifications should be submitted to: Dr. Norman W. Day, Dean, College of Business Administration, Florida Gulf Coast University, 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. Review of applications is until the positions are filled. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Employer.

U Mass Boston

PSYCHOLOGY INSTRUCTOR

Green River Community College (Auburn, MA) is recruiting for a tenure-track faculty position beginning Sept. 1999 and continuing with annual 9-month contracts. Min. qual. MA in psychology or equivalent & demonstrated teaching experience. Salary $31,720-$50,730. For more information, contact: Dr. John M. O'Brien, Chair, Psychology, Green River Community College, 640 Washington St., Auburn, MA 01501 or call (508) 755-2200 Ext. 247. Green River Community College is an Equal Opportunity/Affirmative Action Employer.
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AMERICAN LITERATURE, Asst Prof, Tenure Track. Teach introduction to advanced-level courses in American Literature. Conduct contemporary and supervised independent studies. Ph.D. required with college-level teaching potential. Field of specialization open. Preference will be given to candidates with teaching background in modern and/or women's literature and experience in pedagogy and of a minority.

COMMUNICATION STUDIES, Asst Prof, Tenure Track. Teach courses in visual production, critical thinking, media writing, and related courses. Ph.D. required with college-level teaching and professional experience in broadcasting and Internet publishing preferred. Knowledge of current industry practices desired.


SPANISH LANGUAGE, Asst Prof, Tenure Track. Teach introductory through advanced-level courses in Spanish language and literature, including written and oral language. Experience in teaching at the undergraduate level is recommended. Ph.D. required with college-level teaching potential and knowledge of current industry practices preferred. Knowledge of current industry practices desired.

For positions in Arts and Humanities, send letter of application, vitae, and three reference letters to: Dr. Kenneth Dollarhide, Dean of Arts and Humanities.

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QUANTITATIVE REASONING ACROSS THE DISCIPLINES, Asst Prof, Tenure Track. To join the faculty guiding an innovative college-wide program focused on enhancing quantitative reasoning skills at all levels of instruction, the candidate will teach writing-intensive courses and seminars in the humanities, social sciences, and mathematics.

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CHEMISTRY (2 positions), Asst Prof, Tenure Track. Ph.D. required. Seeking candidates with a strong commitment to undergraduate education. Teaching experience at the undergraduate level is required.

ENVIRONMENTAL STUDIES/GEOPHYSICS, Asst Prof, Tenure Track. Teach courses in environmental science and geophysics. Experience in teaching at the undergraduate level is required. Teaching experience at the graduate level is preferred. Experience in environmental science and geophysics is also preferred.

Apply to appropriate dean at The Richard Stockton College of New Jersey, 1019 Somerset St., Pomona, NJ 08240.
DEPARTMENT OF NURSING FACULTY POSITIONS
FULL-TIME, TENURE TRACK

Simmons is seeking doctorally prepared Nursing faculty with expertise in clinical practice, research and education to teach in the undergraduate nursing program. Faculty, staff and students work together to create a collegial learning community which emphasizes interdisciplinary cooperation, lifelong learning and professional excellence.

We are also looking for outstanding Nurse Educators who are nationally recognized for their accomplishments in the Nursing profession. Nursing faculty with specialties in medical/surgical, community mental health and nursing research are encouraged to apply.

Qualifications for these positions include:
- Doctorate in Nursing or related field
- Master’s in Nursing
- Undergraduate teaching experience
- Clinical expertise

Simmons Nursing Program is NLM accredited, nationally recognized and located in a major medical center in metropolitan Boston. Please submit letter of application and vita to: Carol Love, Ph.D., RN, Associate Dean, Simmons College, 300 The Fenway, Boston, MA 02115; fax: (617) 521-3045.

Simmons College is strongly committed to diversity and values candidates who bring a variety of backgrounds and experiences to our community.

SIMMONS

Ahead of its time in 1899. Ahead of its time now.

We are proud members of Colleges of the Fenway.

DIRECTOR,
EL CENTRO CHICANO

The University of Southern California (USC) is searching for a director of El Centro Chicano. El Centro Chicano is a program within the Division of Student Affairs focused on helping Chicano/Mexican American/Latino and other students achieve academic success, participate in co-curricular programs and engage in community service activities. The director provides overall leadership and management of El Centro while working closely with students, student organizations, faculty, staff, the parents’ council and the programs advisory board to develop programs that help students maximize their educational experiences at USC.

The ideal candidate will be bilingual; a leader with vision, creativity and a commitment to excellence. He/she must have experience in university-level student academic affairs program planning and administration; a strong interest in helping Chicano/Mexican American/Latino students be successful in a diverse educational community. The director must possess strong interpersonal, writing and oral communication skills. Competitive candidates will have earned a Master’s degree and have at least 7 years of experience. An earned doctorate in Education, Social Sciences, Humanities or Physical Sciences is preferred.

USC offers a full benefits package. Salary range $45,000 - $55,000 annually. Send resume and salary history, referencing requisition #5012 to: Employee Recruitment Services, USC, 3555 S. Figueroa St., Los Angeles, CA 90089-1260; e-mail: upcomo@usc.edu; fax: (213) 740-8784. AA/EEO.
Please visit our website at http://www.usc.edu/gojobs.

SUMMER 1999

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One to four weeks of intensive Spanish language study from early July to early August, 1999.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Nebriz of Universidad Complutense.

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- National Association of Women
EMPowerment of Hispanics through INFORMATION LITERACY

Information-seeking skills will be increasingly important to career success and survival. It should concern us all, then, that while there are many notable Hispanic librarians and information professionals, their numbers are not equitable. That has a negative impact on the profession and on the information available to and accessed by Hispanics nationwide.

Most librarians are educated in graduate programs accredited by the American Library Association (ALA). Only 19 percent of more than 5,000 new librarians who graduated in 1996-97 (the latest data available) were of Hispanic heritage, and only 24 percent of the faculty teaching them. Only five ALA schools that year graduated more than five Hispanic students—North Texas, Pratt, San Jose, California, South Florida, and Texas Austin.

Aware of underrepresentation, the ALA, at the behest of its then-executive director, Elizabeth Martinez, initiated the SPECTRUM Scholar program, which resulted in the recruitment of 17 new Hispanic heritage students nationwide.

Efforts have been made, too, to stimulate interest in serving Hispanic communities.

I committed group of librarians created REFORMA—theNational Association to Promote Library Services to the Spanish Speaking—active for 26 years. [REFORMA can be reached at http://latino.santana.edu/library/reforma/index.htm] The group is said to serve as a touchstone for Latinos in the field. Through its scholarship program, newsletter, and Web page, REFORMA provides mentoring, fosters collegiality, and focuses attention on relevant issues.

Through its annual Pura Beltrán (Children's Book Award), REFORMA honors authors and illustrators who portray and affirm the authentic cultural experience of Latino children. Its librarian of the year award recognizes outstanding professionals such as Camila Alire, the first Hispanic dean of an Association of Research Libraries institution.

REFORMA members share a widespread perception that language can be an obstacle for those who have not assimilated to mainstream culture by acquiring English proficiency. A further obstacle emerges: the development of telecommunication and computer technologies that are now an essential part of gaining access to information.

A major U.S. government report, Falling Through the Net, revealed a country clearly divided into information "haves" and "have-nots." The dividing line was often race or ethnicity. A second report, Falling Through the Net II: New Data on the Digital Divide, confirmed that the division remains and the differences between racial and ethnic groups have actually increased. White non-Hispanics (40.8 percent) are twice as likely as Hispanics (94 percent) to own a computer; more than twice as likely to have online access (Whites 21.2 percent; Hispanics 8 percent).

Several companies are beginning to recognize the importance of Hispanics as a growth market. Yahoo!, perhaps the most well-known online search engine, now has an all-Spanish version (http://www.espanol.yahoo.com). Two other excellent Web sites are Venezola Analitica (http://www.analitica.com) and Mundo Latino (http://www.mundolatino.org/latinas.com). Both provide wonderful entry points into the world of the internet through features in Spanish that review software and Web pages, provide HTML tutorials and, give links to Spanish-language sites.

The increasing "net presence" of Latinos is hearthing, but it must be remembered that the newer technologies will be used by Hispanics as a whole only if they are readily available in a public venue and only if library/information professionals provide the necessary training in information literacy—a significant reason why underrepresentation of Latinos in the profession is such a problem. The nation's libraries have a long way to go in making their staffs reflect the growing Hispanic population.

I work in central Florida, which has more than 26,000 seasonal workers of Hispanic heritage. Our faculty established a Task Force on Library Services to Farmworkers within the Tampa Bay Library Consortium. It's work formed the basis for a federal grant to fund a week-long institute on services to farmworkers.

A new ongoing course, Spanish for Librarians and Information Professionals, enables non-Spanish-speaking librarians to establish rapport with Spanish-speaking clientele through the use of simple conversational Spanish, as well as the specialized terminology of the library. The instructor has also edited a catalog of all Spanish-language books in the Tampa-Hillsborough County Public Library in collaboration with library staff, for distribution through west central Florida.

The school is this month co-sponsoring the 4th National Institute for Hispanic Library Education, "Library Services to Youth of Hispanic Heritage." The focus on youth—the potential librarians and information specialists who can empower their communities with unfiltered access to information—represents our best hope for the future. While certain states and metropolitan areas are better situated to make immediate gains in this area than others, that is quickly changing, as Hispanics become an ever-larger part of the U.S. population. Information access will play a key role in their lives.

How well positioned they are to make the most of their educational and career opportunities depends on how well we prepare the way today.
"You can recruit Hispanics, but if they're not represented in the faculty or administration, what message are you sending?"
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Toward Cross-Border Partnerships

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Data-Driven Change

BY GUSTAVO A. MELLANDER

This year for the first time in the history of this country, there are more Hispanic children under the age of 12 than there are Black children. Demographic trends are clear. Hispanic children will be the dominant minority in our schools in the 21st century.

All of this is in the face of a grim reality. An alarming number of Hispanic youngsters do not graduate from high school. The dropout rate is as high as 40 percent in some urban areas. Chicanos in particular have a low high school graduation rate. But many Puerto Ricans and recently arrived Central Americans do not finish high school either.

Many who do manage to finish and go on to college have difficulty adjusting to college life and drop out in frightening numbers. There is therefore a potential for a growing number of Hispanic students to curtail their higher education expectations and, as a result, inhibit their socioeconomic advancement.

What can colleges do to help?

Some have suggested that the teachers they train must be introduced to these facts—the better to meet this growing problem. They believe that greater proficiency in data collection and its interpretation can lay the foundation for change.

To address these and other issues, a group of federally-funded technical assistance organizations co-sponsored “Data Strategies Institute II,” the second in a series of regional professional development gatherings for technical assistance providers and district teams committed to improving education.

One of its goals is to encourage colleges to train future teachers to use data to drive educational decision-making and equity reform. Participants came from across New England, New York, and the U.S. Virgin Islands.

One session addressed the potential contributions of colleges of education to this effort. It is generally agreed that the education profession is one where data usage is not integral to daily practice.

Part of the problem is that colleges do not generally prepare future administrators, counselors, and teachers to use data—or even to “consider” using data as a meaningful strategy—very effectively. Nor do most programs model the use of data so that teacher educators, program administrators, and students gain an “experiential” appreciation of the benefits of using data.

For example, pre-service programs could easily (but do not ordinarily) gather data on their (pre-service) students: aspirations, learning opportunities, and learning results. If those data were collected and studied, they could guide continuous improvement efforts relevant to curriculum, pedagogy, and faculty development.

Similarly, few schools or colleges model the use of data to guide their improvement efforts. This not only impairs school improvement efforts but also makes the recognition of local inequities improbable, because without viewing disaggregated data showing correlations between race, gender, and learning opportunities (tracking discipline, testing participation) and learning results (grades, test scores, graduation rates), it is easy to believe that things “ain’t broke” and don’t need fixing.

For these reasons, the Institute participants agreed that it would be very valuable for colleges and K-12 educators and teacher educators to work together to strengthen pre-service and K-12 educators’ use of data.

Panelists and participants recommended the following strategies:

Administrators, counselor, and teacher preparation programs could offer graduate/undergraduate courses in conducting action research to prepare educators to use data for continuous school improvement.

Teacher educators could provide technical assistance to schools to assist them in analyzing data to identify needed improvements in pedagogy, curriculum, equitable expectations of students, and the like.

Faculty and pre-service program students could join K-12 educators in conducting research focused on generating insights to inform local school improvement priorities.

Universities are able to publish books written by classroom teachers who wish to share their insights, e.g., about data usage to inform their classroom practice.

The online journal on professional development school practices From the Inside Perspectives on PDS Work accessed at http://aents.edupeds.journal is another vehicle to distribute practical ways that teacher educators and K-12 educators can collaborate regarding data usage.

Professional Development Schools

They also pointed out that K-12 partnerships known as professional development schools (or PDSs) can help.

PDSs are long-term partnerships between a teacher education program and a school or district.

The main goals of a PDS are, first and foremost, to raise K-12 student learning results by improving teacher preparation and improving teacher professional development.

Professors often encourage teacher educators, K-12 teachers, and pre-service students to conduct action research and to gather and use data related to school improvement goals for guiding future improvement efforts.

Finally, recently emerging national efforts to evaluate and accredit beginning teachers and teacher education programs, e.g., INTASC and NCATE, are challenging pre-service programs to gather and examine data on their students' results. Participants and panelists agreed that future institutions on data strategies should include efforts to involve teacher educators and to encourage them to partner with schools in strengthening local data usage at both the K-12 and teacher pre-service levels.

From these and other reform movements, it is hoped that the quality of education provided Hispanics will improve.

Dr. Mellander is a professor at George Mason University.
Letter from the Publisher

Dear Colleagues:

The community college just might be the most successful idea ever to take root in the field of higher education. And while it is not all things to all people, it can be, and it is quite a few things to many people.

The welcome it extends comes in many languages—the language of the immigrant, of the dropout longing to get back on track, the would-be entrepreneur, the retiree—anyone eager to engage a new world of ideas or anxious to embrace a new skill.

Nowadays, it often provides a “seamless transfer” of students to four-year institutions, and a seamless transfer, too, of downsized workers to industries with a good future, as it provides, in partnership with government and business, the training that once took place on the job, paid for out of corporate budgets.

Led by a board required by statute to fairly represent its potential constituents, staffed by people with flexibility, imagination, and a gift for local collaboration, the community college has become one of the most diversely populated institutions in the United States.

Hispanic Outlook is pleased to pay tribute to this national treasure—the community college—and to all who work so hard and so well within it.

¡Felicitaciones!

José López-Isa
### Number of Hispanics Awarded Associate Degrees

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Hispanic Stats at Two-Year Colleges: No Surprises!

BY MARI CARMEN SARRACENT

In taking a look at Hispanic enrollment and faculty in community colleges, a few things stand out—some not too surprising. According to figures compiled by the United States Department of Education, those schools that enroll the most Hispanic students nationwide are concentrated in areas where a large percentage of Latinos reside, such as New York, California, Florida, Texas, and Chicago.

Miami-Dade Community College in the state of Florida tops the list on both counts, boasting a 29,929 Hispanic student enrollment during the Fall 1996 semester, of which women account for 62.9 percent. Out of the top 50 two-year colleges enrolling the most Hispanics, Miami-Dade employed the most Hispanic faculty—863. El Paso Community College ranked second with 523.

Interestingly, one trend in Hispanic student enrollment in these schools is that the number of Hispanic women surpasses that of Hispanic males—in several institutions nearly doubling that of men students. At East Los Angeles College, Hispanic women students accounted for 7,031 compared to 4,604 males. Another example is at CUNY-Hos+tos Community College where 1,466 Latinos and 2,961 Latinas were enrolled in Fall 1996.

Where the number of Hispanic faculty is concerned, there still is plenty of room for improvement, even in areas that can be considered Latino hubs. In the Houston Community College System, Hispanic faculty represent 6.7 percent of the total 2,391. In many of the CUNY institutions in New York City, Hispanics account for less than 10 percent of total faculty. On the other hand, schools such as El Paso Community College, CUNY-Hostos, and Laredo Community College show impressive percentages—42.1 percent, 15.5 percent, and 39.9 percent, respectively.

Latinas also have made strides in academia, catching up to their male counterparts. At Southwestern College, City Colleges of Chicago-Harry S Truman College, Broward Community College, Chaffey Community College, Albuquerque Technical Vocational Institute, and Long Beach City College, for example, Hispanic male and female faculty are neck and neck. Also noteworthy is that in other two-year institutions, such as Valencia Community College, CUNY-La Guardia Community College, and El Camino College, Hispanic women have outnumbered Hispanic males.

The following charts from the U.S. Department of Education reflect Hispanic enrollment and Hispanic faculty at the 50 two-year institutions that enroll the most Hispanics.
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Latina Community College Presidents

BY Michelle Adam

Community colleges are a phenomenon of the 20th century. They act as doorways to higher education and, as one of their presidents told HO, as “safety nets.” Because the public colleges accept all students and serve the needs of local communities and businesses, they often attract first-generation students. They also draw a large portion of minority students—50 percent. About half of these are Latino, according to the American Association of Community Colleges.

With so many first-time and minority students attending community colleges, it would seem likely that their CEOs would mirror their diversity. This is not the case. Although progress has been made, and extremely slowly, only 53 of approximately 1,200 community colleges are served by Hispanic presidents and CEOs, according to a 1997 report by the American Council on Education. Seventeen of these 53 are Latinas, an increase of five since 1986.

The Hispanic Outlook—in what is becoming a tradition—has selected and interviewed five Latinas with recent experience as presidents of community colleges. Their lives, including their successes and struggles, are presented here. If we were to summarize some similarities that prevailed among most of them, they would be the following: many attended all women’s colleges; many say they were lured because of their “open door” and collaborative approach to administration; all of them experienced discrimination, in one form or another. They knew they had to be twice as good to make up for an often unspoken belief that women, and especially Latinas, are less qualified than others to be effective leaders.

SYLVIA RAMOS

Dr. Sylvia Ramos could be described in a single word: determined. She was the first woman president of Latino origin to be at the helm of the Houston Community College System, and has now been president of its southeast campus for seven years.

“I want to be able to provide unique learning opportunities,” said Ramos. “There are so many underrepresented people of color. I do well setting up successful environments for all ages and types.”

“I knew I wanted to be president of something,” said Ramos. Her method: “I learned to keep focused. Winning is everything.”

This Mexican American Texana prides herself on being a southern belle at times, and at other times a Latina. It’s all about adapting appropriately to each situation, maneuvering like a shrewd businesswoman to get what she wants. As an introvert and loner by nature, she’s learned to do so by watching others carefully, learning the tricks of the trade. “I did all the things right. I knew the politics. I knew where the power points were,” she explained.

From the beginning, Ramos watched the ease with which her brothers walked in the world, taking naps while she helped her mother clean. She watched the way wealthy Anglos ran their lives while she cared for their children. “I wanted what they had in a big way,” said Ramos. And while many other Latina girls were out with their friends, or talking for hours over the phone, her mother insisted she work hard and become something more.

“I watched to see who the movers were, and they were men,” said Ramos. “I was very attracted to the way men worked.”

Since fourth grade, Ramos knew she would be president of something. Exactly what, she didn’t know.

Ramos began her career as an elementary school teacher in Victoria, Texas, but left the school after winning a race discrimination lawsuit against it. Her greater career opportunity presented itself when she began teaching adult education classes in Houston at what soon became part of the newly forming Houston Community College System of 1973.

It was three years later that she decided—within a few hours...
time—to convince the new executive vice president of the college to hire her as a campus administrator. Her master's degree in administration made her move possible. After that, Ramos served as dean until 1991, and then as president of Southeast College of the Houston Community College System.

"I really feel I have contributed a lot to this community," said Ramos, who was named "Person of the Year" during the local Fiestas Patrias. "It's so hard to win the respect of your own people," she said.

For Ramos, serving as a community college president is about bringing courses and educational opportunities to the community. It's also about empowering those, like herself, who might not have had educational opportunities, either as leaders or as students.

"I want to be able to provide unique learning opportunities," said Ramos. "There are so many underrepresented people of color. I do well setting up successful environments for all ages and types."

As a Latina, Ramos brings empathy and good coaching abilities to her role as president. She describes herself as a strong matriarch, grounded and capable of producing the kind of change necessary to build a more inclusive educational system. And as a role model, if there's one thing she's learned, it's that you can make things happen if you stay focused and plan. Think of yourself as a puzzle piece," she said. "You can take all the pieces and make it happen. You are the creator of your own life."

VERA MARTINEZ

Students often spend two to four years of their lives on a campus without ever seeing or knowing their president. It's a closed-door policy.

Dr. Vera Martinez was a different kind of president when she ran Fullerton College in California from 1995 until recently. She made time to meet with student organizations and made herself available for students to visit. She recognized employees and built a new inclusive decision-making structure. She was the first president in twenty years that the employees working the midnight shift ever met. Martinez attended their 5:30 a.m. Christmas party because she wanted to actually meet the people who worked for her.

"I went out and mingled with everyone," said Martinez. "They were surprised to see me on campus.

"It's a different style of leadership," she explained. "I believe it has a lot to do with the fact that she is Latina, a woman, and a Latina, she likes people. As a woman, she considers it important to build relationships and effective teamwork in order to get things done.

"According to Martinez, the more democratic decision-making processes are slower, more cautious, and people like herself are demonstrating that this style of leadership really works. When she needed to upgrade technology for the school, she included those who worked directly with the equipment in the decision-making process. Her actions, which would seem logical, are often left out of administrative decision-making.

"There was that kind of openness, the feeling you weren't going to be shut down if you opened your mouth," said Martinez. "I was able to work toward creating community inclusivity...shared responsibility."

Martinez was recently promoted to vice chancellor of instructional services for the North Orange County Community College District. But her four years as president still echo in the lives of students and the community at large.

"She's inspired a lot of people," said MECHA president Teresa Vásquez. "It's about time we got into higher positions. MECHA held a reception for Martinez upon her arrival at her new post.

"Fullerton is like many of California's community colleges—a quarter of its students are Latino; more than a third of its surrounding communities are Latino; yet only a dozen or so faculties are Latino.

Martinez was selected as president specifically because students had protested for recognition of their diversity. A fresh leader was desperately needed to build community. As the first woman president, as well as the first Latina and person of color, Martinez brought along her experience at Fullerton's dean, as well as Santa Monica College's dean, building innovative curriculum and instruction. Although the community was very responsive to her arrival, the administration was concerned that she would cause too much change at Fullerton and focus only on the Latino population. The two former presidents, both Caucasian males, had held their positions for 17 and 30 years, respectively.

"It's an expectation that we will focus on minority students only," said Martinez. "I made a point of reaching out and welcoming all students.

"According to Martinez, if there's anything that being Latina does bring to the picture, it's the ability to recognize that there are a lot of different perspectives on any situation. It's given me a lot of skill and ability," said Martinez. There isn't one way [on] to solve a problem."

Martinez was raised on a California farm, where her parents owned a canny. Her father wanted her to become a bookkeeper while her mother stressed education. Martinez followed her mothers advice, became a teacher, and then administrator, and hasn't regretted her decision since.

"To get out of a situation, to help the country, to create a better world—the key is education," said Martinez. And community colleges are important, she said, because they are "the safety net of the educational system."

Community college offers Martinez a transition point into what she described as "this unknown outside world." "It made it possible for me to experience success in college. It's like a neighbor- bood educational center."

Martinez created a writing center for students at Fullerton, and focused on hiring faculty who were sensitized to the needs of a diverse student population. She hopes, if having served as president, that she has opened doors to a more harmonious and enriched global community on campus.

She notes the difference she makes in students who reflect pride back at her with their renewed belief that if she can make it, then they can too. "It's just realizing that we don't need to be on the edges and the shadows," says Martinez. The fact that I have that position makes the possibility real.

VICTORIA MUÑOZ RICHARD

Dr. Victoria Muñoz Richard: vitae is twelve pages long, scan the pages, and you'll see she's taught ballet, written screenplays, worked as an interpreter and as a Web designer. Of course, she's also spent approximately 25 years as a teacher and a college administrator.

Richard is anything but ordinary when it comes to community college presidents. What exemplifies
and I firmly believe in what the board wants for its college,” she said.

When Richart describes her childhood, it sounds like a fairy tale. She was raised in the theater in Mexico City, her father a novelist and founder, and director of a classical theater, and her mother a costume designer. She followed her mother around looking for costumes and was part of her father’s critique team for his novels. At age 12, Richart had her first acting debut and attended French schools.

“I thought I’d become a novelist and actress,” she said.

Fate had a different plan. Though she married a Texan who lived in Mexico City but eventually brought Richart to this country, she learned English, received a bachelor’s degree in comparative literature in Texas, and then when she and her husband moved to Los Angeles, she taught bilingual education.

“The taste of being in front of a class was intoxicating,” said Richart. “I never thought I’d go into administration at all.”

Richart did move into administration, though, when she became a coordinator for programs for the disabled in the LA district. She learned that teaching and administration were one and the same, in a very obvious way.

“An administrator is someone who inspires when she works to achieve different things,” she said. “A teacher inspires a student to achieve a different level of knowledge.”

Richart was able to prove her abilities as an administrator, as someone who “likes setting out a goal and objective and achieving it. But it didn’t happen without some obvious examples of discrimination toward her as a Mexican woman.”

The man who hired her as coordinator for programs for the disabled admitted that he did so because he wanted “someone to control.”

He told me that because I didn’t turn out to be that way, said Richart. “I’ve never shed away from a good fight. He was in shock.”

Richart learned to fight for her rights as a woman in Mexico City, where the culture also expects her to be submissive. “I was amongst the few who said, ‘Wait a minute. I’m not going to be submissive.’”

Instead of taking on the attitude of oppression, Richart just says, “you learn more about me, and I’ll tolerate you.”

As president, she has the opportunity to hire women and minorities and build a campus with more adequate representation. But there have been many women, Latina women who have not responded to her offers to apply. Some women never consider themselves qualified enough, even though, upon looking at their resumes, Richart said they are more than qualified.

“Part of my speech to women is that we tend not to jump on opportunities. We belittle ourselves,” said Richart.

We live in a time, however, when women, and specifically Latina women, have a lot to contribute to the community colleges, she said. “Women are well positioned for a newer, more collaborative style of management. Minority women in general have a unique contribution to the tapestry. We have learned to fight for our voice being heard, for us to be respected as members of the management team. That level of inner strength gives us the understanding and compassion for those who are coming into the community college who are not as privileged.”

Richart is proud and excited to be a part of building community colleges. She describes them as the “best invention of the 20th century.” It is the most noble door to higher education, where a lifetime of destructor learning is sparked.

“Community colleges transform lives,” said Richart. And now, as she prepares Cascadia for the 21st century, it’s hard not to believe she can make a difference in this remark-
But Romero believes her background has helped build the skills necessary to get the job done. "My experience is that I am a more creative problem-solver because of having grown up in a multicultural society," she said. She was raised in a multicultural community in New Mexico, where two-thirds of her class went on to college. Romero also believes that having gone to an all-women's college, as did many of the other women interviewed, prepared her to succeed without being consumed by constant gender distinctions.

"The expectation was that you will speak up - that you will succeed."

The College of the Siskiyous has a predominantly Caucasian student body, with only ten percent minority representation. One of Romero's goals has been to increase the minority student and faculty population. "We've increased the percentage of minority faculty significantly," said Romero.

She has brought more minority students to campus as well. "If we are preparing the students for a global workplace, we need to learn to work with a wide diversity of people," she said.

Romero has high expectations of minority students. She believes that we need to stop expecting less from women and minorities, and begin setting high standards that we all can dream about and reach.

We have to deliberate on the agenda to advance. We advance all individuals, which includes people of color.

Now that Romero's children have grown, she can set beyond her primary goal of taking care of them and providing them with opportunities. She can extend her work to all students who come to the college for a chance to learn and advance in the world.

ADRIANA BARRERA

For Adriana Barrera, going to college was breaking the family mold. Her brothers were expected to receive a degree in higher education, but her more old-fashioned father primarily wanted her to get married and have children. "So, as you can imagine," Barrera said, "I did not grow up wanting to be college president."

After completing high school in South Texas, however, Barrera did go on to college. She was the only Latina there. In graduate school, she was the only Latina as well, along with one Caucasian woman in her class. "I felt the burden of being a Hispanic and Latina," she said. "When I did my dissertation, I was surprised that there were none on Hispanic female leadership. Hispanic women were not expected to take leadership roles."

Barrera continued her education beyond what she had planned. Since her husband was getting his master's degree and she wanted to go along with him. It was after graduation that the president of Austin Community College asked her to be his assistant, based on the effective work she had done as grants officer at the college. "I said no several times. I didn't want to be the Hispanic female in the president's office. I didn't want to be window dressing," said Barrera.

Don Angel, the president, however, convinced her otherwise, and ultimately became the mentor who led her to a presidency.

He was instrumental in helping me see I could make a larger contribution. That I was selling myself short," said Barrera.

Two years after leaving the assistant's position in 1992, Barrera was chosen as the first woman to lead El Paso Community College. She came in during a tumultuous time after students protested against the more traditional leadership resulting in internal administrative struggles. As executive assistant to the president, she was a prime candidate for the job.

My approach was spending time in the institution, paying attention to the people, working with new administrators," said Barrera. She told others, "I need your help as much as you need leadership."

"I call it careful attention to the college family. A certain amount of nurturing took place, a lot of talk and listening," said Barrera.

Although she recently moved on to act as consultant to the college, her contribution was noticed. "It was helpful that they could see a woman who took time to listen, who incorporated their input, and helped them weave a new path for the college," said Barrera. With 90 percent of the campus made up of Mexican Americans, it was also effective that she was Latina.

I had a feeling I could make a difference - a dramatic change. We established a system of shared governance, a decision-making model based on institutional effectiveness," said Barrera. Their open-administration model, in which everyone has a voice in organizational operation, was recognized by the state of Texas as being the best in the state.

As one of the many other women presidents agreed, women seem to be prime candidates for this kind of up-and-coming method of governance. Women are much more open to that approach," she said. Barrera focused on bringing more diversity to faculty as well, attempting to mirror more adequately the student body. It wasn't as easy implementing change on this level. As Barrera sad, admits, the power structure is still very white male oriented.

The typical subtle assumptions were evident. When attending functions, Barrera was often considered secondary to any man she was with, with people assuming he was at the helm instead of she. Many times she's one of only a few women or a few minorities at presidential conferences. It takes men, she feels, much longer to warm up to her as president than it takes them to do so toward other men.

Despite these subtleties and the power struggles that come with the territory of leadership, Barrera believes there are few excuses today for young women and minorities not to receive an education and make a difference. It is through community colleges that first-generation students usually achieve an opportunity to learn, and "now there's no excuse not to do so. There's financial aid. There are possibilities and opportunities," said Barrera.

She's learned that you can make it, but you can't mind rolling up your sleeves and really working. She attributes her success to being willing to clean up a classroom at one point because it helped forward the ambitions of the college. Whatever ambitions you have, remember that you might be asked to do some thing that seems inappropriate to you. Do it and excel," said Barrera.

Sometimes, she admits, it's depressing to see so few Latinas in positions of power. The odds are against Hispanic women, who have to document everything in their lives to prove their worth.

But, she said, "I see more colleges opening up doors to women. Barrera's goal is to support this process. Part of my vision is one of empowerment and open doors to enhance the whole crowd and say, 'Let's come along.'"
Examining the list of top community colleges that grant degrees to Hispanic students yields few surprises. Many are located in Miami, New York City, Los Angeles, and El Paso and Laredo (Texas), where large numbers of Hispanics reside.

But unlike restaurants and real estate, where location, location, and location are considered the three keys to success, other factors—such as creation of a nurturing environment and offering marketable career programs and supportive services—play a major role in helping Hispanics gain their associate degrees. Here’s how a number of the top community colleges succeed with Hispanics.

Creating a Climate of Belonging at Miami-Dade Community College—with 2,993 Hispanics receiving associate degrees

Los Angeles and New York might have larger Hispanic populations, but even their community colleges can’t come close to Miami-Dade when it comes to granting associate degrees to Hispanics.

“The issue of retaining and graduating Hispanics rests on creating a climate where they have a sense of ownership and belonging,” asserts Dr. Eduardo J. Padrón, M-DCC president. Too many schools falter by trying a Band-Aid approach, such as offering remedial ESL or special tutoring for Hispanics, he says. The school’s entire program must appeal to Hispanics, he says. The school’s entire program must appeal to Hispanics, in his view, not just an annual celebration of Hispanic Heritage Month.

U.S. Department of Education data. Padrón notes that Hispanics compose about 40 percent of administration staff and more than half of support staff.

Too many community colleges lower standards to attract minorities, says Padrón, whereas “Miami-Dade Community College is setting high standards.”

More than 90 percent of Miami-Dade’s students transfer to four-year colleges.

Creating Marketable Job Programs at El Paso Community College—with 506 Hispanics receiving associate degrees

Though the country’s unemployment rate has dipped to 4.5 percent, El Paso’s unemployment, due to the NAFTA agreement and the closing of many manufacturing plants, has increased to 12.5 percent. "Preparing our workforce is the mission of El Paso Community College," explains Dr. Raul Ramirez, its provost for Institutional Development. Of the 20,000 students in accredited programs and 8,000 students in non-credit programs at El Paso Community College, 80 percent are Hispanic, near all of Mexican heritage.

To meet its mission, the college established the Institute for Economic and Workforce Development (HEWD), which specializes in training and retraining for emerging job markets. Students can take courses in 80 different manufacturing specialties, including plastic injection molding, a growing field. In this program, students take a full academic program of math and English classes in order to pass TASP, the Texas Assessment of Skills Performance. "We’ve established this program to raise their basic skills and literacy skills, help them get an associate degree, and then a job," says Ramirez.

Community colleges have in the past had a difficult time retaining Hispanic students. EPCC created the Retention Action Program known by the acronym RAP.

“We find that most of the time it’s not academic problems that lead to dropping out. It’s their life...
problems, said Dr. Ramirez, himself an El Paso native. About 30 percent of the students in IHEWD go to RAP for assistance in housing, referrals to social services, resume writing, health care, and coping with life.

What does it take to help an Hispanic student gain an associate degree? "We've discovered," says Ramirez, "that Hispanic students who come to community college are older and have different needs than traditional 18-year-old students. We have to meet their academic needs, their living and social needs, and combine this with a culturally sensitive environment. And then the degree must lead to meaningful employment."

Co-op Programs and a Diverse Student Body Help Latinos Succeed at La Guardia Community College—with 993 Hispanics receiving associate degrees

Fiorella H. La Guardia Community College, a school within the City University of New York (CUNY) system, is located in Long Island City, Queens, a borough whose population is nearly as international as that of the United Nations. Diversity and co-op programs are two keys to the college's Hispanic graduation rate.

Students feel comfortable here, not because it's a Hispanic college, but because it's a diverse college," explains George Sussman, La Guardia's vice president for academic affairs. Hispanic undergraduates are not a monolithic population, despite being the largest minority at 3 percent of the school's population, but consist of many Hispanic nationalities. It's an environment where every student can feel comfortable, and no one is really in the majority," he says.

Co-op programs contribute to La Guardia. Students during their two-year programs are required to perform a six-week and 12-week internship, connected with their future career. A special program, "Gateway to the Workplace," prepares students for issues they are likely to encounter during their internship. Since the most popular majors are computer science, travel and tourism, business administration, computer technology, human services, nursing and physical therapy, students serve internships at a computer firm, a welfare office, a travel business, and so on. Many Latinos who were academically mediocre in high school thrive during their internships. "Internships can help build a student's self-confidence," Sussman states.

More than 20,000 students attend La Guardia's adult and continuing education program, which offers a special English-language institute. Many Hispanic students study ESL, master the basics, and then apply for an associate degree. The bilingual education associate program also attracts a lot of Hispanics, who know there will be jobs teaching the 1.1 million students in New York City's public schools.

To help students make the transition to college, many of La Guardia's incoming students are clustered together, taking three or four common classes. Faculty members operate collaboratively, making connections between the ESL and business courses, for example. "Students build a sense of solidarity," said Sussman, "and their courses are linked."

Borough of Manhattan Community College Doesn't Wait for the Hispanic Community to Come to Its Door—with 52 Hispanics receiving associate degrees

Located on Chambers Street, near the World Trade Center and less than a mile from Wall Street, CUNY Borough of Manhattan Community College (BMCC) is not surrounded by Hispanic neighborhoods. That's what prompted Dr. Antonio Pérez, president of the school, to say, "We're not going to sit here and wait for students to come to us. We're going to reach out to them. The school has been successful. Hispanics constitute 32 percent of its 4,000 student body.

New York City high school students who pass the CUNY Writing Assessment test can now take college-level courses taught by BMCC faculty at six high schools located in minority neighborhoods. "We're already reaching 150 students and would like to increase that number," notes Dr. Pérez. BMCC is also ironing out details to teach courses at four-year schools such as City College of New York and Hunter College to accommodate students who live closer to those schools who want to take BMCC courses.

BMCC offers a free summer immersion program to entering first-year students to reduce their remediation needs. During break time, it offers winter immersion, which attracted 1,000 students in 1998, to assist students in passing the CUNY Writing Assessment Test.

Innovative programs are planned, such as a digital technology program. Courses in place are a respiratory therapy program, paramedic program, social work, allied health science, computer science, and liberal arts.

Dr. Pérez notes that his high school guidance counselor advised him to enter the Marines because the advisor did not think that Perez had the academic stuff to earn a college degree. With his doctorate in hand, Dr. Pérez vows that BMCC students...
will be treated with more respect and with higher expectations.

Providing Academic Skills and a Caring Atmosphere: Laredo Community College—with 399 Hispanics receiving associate degrees

Ninety-five percent of the 7,000 students in degree-granting courses at Laredo Community College in Laredo, Texas, are Hispanic, reflecting the population of this border town, explains Dr. Ramón H. Dovalina, the school’s president since 1995. Much of his attention has been focused on helping students gain the skills to pass TASP, the Texas Academic Skills Performance (TASP), a test of reading, writing, and mathematics abilities.

Serving Students’ Bilingual Needs: Hostos Community College—with 30” Hispanics receiving associate degrees

In 1990-91, 30% Hispanics earned associate degrees at Hostos Community College, located in Bronx, New York. The college also was lambasted by New York Mayor Giuliani because only 10 percent of its students passed the CLNY Writing Assessment Test. Due to the mayor’s rebuke and the onslaught of media attention, Dr. Santiago Hostos’ president, resigned, and an acting president, Dr. Dolores M. Fernández, a professor of Education at Hunter College from 1990-98, was appointed in March of last year.

Hostos has succeeded at reaching Hispanic students because of its “bilingual mission,” says Dr. Fernández; “there’s a commitment of staff to all students, and particularly to Latino students,” she says. Fernández notes that many professors have Ph.Ds from Harvard, Yale, and Princeton, and could teach elsewhere but are committed to reaching Hostos students. The Hostos student body is 70 percent Hispanic. The typical Hostos student is a 23-year-old female parent who is on public assistance. To ensure that students receive support, the school has intensive counseling programs in place and a daycare center on site. (Though there’s a waiting list, says its president. Because most students are juggling a part-time job, school, and parenthood, most take seven to eight semesters or nearly four years to graduate.

To upgrade the students’ academic performance, Dr. Fernández has introduced Hostos Renaissance, a program that aims to ensure that all students graduate from the school speaking two languages. Approval has been granted for a core Language and cognition course, which will emphasize dual language programs. Students who already are fluent in English will learn primarily in English but also take courses in Spanish/Spanish, speaking students will learn primarily in Spanish while mastering English. Dual languages “will enhance students’ job marketability,” replied Dr. Fernández. “if you work in a nursing home in New York, you’ll need to speak two languages.”

Hostos’ allied health program has been one of its most popular programs. Students can major in nursing, dental hygiene, radiology, or gerontology, or study to become medical lab technicians and LPNs. The nursing program has helped put Hostos on the map, but the program did not move ahead at the pace it should have;” Dr. Fernández says. She is beginning to strengthen that program as well.

Students are encouraged to attend special writing workshops to enable them to pass the CLNY Writing Assessment Test. Early results show progress. In 1998, 22 percent of the students passed the test; in 1999, 12 percent increase over the previous year, but still a long way from the ultimate goal. “We intend to make Hostos a school of excellence, to attract a bilingual student body, and attract more than 18 percent of our students from New York City high schools,” said the newly named president.
The past year has been a time of significant growth for the Rancho Santiago Community College District. One important change is the approval of a multi-college system for the district. The result is two distinct colleges where there had been but one. This new organizational structure is intended to allow the district to better serve the residents of rapidly growing Orange County, California.

With its new-found independence, Santiago Canyon College began offering students enrolled at its campus the full range of student services—such as financial aid, admissions and registration, academic advising—previously accessed through Santa Ana College.

To accommodate enrollment growth at the flagship institution, Santa Ana College, and to provide equitable support for both colleges, the Board of Trustees voted to move district operations from Santa Ana College to a new facility at 2333 Broadway (in Santa Ana). Adjacent to the Interstate 5 freeway, the new operations center is accessible and conveniently located to all district campuses and sites. There also is new leadership to advance the district into the next century.

At the helm is Dr. Edward Hernandez, Jr., former executive vice chancellor and president of Santa Ana College. The Board of Trustees appointed Hernandez chancellor of the Rancho Santiago Community College District in July of 1998. A graduate of Nova Southeastern University in Florida with a doctorate in community college administration, Hernandez joined the district in 1989 as vice chancellor for student affairs. By instituting such sweeping changes, the Rancho Santiago Community College District has found a winning formula for serving its growing community; and these efforts land the district and its two community colleges onto the *Hispanic Outlook* Honor Roll.

The mission of Rancho Santiago Community College District is to "respond to the educational needs of an ever-changing community and to provide programs and services that reflect..."
academic excellence." The district's two colleges are to "promote open access and celebrate the diversity of both its students and staff, as well as the community." A recent survey of Orange County residents conducted by UC-Irvine shows a high degree of satisfaction among residents. Education is a priority factor in this and in previous annual polls. "To sustain the good times and extend these benefits to all county residents is our greatest community challenge," says Dr. Hernandez. It's the aim of his administration, he says, to serve the community...the entire community.

Hernandez sees "community connections" as a most important mission of a successful district, and notes that "Every student comes to us with relationships to a family, to an employer, to a faith, to civic and social groups—which extend our connections to the wider community we serve. Three quarters of our students work at full- or part-time jobs, nearly half are parents, and their average age is 30. Numbers that suggest the many community connections that students bring to the learning environment."

"More than ever," he adds, "we rely on our community partners to plan for the future. It's an investment in improvement of the quality of life for Orange County residents."

Rancho Santiago Community College District comprises 195 square miles in central Orange County, an area with a population of about 700,000. Enrollment in district programs in September of 1998

Honor Roll Facts in Brief

INSTITUTION
Rancho Santiago Community College District
(Santa Ana College & Santiago Canyon College)

LOCATION
District Office
2323 North Broadway
Santa Ana, CA 92706-1040
(714) 480-7500

ESTABLISHED
1915

ENROLLMENT
47,596

DEGREE OFFERINGS
Two-year associate's degree

ANNUAL TUITION AND FEES
$755 two years of full-time enrollment (in-district) for California residents

FULL-TIME FACULTY
1,744 Part-time (17 percent Hispanic)
319 Full-time (12 percent Hispanic)

HISPANIC ENROLLMENT
37 percent of Credit Enrollments
49 percent of Non-credit Enrollments

(Hispanic transfers and graduates for 1997 include 31 percent transferred to UC system and 27 percent transferred to CSU's.)

A FEW SPECIAL DEGREE PROGRAMS
Business Administration
Environmental Studies
Ethnic Studies
Fire Technology
Library Technology
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Independent Latino Student Association
Latino/Latina Leadership Club
MECHA
Puente Club

INTERNET ADDRESS
www.rancho.cc.ca.us
toted 4,596 students, with 24,706 taking college credit or non-credit courses. Community service programs serve 2,000 residents who enroll in non-credit, fee-supported classes.

Enrollment has been growing at Santa Ana College since 1995, with an increase of more than 10,000 students. According to Julie Stark of the district's research and planning department, the year 2000 should bring a 44 percent increase in the number of area high school graduates, with that figure expected to increase 100 percent by the year 2011. Stark estimates that 29 percent of these high school graduates will enroll at SAC, requiring the school to create 245 new classrooms to accommodate the influx. Moving some administration offices out of the college into the new central administrative complex should help free up some much-needed space.

Although it includes one of the oldest community colleges in the state, Rancho Santiago Community College District might not be a familiar name. The district has undergone a number of name changes in the last 80 years—the length of time that Santa Ana College has been in existence. In 1915, Santa Ana Junior College opened its doors to 25 students as a department of Santa Ana High School. It was the second junior college established in Orange County. An earthquake damaged the Santa Ana High School building in 1933, prompting a move to North Main Street, where it remained until 1947. A 1945 bond issue paved the way for development of a 48-acre campus on the corner of 7th and Bristol Streets.

During the college's 40th anniversary year, 3,057 students enrolled in both day and evening classes. Ten years later, the college had doubled its enrollment to 6,062 students. In 1971, Santa Ana College officially separated from Santa Ana Unified School District to form the Rancho Santiago Community College District. In addition to serving Santa Ana, the district also serves Anaheim Hills, Garden Grove, Orange, and Villa Park.

The district's annual budget is $130 million. Today, the multi-college district includes Santa Ana College, Santiago Canyon College, the Business and Industry Services Center, Centennial Education Center, the Criminal Justice Training Center, Garden Grove Center, Marketplace Education Center, Orange Adult Learning Center, and the Regional Fire Training Center.

Santiago Canyon College grew on a plot of 30 acres purchased from the Irvine Company in 1978. The first permanent classroom building was opened at Santiago Canyon in 1985, when more than 2,500 students enrolled.

Hispanics make up 37 percent of the student population enrolled for credit and 49 percent of non-credit enrollments. That makes Hispanics the largest group in both categories. White/non-Hispanics account for 32 percent of the credit enrollments and 24 percent of the non-credit population, with Black/non-Hispanics making up three percent of the for-credit enrollments and two percent of the non-credit students. Asian/Pacific Islanders number 20 percent of the credit enrollments and 14 percent of non-credit students.

Of the 1,44 part-time faculty, 12 percent are Hispanic. Twelve percent of the full-time faculty are Hispanic. Each semester, approximately 2,000 courses are offered by the district's two colleges. Course work may lead to Associate of Arts than 150 transfer and employment completion in 75 occupational programs and delivery of classes the Televisio Consortium. Continuing education, non-credit and high school credit courses.

Eight businesses, including B/E Interpore, MD Pharmaceutical, PC Management contracted with the disdaining and education for their employees. Received training through partnerships and community colleges.

The new district operations center on a four-story, 55,000 square-foot built operations functions such as accc services, facility planning, human resources and research and planning. In addition, tenants such as the Hispanic Chamber of Commerce, as well as the

The Santa Ana College el Don Pacemaker Award from the Association Media Advisors for the seventh time was recognized as one of the top papers for excellence in editing, design.
Brooklyn Scholars Program

Honors Academy raises hopes and academic levels.

BY JEFF SIMMONS

Lisa Calvente was not always at the front of the class. Growing up in Brooklyn, N.Y., she spent much of her school days daydreaming or skipping class.

Education was not a priority. In fact, it didn't seem to be anywhere near the top of the list of her goals in life.

Until one afternoon, when she was chatting with a classmate while cutting class. The girl "gave me this two-hour lecture" about how she struggled to overcome the obstacles set before her, and the perceptions of peers and teachers that she wouldn't amount to much.

"She just wanted to prove to everyone that she's not a loser and that she could do this. She wanted to prove to everyone else who thought of her in a bad way that she could actually be someone," Calvente says. "I realized at that moment that her life mirrored my life. So I went back to class."

She pauses while remembering this life-defining moment, and adds succinctly, "And I did well."

Ever since that moment, Calvente has waged her own struggle to succeed in school. Her grade-point average inched upward, then jumped dramatically. She fashioned dreams of attending college, which previously had seemed as foreign as the countries she had since visited.

That drive has made her a star among stars. Calvente was chosen to receive a Mellon Minority Undergraduate Fellowship at Brooklyn College, a highly selective program designed to help students become scholars in the humanities and other fields. She now avoids dwelling on the past and looks beyond the moment to a vast future ahead.

Since I've been in the program, I've wanted to study more about myself, about my education, and she is not alone. The effort is part of the Honors Academy at Brooklyn College, which drew together seven honors programs three years ago. Three hundred students of Brooklyn's 15,000 student body are enrolled in the academy this year.

The Honors Academy provides more than funding for these students, and focuses some of its work on addressing the needs—and raising the hopes and academic levels—of minority students. When it opened its doors, the academy offered students of the commuter campus a place not just to study—there are computer labs and a classroom—but a place to lounge and to meet each other.

That might not seem like much, but the academy offers a chance for students to find a family of peers when many are often rushing off to part-time or full-time jobs. Many are older than the average college student and juggling more obligations that press into time needed to study and learn.

"The honors program allows them to get to know each other, to have smaller classes, special professors, special research opportunities, and special programs such as conferences and seminars in small group settings," says Brooklyn College President Vernon L. Latun.

"They are highly motivated students, with 3.5 averages or better, who have an interest in becoming professors or doctors or pursuing careers in areas the programs focus on, and usually these students have intellectual interests beyond just their vocational interest."

Adds Dr. Kenneth Bruffee, the director of the Honors Academy: "They get to know each other very well. They attend class together, they do projects together, hang out together."

The Mellon Fellowship is funded by the Andrew W. Mellon Foundation. Besides humanities, students can become scholars in anthropology, earth sciences, geology, physics and mathematics. Students apply during the latter half of their sophomore year, but
only a few are accepted.

Students must be African American, Hispanic, or Native American. Most of the 11 students now in the Mellons Fellowship program at Brooklyn are African American, and nearly all are women.

Just getting into a program like this is a boost to their ego," says Margarita Fernandez Olmos, the director of the Mellon Fellowship at Brooklyn. Olmos screens the applicants and guides them through the two years.

The program also requires students to achieve high grades and to submit essays and faculty recommendations. But the rewards are generous: the program dispenses financial assistance to cover most tuition costs—an estimated $3,000 per year—during a student's final two years. Participants also receive two $3,000 stipends to spend summers abroad studying.

"One of the things that Mellon offers them which is such a plum is summer stipends for research," Olmos says. "A lot of them use this for summer study programs abroad, where they are able to travel and have a whole new world open up to them."

Calvente, who is half Puerto Rican and half Vietnamese, spent her summers in Mexico, studying Spanish and the culture for three weeks, and then Cuba, where she continued her studies of the language and culture.

Such cultural saturation altered her outlook, even her style. Although I was in the program, I was still rough around the edges," Calvente says. "I was still very street-wise, even in the way I dressed and spoke. I didn't have a wide selection of vocabulary. I spoke slang to everyone."

Now, I've changed. I didn't want to share my ideas with people, I was afraid they would think it was a stupid idea, but now I am willing to take chances. There was gradual change, but I changed.

Olmos cites another student, David Colon, who took part in a professional conference in Mexico. He really started feeling he was involved in the academic process because he was able to see it from the inside," she says.

It helped me pass for school, so definitely the financial aspect was what hired me," says Colon, a 21-year-old Brooklyn native who graduated with a major in English and a minor in Spanish.

Colon, who also was swayed by the Mellons focus on the humanities, spent his second summer in Ecuador gaining a firm grasp of the language. I was semi-fluent," says Colon, whose parents were from Puerto Rico. "It was an issue of being immersed—constantly be there where no one speaks a word of English—to get the facility of speaking."

Like Calvente, Colon was awarded not just the Mellon Fellowship but a Ford Colloquium Scholarship at Brooklyn. He is now pursuing a Ph.D. in English at Stanford University.

Calvente now goes in search of applicants to aid recruitment efforts. Professors say they receive far fewer applications for the program from minorities than from non-minorities.

Currently, about 18 percent of the students are Asian background. 12 percent are African American or African-Caribbean, and three percent are Hispanic. Six to seven percent are women, and 5 percent are men. But he points out that those percentages reflect the college's student body at large.

Often the low numbers are a reflection of the upbringing of
there already knowing how smart they are. Whereas many students come to a school like Brooklyn College not knowing these things and having to learn them as they go along, replacing their background to some extent without losing touch with their roots and their sense of identity.”

The Mellon fellowship encourages them to continue their studies toward a Ph.D. and to try their hand at seeking a career in higher education—where countless studies have spotlighted the dearth of minority professors and other role models.

Olmos, who was born in New York City to parents of Puerto Rican descent, stepped into the role to “help the students along, since I had myself been helped by people in my career.”

“I was helped every step of the way by people in the field,” she says. “I was lucky in that I met a lot of generous people. Every place I went, somebody took an interest. Not everybody is as lucky. This was an opportunity to sort of give back.”

“The whole purpose of this is to get more African American and Latinos and Native Americans involved in higher education,” she says. “Their confidence level gets a boost the minute they get into a program like this. They start to feel successful at something.”

Adds President Latton: “I think it’s a historical problem that the pipeline has been very limited. The number of minorities going to college has not been as large as the minority population, and the ones graduating weren’t going on to get doctorates.”

Latton notes that Brooklyn College ranks among the top 20 colleges in the nation for students who graduate to pursue Ph.D.s. “We want to make it larger so that more students can participate in it, and we hope that the quality of the honors program will attract even better students to come to Brooklyn College,” he says.

Calvente, who is 22 years old, now dreams of taking a year off after this semester, to travel to Africa and Vietnam, to learn about the other half of her heritage. But her studies are far from over—a reflection of her two years in the program.

“It means a lot because I probably would have graduated without it, but I probably wouldn’t be where I am today,” she says. “It’s a historical problem that the pipeline has been very limited. The number of minorities going to college has not been as large as the minority population, and the ones graduating weren’t going on to get doctorates.”

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Improving the FUTURE for Hispanic Americans

The Role of Community Colleges

Why are community colleges critical to the educational success of Hispanics? What can these colleges do to increase their commitment to Hispanics?

We can begin with the demographics. As many HO readers know, by the year 2050 Hispanics will be the largest minority group, comprising 25 percent of the total United States population. A further review of the data shows that currently a third of Hispanic Americans are under age 15. By the year 2050, census projections suggest that Hispanic students age 5 to 18 will represent 25 percent of the total school population.

The potential impact of these numbers is evident if we examine the state of Hispanic education today. Although the U.S. Hispanic socioeconomic picture has improved somewhat in the last 15 years, and many Hispanics have climbed the educational and career ladders, the overall educational attainment of Hispanics has been poor. This is the fastest growing minority group in America, and yet it has the lowest educational attainment when compared with every other racial/ethnic group. Hispanics have the lowest completion rates at the high school and college levels.

A look at completion rates for the bachelor's degree for individuals 25 years and older shows: Non-Hispanic Whites, 25.6 percent; Blacks, 15 percent; Hispanics, 10 percent. Hispanics have the lowest completion rates and the highest school dropout rates of any group. In short, Hispanic students are at risk.

The many factors contributing to this rather bleak picture are undoubtedly complicated and

"The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America."

President William Jefferson Clinton
intervened Socioeconomic factors, overt discriminatory practices and policies, socialization factors, and the educational system's deficiencies all play a role.

Some of these variables need to be addressed at the legislative level. Congress, the Executive Branch of government, state and local governments, and the private sector all need to be involved, motivated, and committed to changing the status quo. In order to stem the tide of the Hispanic students' early dropout rate, intervention in the educational system must be made at the preschool, elementary, and high school levels.

The research shows that not only do Hispanic American students have a higher dropout rate than does any other group in America, but they also tend to leave school earlier than other dropouts. In 1993, 42 percent of Hispanic dropouts had not completed 8th grade. Another eight percent left before completing 10th grade. Consequently, nearly 60 percent of Hispanic students who drop out of the educational system have less than a 10th grade education.

We must focus on how the educational system, particularly the community college can and should act to improve college retention and completion rates of Hispanics. My focus on higher education for Hispanics stems from the disparities between postsecondary Hispanic student enrollment and degree-completion and from the Hispanic American presence in the general population. There is a gap between enrollment-completion rates and the available pool of Hispanic high school graduates. The rationale for focusing on community colleges is based on data showing that in 1991 about half of all Hispanic Americans enrolled in postsecondary education were attending them.

Community colleges have the ability to provide two years of excellent education that can lead to transfer to a four year institution and a bachelor's degree. Additionally, community colleges offer some students certifications and special training that can lead them to a place in the workforce.

Educational attainment is widely recognized as the key to improving people's futures—opening doors of opportunity, as well as enhancing socioeconomic mobility. A commitment to improving the plight of Hispanics is necessary not only because it is the right thing to do, but it is imperative that this fastest-growing and soon-to-be-largest minority population succeed in education as an investment in the future of the nation.

The magnitude of the crisis is unparalleled. According to every educational indicator, Hispanic Americans are making progress at alarming low rates—from preschool through grade school to junior high through high school, and on into higher education. The cumulative effect of such neglect is obviously detrimental not only to Hispanics but to the nation.

What Can They Do?

What can community colleges do? Many of these suggestions are taken from the report of the President's Advisory Commission on Educational Excellence for Hispanic Americans, September 1996. From the recent Third Annual Symposium of the National Community College Hispanic Council (NCCCHC), and from my own review of the literature on classroom atmosphere, here are some suggestions for community college administrations to improve retention and completion rates:

- Work with community groups to provide apprenticeships, mentoring relationships, and summer training programs.
- Equip educators in effective skill training in technology, computer skills training, basic education in the native language, ESL courses, GED courses, and parenting training courses to enable adults to participate more fully in the workplace, attain better paying and more satisfying jobs, and to become better advocates for their children.

Suggestions for faculty to improve retention and completion rates:

- Establish a welcoming classroom environment. Build rapport and connect with students by greeting them when they arrive, address their names, and use their names in class in ways that boost their self-esteem.
- Learn how to pronounce student names correctly. If needed, put notes in your roll book so you remember the correct pronunciations.
- The first day of class or early in the semester have students meet other students in the class. Many exercises can accomplish this. You could even devise your own exercise using your course material in some way. Many students have shown that the single most
important factor contributing to student success is that students experience a sense of belonging to an institution. One of the best places to build a sense of community is in the college classroom.

- Invite all of your students to visit you in your office during office hours. Offer particular encouragement for students who you sense are at risk of not doing well in your course. The earlier the first contact, the greater the chances for student success.
- Arrange seats in a way that students are facing each other, as for example, circles and semi-circles, in order to promote student-to-student interaction. Social-psychological research has shown that morale is highest in groups where people are engaged in discussion.
- Walk around the classroom to establish physical proximity with students who have selected to sit away.
- Establish eye contact with all the students in the class, not simply the ones in your immediate circle.
- Prolong and coach students who are reluctant to speak in class with, for example, “Very good. Can you tell us more about that?”
- Talk to your students in a language and at a level that is understandable to them. Do frequent checks in class to determine if students are with you. Try using the “Minute Paper” as a way of assessing where the class is. You can have students respond to two questions: What is the most important part of today’s class so far? What part of today’s class is still not clear to you?
- Encourage students to form study partners or study groups.
- Occasionally have students write their responses to your questions before answering them aloud. This brings more people into the discussion than those whose hands shoot up immediately.
- Increase your “wait” time when you ask a question by a few more seconds and you will engage more students in the discussion.
- Listen carefully to students questions and comments in class and give substantive feedback. Students need to feel that their ideas are worthy of consideration and that the class is a safe environment in which to speak. When a student gives misinformation in class, you might be able to refocus what has been said to correct it for the class without diminishing the students’ self-worth. Your tone of voice and demeanor are important in showing respect for your students even at times when you do not agree with, or perhaps do not respect, what they have said.
- Praise students for their questions and comments.
- Create a supportive atmosphere that promotes student success in your class from day one. Encourage students to work hard to achieve, to come to all their classes, to be on time for class, and to stay current with their studies. Don’t deliver a doom and gloom lecture about how difficult your course is and how many students fail. Share with them your high expectations but tell them about how other students have been successful. Some faculty share with their students written comments from students from the previous semester. This seems to be effective since students often pay more attention to their peers than to their instructors. Tell them about the college’s available services such as tutoring, learning centers, and writing centers. Give them tips on how to do well in your course.

Hopefully, these suggestions for both community college administrators and faculty will promote student retention and success. The community college, a vital part of society, as a whole, needs to be invested in the educational success of our Hispanic American people.

As President Clinton said at the 50th Anniversary Commemorative Services honoring Franklin D. Roosevelt, “Let’s not forget that we also have an educational dream. Education is the fault line in America today. Those who have it are doing well in the global economy, while those who don’t are not doing well. We cannot walk away from this fundamental fact. The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America.”

"Many studies have shown that the single most important factor contributing to student success is that students experience a sense of belonging to an institution. One of the best places to build a sense of community is in the college classroom."

ANGELA PROVITERA MCGLYNN

REFERENCES


Our Nation on the Fault Line, p. 14

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It Is Time to Focus on Outcomes
Veteran Educator Proposes New Emphases

BY LEO CHÁVEZ

Dr. Chávez is chancellor of the Foothill-De Anza Community College District. Raised in El Paso, he received a B.A. from the University of Texas at El Paso, an M.A. and a Ph.D. in history from the University of Michigan. He has been a teacher and administrator in California community colleges for more than 20 years.

There are few words that carry more meaning to minorities than access. For Hispanics, access to a quality education and to the good jobs that typically result from such preparation represents much of what we struggle to gain.

Yet, today, most of our public policy debate seems to center on eliminating policies that enhance our ability to enter quality educational opportunities.

Whether one is referring to the Hopwood case in Texas or Proposition 209 in California, or news reports in virtually any state in the nation, there appears to be a widespread attack on access. The key tactic to ensure access, of course, has been affirmative action. As a result, we are expending great energy in defending affirmative action.

But I would argue that we are missing the point in the public policy debate regarding affirmative action, and that the misplaced emphasis is costing the Hispanic community a great deal. Nowhere is this lack of proper focus more evident than in education.

I would propose that the current debate regarding affirmative action ignores the fundamental issues that should be the focus of our concern.

First, affirmative action as a tactic means to an end and not the end in itself. As a tactic, affirmative action is designed largely to gain entrance or access. Yet as a plan of action, there is no clear evidence that the plan has succeeded at least not in the broad social sense. A preliminary study by a Steve Valley think-tank is about to report that the end of an affirmative action admission policy in the University of California system is not likely to impact the number of Hispanic students actually graduating from the university. In addition, while there have been some gains, we remain severely underrepresented in our educational institutions, in many occupations, and in corporate offices.

So in fact, our fierce defense of affirmative action has obscured the painful fact that after more than a generation of effort, it has not succeeded in a fundamentally important sense. Affirmative action has simply not been as successful as it needs to be.

Second, our defense of affirmative action fails to recognize the very real fear of the White middle class that their access will be diminished if affirmative action policies remain in effect. I understand and accept the fact that much of the current opposition to equal opportunity programs is due simply to racism. Nonetheless, we are alienating a significant group of individuals who might support our goals by failing to recognize that some opposition stems from legitimate concerns regarding access on the part of a middle class feeling threatened from any number of directions.

Third, and most important, by allowing the public policy debate to focus on the tactic, we are ignoring the more important issues of remaining committed to a long-standing social goal. If the United States of America stands for anything, it must be equal opportunity. We should, therefore, focus on a redefinition of that American principal of equal opportunity as a fundamental social goal for all Americans.

What is most disturbing about the current debate is the lack of concern in providing some commitment to equal access as a critically important social policy goal. It should be hard to disagree with equality of opportunity as a key element of American society, whether one is supportive of or opposed to affirmative action as a tactic. Whether one is a member of an underrepresented group or a member of the White middle class, by altering the terms of the debate from affirmative action the tactic to reaffirm and redefining our
commitment to equality of opportunity (the goal), we would find additional political allies.

Finally, we must constantly point out the differences between affirmative action and equal employment opportunities and practices. Most employment policies are designed to ensure fair employment practices and thus will not be affected by any changes in affirmative action laws. That is, equal employment opportunity is separate and distinct from affirmative action as most people use the term. Virtually every court case has left these procedures intact. This leaves much of the affirmative action debate centered upon outcomes such as special university admissions policies or employment quotas. Yet, it is precisely in this arena where the affirmative action debate is now largely irrelevant.

What is the point in achieving access if the individual is not equipped to succeed when given the opportunity, and when the academic institution is committed to admitting the student but is not committed to ensuring the student’s success?

Affirmative action and fair employment practices cannot eliminate deficiencies in preparation when individuals must compete for employment.

As educators, we must fundamentally alter the terms of the debate from merely achieving access to that of ensuring student success. In other words, access is a pipeline issue. Those of us in a position to hire know how difficult it is to find qualified Hispanic applicants for most of our high tech jobs or for most jobs requiring a college degree. We should cease our efforts to defend affirmative action as a means to gain admission and instead turn our full attention to demanding that our educational system equip all our students to compete successfully in a competitive employment environment.

How long must we tolerate high school dropout rates for Hispanics that often exceed 50 percent? Why should we debate affirmative action admissions policies when the majority of our students who do finish high school are not always equipped to succeed in the universities we are condemning for their admissions policies? Would it not be better to focus our energies on filling the pipeline with qualified students? Should we not demand that all students be treated equally by our schools in terms of outcomes and should we not hold our schools accountable for their results in this vital area?

Recent headlines in Silicon Valley and elsewhere have expressed the need to increase the number of visas allowing skilled, high-tech workers, largely from India, Pakistan, and other countries, to immigrate to the United States. Congress responded quickly to increase the number of these valued workers allowed to enter the United States. Is this not the ultimate irony of Hispanic Americans? Our dropout rates continue at unacceptable levels, and here in the heart of the world’s most technologically société, our Hispanic students remain on the margins while we fund it necessary to import high-skilled, high-wage workers to fill critical needs.

I believe our agenda should move away from defending a policy that has not proven successful to one addressing the fundamental issues raised here. We should adopt goals defining success for all students at each level of schooling, and we should focus our energies on developing tactics to ensure that all students achieve those performance goals.

These goals should be rather simple to articulate but meaningful in a broad sense. They should address the performance gaps encountered at all levels by Hispanic and other minority students. For example, in the elementary schools, we should begin by demanding that each student be able to read and write in English at grade level. In middle schools, we should demand that each student possess the math and science skills needed to succeed in high school. At the high school level, we should demand that each student successfully complete two years of algebra and two years of science courses and be prepared to succeed in subsequent math and science courses in college. We should further demand that each student be equipped to succeed in college if he or she chooses to attend.

We should then refine these goals at the college and secondary level by demanding that every four years the number of Hispanic dropouts be reduced by half. At every level, we must insist that performance gaps among different groups be eliminated. The percentage of students at grade level, the percentage of students who take the SAT test, scores on SAT and other standardized tests, and the percentage of students who graduate and who meet college entrance requirements must be essentially the same for all groups.

The same type of goals should be established for those entering certain highly sought professions such as engineering, computer science, health care, and other technical and professional fields. This would end much of the hostility of the current debate by allowing us to focus on outcomes, and would provide us all with goals we can support. Ultimately, the achievement of these goals would eliminate the need for tactics such as special admissions criteria and hiring quotas because the pipeline would be filling with fully qualified and capable students and job applicants.

These goals would also force us to focus on educational providers rather than on students from underrepresented groups as the nexus for needed change.

These goals are not meant to be inclusive but rather suggestive of the type of simple, yet broad goals that, if accomplished, will fill the pipeline with qualified Hispanic students prepared to succeed in the college or profession of their choice. They are meant to suggest that we are waging the wrong battle.

Without the proper tools, our Hispanic students will be condemned to a little attempt to gain access to the promise of American life. As educators, as leaders, as Hispanics, it is our responsibility to focus the national debate on what really matters—the inability of most of our schools to equip our students with the skills needed to compete and succeed.
Gerardo Mejía cradles a blade of grass in his hand. The landscape maintenance supervisor has made his living taking care of the stuff for 10 years.

But on this day, Mejía is studying it. He uses a small magnifying glass to get a better look.

His classroom is unlike any other in San Diego County. It’s in a cabin-sized room in the middle of the sprawling Miramar Wholesale Nurseries near Interstate 805 in San Diego.

Mejía’s classmates, like he, are landscape workers who live throughout San Diego County but originally hailed from Mexico. They step into a classroom after a day of maintaining the landscapes of private estates, golf courses, and public institutions.

They arrive, some still wearing their uniforms and dirt-caked boots.

They speak passable and not-so-passable English. But English fluency is not a requirement to attend these two-hour classes.

Bienvenidos, says Cuyamaca College horticulture instructor Donald Schultz. Welcome.

Schultz teaches his students a college-level course in Spanish. He covers everything from plant identification to turf management and irrigation basics. Most of the students know their turf already, he it bluegrass, tall fescue, or kikuya.

But there are still some technical terms with Schultz.

The horticulturist yields the floor during the second hour to Lyn Tanger of Cuyamaca College, an instructor in English as a Second Language. Her goal is to teach basic English. A recent classroom drill, with the class repeating, went like this: “I work,” “I study,” “You work,” “You study.”

Several students struggle with the English portion. They are primarily the ones who have never taken an English class before.

“The combination approach aims to improve the lives of an overlooked but hard-working segment of the local labor force. According to the last census, 19% of people in San Diego County employed in the horticulture field, including nursery workers and groundkeepers, about 60 percent were Hispanic, or those in supervisory positions, about 4% percent were Hispanic.

For Mejía and his classmates, the seminars offer an opportunity never presented before: to learn more about what they do for a living in a language they can understand clearly.

Indeed, that was the thinking when a local grower and a college instructor developed the seminars last year.

“We need the competence in our business,” said Tom Evans, president of Miramar Wholesale Nurseries and an active member of the local landscape industry.

Latino migrants make up the bulk of the county’s horticultural workforce. They work long hours, often for low pay. But a lack of education or English skills can keep them from advancing.

There are so many people who are very qualified in this industry, but they are held back because they are limited in their ability to speak English,” said Evans.

Local industry leaders have attempted to address these issues over the years, said Brad Monroe, coordinator of the ornamental horticulture program at Cuyamaca College.

For Mejía and his classmates, the seminars offer an opportunity never presented before: to learn more about what they do for a living in a language they can understand clearly.
College in El Cajon. But their efforts have been sporadic.

"One seminar here, another one there, not anything that led to a certificate of completion or was coordinated with ESL," Monroe said.

Monroe and Ewing put the course together knowing they would have to accommodate some special needs. Holding the classes at Cuyamaca did not make sense. The campus is not centrally located, and there were some concerns that the targeted students might be intimidated by the idea of taking classes at a community college.

So Ewing donated the use of a training room near his office. Students have come from as far as Escondido and Chula Vista to attend the classes since then.

The classes are offered as four-day seminars, six of them in all, plant identification, turf management, landscape pruning, weed control, irrigation basics, and horticulture problem-solving.

They began last November, and more than 100 students have enrolled since then. The cost per seminar is $6 for California residents and $86 for non-residents. Graduates of all six seminars receive a certificate and three college credits.

Mena needs to complete one more class to receive his certificate, but already he's planning to continue his education.

He breezed through the English instruction, having taken English courses before. He took classes in Chicago in the mid-1980s after he came from Mexico, and he took more in San Diego after moving here in 1994.

He started his career in landscape digging ditches as his English skills improved, he moved up. The Mission Valley man, who is married, and has two children, is currently a supervisor at Valley East Landscape Construction in San Diego. He oversees a work crew, takes customers' orders, and even fields the occasional complaint.

"He said he's always wanted to attend college but couldn't because of his schedule," Ewing said.

In February, he enrolled in the College Broadens Career Path for Landscapers.

San Diego County's landscaping industry is filled with workers who know their bluegrass from their tall fescue.

This is a skilled labor force, but with English-language instruction.

The seminars are open to all and are designed to provide technical horticulture training in Spanish and an introduction to the terminology in English.

"Schools offer this in English. This is the first time I've seen it in Spanish," said Gustavo Marquez, who owns a small landscape maintenance service.

Cuyamaca's Ornamental Horticulture program (OH) is well known for its interrelationships with the community and industry. The program has developed a connection with industry members in landscaping, golf courses, irrigation, nurseries, and other related businesses. This connection enabled the program to develop courses such as the combined horticulture and ESL seminars.

Six seminars are taught in Spanish, in combination with ESL. Plant Identification teaches how to recognize plants common to Southern California landscapes and nurseries. Irrigation Basics provides students with the elements and terminology of landscape irrigation operation and maintenance. Horticultural Problem Solving offers a method for students to diagnose problems typically encountered in Southern California landscapes and nurseries. Turf Management offers the theory, practice, and terminology. Landscape Pruning gives basic pruning theory, practice, and landscape pruning terminology. Weed Control explores weed identification and weed control methods.

Spanish-language classes at Cuyamaca Wholesale Nurseries. Then, in September, he enrolled in an English-language plant identification course at Cuyamaca College.

"For now, he's setting modest goals. It's important that I complete this course," he said. "In January, I'll start another course on pesticides.

"I'll take a course per semester, maybe I can get a degree," he said. "I can't say for sure, but who knows? All I know is I'm helping myself because many of the workers originally lived in Mexico, English is a skill that some lack.

In 1997, Cuyamaca College teamed with Tom Ewing, president of Miramar Wholesale Nurseries, to begin an ongoing series of horticulture seminars in Spanish together.
degree or certificate in landscape design, landscape technology, nursery technology, irrigation technology, golf and sports turf management, or horticulture and floral design. OHI has one full-time faculty member and 20 part-timers who are employed in the industry. The OHI program also cosponsors major conferences, honors industry leaders, and encourages career advancement through scholarship awards. Every year, OHI sponsors workshops of interest to the industry and the community, such as San Diego Landscape conferences and Green Industry Trade Shows. The Turf Management Seminar is a sold-out event every year, with well-known speakers drawing hundreds of participants. The Urban Forest Field Day and Spring Garden Festival offer hands-on presentations and demonstrations by professional organizations.

Community members not employed in the horticulture industry are selected annually to receive awards for volunteer work in the field. The awards are presented to San Diego County residents at OHI's annual Scholarship and Awards Banquet, at which Cuyamaca Botanical Society also honors a leader in the industry as the Horticulturist of the Year.

The opening this year on May 15 of the long-awaited $5 million Water Conservation Garden on campus will augment and enhance the OHI program. The idea for such a garden started in 1991 after a series of droughts hit California. A partnership between the college, local water districts, local governments, and the landscape industry led to a long-term solution to preserve and protect the local water supply. The 4.3-acre demonstration garden and resource center, built on campus land donated by Cuyamaca College and the Grossmont-Cuyamaca Community College District, promotes water conservation as a major alternative to new water sources. The state-of-the-art facility is an education tool and permanent showcase for water and resource conservation through creative and sustainable landscaping. There is also a large amphitheater built adjacent to the garden to host educational events and activities.

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**SUMMER 1999**

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Rivera Promotes Small Businesses in El Paso

In December, the El Paso (Texas) Hispanic Chamber of Commerce presented its "Keep It in El Paso" award to Leticia Del Barrio Rivera—program specialist for the University of Texas-El Paso’s (UTEP) Historically Underutilized Business Program—for her contributions to the promotion of local purchasing opportunities.

Del Barrio Rivera—who is involved in the Hispanic and Black chambers of commerce, sits on the UTEP Business Advisory Council, and produces the Let's Do Business radio talk show on KXCR—has contributed to El Paso’s changing economy by helping historically underutilized businesses secure contracts.

Menchú Tum Works with New Mexico Youth

"Healing Communities Torn by Racism and Violence" was the theme of the recent Peacelam Youth Conference held at the University of New Mexico at the conference. Mayan Indian leader and Nobel Peace Prize Laureate Rigoberta Menchú Tum spent two days working with area youth.

Menchú Tum is a Guatemalan leader internationally known for her work in the promotion of the defense of human rights, peace, and Indigenous Peoples' rights.

The Peacelam program is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of Peacelam is to inspire a new generation of peacemakers who will transform their local communities, themselves, and the world.

Estrada Earns New Position at Texas A&M

Joseph A. Estrada recently became director of admissions at Texas A&M University in College Station.

Estrada, who previously served as registrar and director of admissions at Texas A&M University-Kingsville, has been active in the Texas Association of Collegiate Registrars and Admissions Officers, for which he has served as legislative representative. He has chaired Texas Higher Education Coordinating Board advisory committees on such subjects as residency, admissions, and transfer of credit. He holds memberships in several regional and national professional organizations for registrars and admissions officers.

Avellano Assumes Dual Positions

Dr. George P. Avellano, the University of Texas-Pan American's (UTPA) associate vice president for academic affairs for graduate programs and research since 1996, has become the interim dean of the UTPA College of Business Administration.

George will do a good job as interim dean. He is very aware of what is required of faculty and students in graduate programs and has been very involved in the recent progress of the College of Business Administration, said Dr. Rodolfo Arevalo, UTPA provost and vice president for academic affairs.

Avellano said he looks forward to maintaining the type of intellectual environment that will allow the college faculty to expand their contributions to the knowledge base in business administration.

Carrizal Active in Chicano/Latino Affairs

While serving as a representative on the school president's Chicano/Latino Advisory Committee and as a representative on a committee of the National Association for Chicana and Chicano Studies (NACCS), University of Minnesota journalism and Chicano studies major Elvira Carrizal has been getting a crash course on learning about life as a decision-maker.

The presidents advisory committee serves as a link between the university and the local Chicano/Latino communities, while the NACCS's national coordinating committee drafts resolutions and proposals on issues affecting Chicano/Latino studies.

Carrizal is a board member of the La Raza Student Cultural Center and belongs to the Farmworker Action Network and the university's Journalism Students of Color Association. She is a mentor/tutor with El Puente, a community service mentoring program designed by the university's Chicano/Latino Learning Resource Center.

Baca Addresses National Bilingual Conference

Professor Leonard Baca of the University of Colorado-Boulder (CU-Boulder) delivered a keynote address before about 7,000 people gathered for the 26th annual conference of the National Association for Bilingual Education (NABE), held in Denver.

Baca is the founder and director of the BEMO Center for Multicultural Education in the CU-Boulder School of Education and a
national author on bilingual special education and the education of non-English-speaking students.

Rudy Chávez, associate director of the CU-Boulder BLENO center, and Associate Professor Kath Esamilla were co-chairs of the NABE conference.

"Colorado's growing population includes a significant number of language-minority students," said Chávez.

**American College of Dentists Honors Sánchez**

Dr. Ramón A. Sánchez, clinical associate professor of restorative dentistry at Nova Southeastern University's College of Dental Medicine (Fla.), has been elected a fellow of the American College of Dentists.

Sánchez was inducted at the Convocation of Fellows ceremony, held in conjunction with the annual conference and scientific seminar of the American Dental Association.

The American College of Dentists is comprised of dentists who have demonstrated leadership and meritorious achievement and who have made exceptional contributions to dentistry, the dental profession, and society.

Sánchez serves as chairman of the Board of Trustees for Coral Gables Hospital and as president-elect of the Florida Academy of General Dentistry. He owns a private practice in the Iowa State University College of Dentistry.

**Flores Receives Scholarship**

Lina Flores, a senior at Albertson College of Idaho, is a 1998 recipient of a $10,000 scholarship awarded by Chela Financial, a San Francisco company.

Flores, a Spanish/math education major, was nominated for the scholarship based on her exceptional commitment to excellence and strong determination to excel in her field. She was one of 150 students selected from more than 100 candidates nominated by schools from a 10-state region to receive the Chela Financial scholarship.

Chela Financial is a nonprofit corporation that provides financial access and assistance to students pursuing a higher education.

**Franco Speaks at Latin American Conference**

Jean Franco, professor emerita at Columbia University (N.Y.), was the keynote speaker for the Latin American Literatures and Cultures Conference at the University of Southern Colorado this month.

Franco has written several books on Latin American literature, including The Modern Culture of Latin America, Cesar Vallejo, The Dialectical of Poetry and Silence, and Plotting Women: Gender and Representation in Mexico.

She was the first professor of Latin American literature in the U.S., holding positions at King's College, London University, and at Essex University.

Formerly the president of the Latin American Studies Association, she has been decorated by the governments of Chile and Venezuela for her work on Latin American literature.

**KSC Honors Márquez**

Keene State College (N.H.) has honored Sury Márquez, founder and executive director of The Alliance for the Progress of Hispanic Americans (ALPHA), with a Granite State Award.

As the executive director of ALPHA, Márquez has helped to provide essential services to New Hampshire's fastest-growing minority groups through programs such as SEP, which supports at-risk students in school and teaches parents how to advocate for the educational needs of their children.

She has a bachelor's degree from Queens College and a master's from @ Baruch College Graduate School of Business.

**Tijerina and Hinojosa Collaborate on Book**

Tijerina and Hinojosa are taught by Servando G. Hinojosa Tijerina at Austin Community College.

For the book, Hinojosa created scenes detailing historical and cultural details of ranch life in South Texas in his pen-and-ink drawings.

"One of the first drawings I finished was of the sillas, men cutting siller stones in a quarry," he said. Siller stones were the large blocks of caliche used as a primary construction material in 18th century Tejano ranches.

Hinojosa visited one of the original siller stone quarries of South Texas as part of his research.

**Añon joins UAH**

Havana, Cuba, native Jorge F. Añon has joined The University of Alabama-Huntsville (UAH) as the dean of the College of Engineering.

"The proximity to high technology companies in Huntsville is of great benefit to the university," Añon said. "I am happy to be a part of that association and look forward to strengthening the link between those high-tech companies and UAH." Añon said he is keenly interested in making students a top priority at UAH and said student retention and graduation rates are important to the success of the college.

A registered professional engineer in Texas, he received his undergraduate and graduate degrees from George Washington University.

**Méndez Exhibit at ASU**

ASU (Arizona State University) has "Codex Méndez: Prints by Teopoldo Méndez," the first major U.S. exhibition of the printmaker's work in nearly five decades, currently running until May 30.

Méndez (1941-2001) produced a vigorous body of work that included woodcuts, linocuts, and lithographs famous for their...
powerful images and incisive political views.

Leopoldo Méndez was one of Mexico’s most important print makers, yet there has been no major exhibition of his work in the United States in nearly half a century, said Jean Makin, Print Collections Manager of the AM Art Museum. “He reduced national and international events and problems to their very essence, and reframed them for the Mexican people in fresh, visual terms.”

Hispanic Heritage Council Scholarships at M-DCC

The Hispanic Heritage Council awarded four $1,000 need-based scholarships to Hispanic students in a ceremony at the Miami-Dade Community College-Inter-American Campus (Fla.).

The Council implemented the scholarship fund as part of the 30th annual Hispanic Heritage Festival, an event that celebrates Hispanic contributions to the cultural, economic, and social development of the nation. The students awarded represented Miami’s diverse community. Alicia Villalobos (painted at right) is Honduran, Jennifer Valera (at left) and Melena Noyola (third from left) are Cuban, and Johanda Rodríguez (second from left) is Puerto Rican.

New World Literature at Texas A&M-Kingsville

Texas A&M University-Kingsville’s Corner Museum recently displayed the exhibit “Fact, Fiction and the New World.”

A video program entitled “Voices of Latin America” told the story of Sor Juana Inés de la Cruz— an illustrious nun who was widely acknowledged in colonial Mexico for her intellect, talent, poetry, and for helping the poor. Other writers surveded in the video were Fray Juan de Zumarraga, first Archbishop of Mexico. This work exercised strong influence over the first missionaries in Mexico, some of whom attempted to organize their parishes by the Copanian model.

Avant-Garde Mexican Films at UCR

Avant-garde and experimental films from Mexico were the focus of the 1998-99 Películas de las Americas/Films of the Americas film series, sponsored by the University of California Institute for Mexico and the United States.

The Winter Quarter segment of the series, which was held at the University of California-Riverside, recently wrapped up.

The films series included, Men with Guns, by John Sayles; Guantanamera, a contemporary film from Cuba; The Sixth Sun, a documentary by Saul Landau; Viva Zapata: Abi está el detalle, starring Mario Moreno (Cantinflas); and Maria Candelaria, starring Dolores del Río.


Functioning in Spanish at Kenan-Flagler

The North Carolina Global Center and the Office of International Programs at the University of North Carolina-Chapel Hills Kenan-Flagler Business School is conducting a nine-month course where executives can learn to function effectively in Spanish-speaking work environments.

“You not only learn Spanish, but you absorb the nuances of culture affecting business in Mexico,” said Melissa Torres (pictured here), center assistant director. “By understanding the unique way that business is conducted by Mexican executives, and by being able to function adequately in Spanish, graduates have decided advantage over their competition.”

The ever-expanding class is aimed toward masters of business administration students.
Texas A&M-Kingsville's New Literature Course

A different type of class will be meeting during the fall 1993 semester at Texas A&M University-Kingsville.

Images of Mexican-American Women in Literature will offer students the opportunity to read literature written by Mexican American authors such as Sandra Cisneros, Rolando Hinojosa, Ana Castillo, Gloria Anzaldúa, Octavio Paz, Cherrie Moraga, and Wendell Mayo.

According to language and literature lecturer Elisa Garza, the course is meant to develop an atmosphere and a common vocabulary for students to examine how cultural images of women can develop, support, and/or challenge stereotypes of women and men.

In the News at Kean University

- Kean University's School of Education (N.J.) has been awarded a federal grant of more than $152,000 to encourage minority teacher aides to become special education teachers. The U.S. Department of Education grant of $152,000 will fund the third year of a $456,000 grant in support of Project USETPP (Urban Special Education Teacher Preparation Program). Begun in 1997, Project USETPP was developed to recruit, retain, and graduate minority teachers into special education.

- Dr. Ana Maria Schulmann (picture left), dean of Kean University's School of Education, has been appointed by the New Jersey State Board of Education to the state's first Professional Teaching Standards Board. Schulmann was one of 19 members selected by the New Jersey Commissioner of Education. The board members will play a crucial role in implementing the state's continuing education plan. She holds degrees from the University of Buenos Aires and Rutgers University.

USF Studies Migrant Farm Workers

USF - About 75% of Florida's migrant and seasonal farm workers are poor and few have health insurance, even for work-related injuries, according to a new study by the University of South Florida College of Public Health.

The report attempts to capture the work and health characteristics of Florida's migrant and seasonal farm workers, a mobile population for whom solid demographics are scarce.

"The report is the first of its kind for Florida. Its emphasis on health-related information makes it unique for the nation," said Martha Arrieta, M.D., principal investigator and a visiting assistant professor of epidemiology.

Eighty-six percent of Florida's farm workers are Hispanic.

GYSU Aids "Hurricane Mitch" Victims

Seven faculty members and 10 students from the kirkhoff School of Nursing at Grand Valley State University (GV) in Michigan spent nine days in Nicaragua providing health care to victims of "Hurricane Mitch." The group worked with the Nicaraguan relief organization Ayuda Obeha Sunita.

The nursing students—nine undergraduates and seven master's degree students—were to receive credit toward their courses in clinical nursing or advanced practice nursing.

GV Nursing Professor Charlotte Storey is fluent in Spanish and specializes in community health. Lorraine Rodrigues-Rusher, dean of the kirkhoff School of Nursing, is the only Latina nursing school dean in the country.

UM-Flint Newsmakers

- Rose Moreno, business manager for the Office of Research and Projects for Urban & Regional Affairs at the University of Michigan-Flint, was honored in November at a university-wide service awards reception for 25 years of service. She has a bachelor's from WMU Flint.

- Brette Vance, professor of Spanish at UM-Flint, will lead a language study tour of Costa Rica from July 18 to August 15. In conjunction with the Forestier Institute Internacional, students from UM-Flint will participate in morning Spanish classes where they will receive language instruction from beginning to graduate level Vance also plans to teach a literature class with the use of Costa Rican guest speakers and authors, so students can get a better understanding of the Spanish culture.

In the News at USF

USF - La Camerata Romeu, the celebrated classical all-female chamber orchestra from Havana, appeared in concert at the University of South Florida (USF) in November. The group was founded in 1993 by its conductor Zenaida Romeu.

- The U.S. Department of Education has funded a two-year grant to the USF College of Business Administration's Center for International Business to internationalize the college through faculty development, curriculum, community outreach programs, and student internships.

- Orlando García-Martínez, president of the Gienfuegos chapter of the Unión Nacional de Escritores y Artistas de Cuba and director of the Gienfuegos provincial archives, updated USF faculty on the climate for artists and writers in contemporary Cuba.

- Kathleen de la Peña McCook, professor and director of USF's School of Library and Information Science, has been presented the American Library Association's 1998 Elizabeth Louis Cahn Award for service.

- Mario Hernández, of USF's De la Parte Institute, has been serving as advisor and writer on the U.S. Surgeon General's Report on Mental Health.

- At the seventh annual USF Latino Scholarship ceremony, a charitable remainder trust in excess of $100,000 was established by Herman and Esperanza Leon, and a pledge of $100,000 was made by the Tampa Bay Latin American Medical Society. The State of Florida was to add $150,000.

Telethon Benefits M-DCC's Hispanic Students

Tomas Garcia East of Florida cable station teleman recently hosted Miami-Dade Community College's (M-DCC) first-ever telethon to expand a scholarship fund for Hispanic students at the college which claims the highest enrollment of Hispanics among all colleges and universities in the U.S.
Student ambassadors from the college's various campuses helped take phone calls and accept donations throughout the day in order to reach the $100,000 goal. M-DCC President Eduardo J. Padrón, various distinguished alumni, and students attending the college on scholarship were among those interviewed by Fusté on air during the telethon.

Fusté currently hosts TeleMiami's morning talk show Buenos Días Miami.

**Hispanic Culture Events at LIU**
- The Brooklyn Campus of Long Island University (LIU) in New York hosted a series of poetry and fiction readings by multicultural group of renowned poets and writers this spring semester. Among the authors was Cuban-born journalist Cristina García. García is the author of *Dreaming in Cuban* and *The Aguero Sisters, Dreaming in Cuban*, her first novel, was praised for its poignant depiction of women who struggle to regain a sense of personal and cultural identity in the aftermath of the Cuban revolution.
- A free afternoon symposium at LIU-Brooklyn in February brought together artists, educators, and performers. The symposium highlighted the work of visiting Cuban artist Raúl Villarreal, who discussed the impact of his heritage on the symbols and imagery found in his art.

**"Reading the World II" at USF**

"Reading the World II," a two-day conference focusing on multicultural literature for children and young adults, was recently held at the University of San Francisco (Calif.).


Flor Ada is an award-winning author of more than 30 children's books.

**Minority Youth Conference at USC**

The University of Southern Colorado was the site of the biannual Southern Colorado Minority Youth Conference in February.

The Conference is hosted twice each year to provide an opportunity for Hispanic, African American, Asian American, and Native American students to visit a college campus. The event was offered as a collaborative effort by the Movimiento Estudiantil Chicano de Aztlán, the Black Student Organization, and the Office of Admissions at the University of Southern Colorado in Pueblo.

According to Deborah Martínez-Martínez, who coordinated the event for the Office of Admissions, the conference was to feature cultural events and entertainment as well as workshops on financial aid and scholarships.

**PUBLICATIONS**

**The Successful College Athletic Program: The New Standard**

by John R. Gerdy

This volume offers a critical analysis of how college athletic programs can contribute to the mission of a university in meaningful ways that reach beyond their roles in providing revenue and entertainment.

Readers will be challenged to adopt a more futuristic view of athletics as a tool for meeting the university's broader objectives.

1997

184 pgs.

ISBN 0-8203-1025-4

**Truth and Consequences: How Colleges and Universities Meet Public Crises**

by Jerold K. Footlick

When an emotionally charged issue creates a public crisis at a college or university, the institution must be prepared to react swiftly and firmly. This book uses a series of actual case studies to demonstrate how leaders in a number of colleges and universities have responded to circumstances that required public accountability.

1997

200 pgs.

ISBN 0-8203-4-970-7

$29.95 cloth

ACE/Oryx Press

(800) 279-6799

**The Riddle of Cantinflas: Essays on Hispanic Popular Culture**

by Ilan Stavans

In this provocative collection of essays on kitsch and high art in the Americas, Ilan Stavans examines the delightful if torturous relationship between a Europeanized elite and the hybrid masses in a continent he sees as imprisoned in the labyrinth of identity. February 1998

157 pgs.

ISBN 0-8203-1025-4
Daughters of Self-Creation: The Contemporary Chicana Novel
by Annie O. Eysturoy

How does the Chicana develop in her own novelistic world? How does the Chicana portray her quest for authentic self-knowledge? Feminist critics have shown that gender is a determining factor in the process of self-development. In this ground-breaking study of Chicana literature, Annie O. Eysturoy takes the task a step further by arguing that race and class are crucial components of the female coming-of-age process.

1996
184 pgs.
ISBN 0-8263-1708-1
$16.95 paper
University of New Mexico Press
(800) 249-5357

by Richard Nelson Bolles

Organized into six chapters, this book offers everyone from recent college graduates to career-changers a blueprint for organizing a job search. It has been cited by The Library of Congress as one of the "25 Books That Have Shaped Readers' Lives."

November 1998
560 pgs.
$22.95 cloth
Ten Speed Press
(800) 848-2065

A Research Guide for Undergraduate Students: English and American Literature
by Nancy L. Baker and Nancy Huling

This book provides a tour of the typical college library and of the resources available on topics in American and English literature. It explains how to use nearly 40 print and electronic reference works that are essential for students who are researching and writing term papers.

1998
88 pgs.
ISBN 0-87352-566-3
$10.00 paper
Modern Language Association
(212) 644-6382

Introduction to Scholarship: In Modern Languages and Literatures
Joseph Gibaldi, ed.

Fifteen essays discuss the significance, underlying assumptions, and limits of an important field in linguistics or literary studies; trace the historical developments of its subject; introduce key terms; outline modes of inquiry now being pursued; postulate likely future developments; and provide suggestions for further readings and a list of works cited.

1992
57 pgs.
ISBN 0-87352-386-3
$15.50 paper
Modern Language Association
(212) 644-6382

by John J. Reynolds and Szilvia E. Szmul

This bibliography compiles over 1,600 doctoral dissertations on the theater of the Spanish Golden Age. With its classifications, annotations, and indexes, the volume provides a huge database of bibliographic citations and helps scholars graduate students choose, or avoid, topics research.

November 1998
525 pgs.
ISBN 0-87352-570-1
$150 cloth
Modern Language Association
(212) 644-6382

The Cristal Experiment: A Chica Struggle for Community Control
by Armando Navarro

The author presents the most comprehensive examination to date of the rise of the Chicano political movement in Crystal City, Texas, its successes and conflicts (both internal and external), and its eventual decline.

July 1998
424 pgs.
ISBN 0-299-15824-1
$29.95 paper
University of Wisconsin Press
(800) 621-2376

The Shaping of American High Education: Emergence and Growth of the Contemporary System
by Arthur M. Cohen

From the earliest American co
debates have ranged over familiar issues: curriculum changes, faculty selection and review, student admissions, and institutional funding. Yesterday's practices underlie today's problems even as the system continues evolving. Arthur Cohen combines historical perspective with in-depth coverage of current events to provide an authoritative, comprehensive account of the history of higher education in the United States.

November 1998
440 pgs.
$49.95 cloth
josses_Book
(415) 443-1740

Medieval Spanish Epic: Mythic Roots and Ritual Language
by Thomas Montgomery

This book finds origins of key parts of nearly all the medieval Spanish epics in an ancient myth. Furthermore, it studies ways in which the poetic language evoked a feeling of group unity that absorbed the audience and still works as spell upon today's readers.

July 1998
192 pgs.
ISBN 0-271-01388-4
$45.00 cloth
Penn State Press
800-525-5900

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

April 7-9: Northwest Region 8, Seattle, Wash.
April 22-25: Region 2, Atlantic City, N.J.
April 25-28: North Central Region 6, Des Moines, Iowa
April 2-4: Rockies Mountain Region 10, Oregen, USA
May 19-21: Mid-South Region 3, Lexington, Ky.
May 19-21: South Central Region 7, Tulsa, Okla.

Contact NACADA at Kansas State University (785) 532-5771; Web site: <www.ksu.kanacada>

Center for the Study of Diversity in Teaching and Learning in Higher Education

March 7-9: April 3
National conference: "Crossing Cultures: Learning through the Curriculum" will take place at The Westin Hotel in San Diego, Calif.
Contact Dr. Tom M. Forsyth, executive director, Center for the Study of Diversity in Teaching and Learning in Higher Education, De Anza College, Cupertino, CA 95014, 408-864-8909 x 485; Web site: <www.teachlearn.dla.edu>

Art in the Age of Alfonso el Sabio

It was during the reign of Alfonso el Sabio that the throne of Castile passed to Leon at a time of relative political stability, when the Romanesque style displaced the Gothic style. The art illustrated here reflects the contributions of Jews, Christians, and Moslems.

25 min., color
Item #92130

Clarín Leopoldo Alas: La Regenta

This program is a dramatization of La Regenta, the most famous work of Clarín, novelist and Spanish literary critic of the nineteenth century. The work brims with political irony and stinging commentary on social scandals of the day.

(Spanish with English subtitles, 5 hrs., color)
Item #P7 8369

Don Quixote: Legacy of a Classic

This video weaves art, music, and literature with Western culture to explore the enormous impact of Cervantes' classic on our world today. Artists, critics, and others reveal how the work has affected their lives.

(58 min., color)
Item #FH8 504

Fray Servando Teresa de Mier

This program traces the life of Fray Servando Teresa de Mier, the friar who was one of the most important members of the Latin American Enlightenment. He is noted for his fresh intellectual perspectives and for his role as a founding father of the new Mexican political structure after its independence from Spain.

(Spanish with English subtitles, 27 min., color)
Item #FH8 857
ASPIRA-New Jersey - Latino Education Conference

April 5-6
The first-ever Latino Education Conference in New Jersey; this one will focus on "Where are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colon, (973) 484-7554; for registration packet, call Carmen Nazano, (973) 484-7554; Web site: www.aspira.org/newjersey.htm.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Contact: Bill Martin, (904) 646-2350; e-mail: <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e-mail: <jchambers@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18
The 31st annual CSC Central Connection: a joint conference with AFLTA, the Arkansas Foreign Language Teachers Association: "Standards for a New Century" will be held at the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rossie Cheatham, (501) 569-8159; Web site: <www.uak.edu/~central.state>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16
Fourth annual conference, presented by California State University-Dominguez Hills Chicano/Latino in Higher Education Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 248-3633; e-mail: mdominguez@csudh.edu.

National Multicultural Institute National Conference

June 3-6
The 12th annual conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty-half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail: <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7
The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Service Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

NACADA - National Academic Advising Association

June 24-July 2
The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5711; Web site: <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 24-July 23
The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, Universis of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact Beth Metzger, (303) 871-0806; e-mail to: <bmetzger@du.edu>.

ECS National Forum and Annual Meeting

July 11-14

Contact: ECS, (303) 299-3600; e-mail: <ecs@ecs.org>. Visit Web site at <www.ecs.org>.
Book Review

By Eduardo Mendieta


Roberto Suro's book is journalism at its best—a gripping narrative that marries the daily drama of a people in the making with an analysis of trends that are slowly but ineluctably transforming the fabric of US society. In many ways, Strangers Among Us is a series of portraits painted with the skill of a realist but the perspective of an impressionist. Suro's book challenges us to look beyond the immediacy of the quotidiant.

This book is about how Latinos are challenging and changing the face of American cities, the terms of political discourse, and the very conditions of citizenship and membership in the nation.

Suro, who has been writing on Latino issues for the last twenty years, provides us with firsthand impressions of the different waves of Latino immigration. In the first three sections, Suro personalizes the history of these migrations north. American Mayans, Mexican women, illiterate peasants from Mexico are remade into members of a global economy. We also get some excellent urban portraits of the barrios that have emerged in Los Angeles, Houston, New York, and Miami. In each case, Suro tells the story of their emergence as he provides a narrative about the changing urban structure that was to support or not support the developing communities. In each urban portrait, Suro tells us about people and communities, and the ways in which these communities and barrios encountered political and economic conditions not of their choosing and, in many cases, beyond their power to influence. The fourth part of the book is devoted to Suro's prognosis and diagnosis.

First, and most importantly, Suro's journalism aims at disabusing us of the idea that we should blame the immigrants for the ills that have befallen them and "us." On the contrary—and here is where Suro's prognosis lies—immigrants and Americans have been betrayed, if not abused, by the lack of a coherent, forward-looking, effective, reasonable, and "legal" immigration policy. Since the mid-60s, the United States has de facto lacked a discernible immigration policy, and whatever steps have been taken to stem the growing tide of illegal immigration have instead exacerbated it and made it more unmanageable. Preying on the statist fears and easily excitable anxiety of Americans in recession, both Democrats and Republicans have foisted upon legal and illegal immigrants the bill for a globalized and destabilized economy.

Worst of all, Suro notes, in the haste to score electoral votes with a resentful American public, recent bi-partisan legislation has led to precedents whose logic threatens the very structure of American democracy. Suro reveals how recent welfare reforms established precedent for a differentiated citizenship: natives and naturalized. Indeed, citizens who have been naturalized must think of their citizenship as either suspended or abridged as regards the extent to which the nation-state provides a safety net to its citizens. Under the "declaring" clauses of the recent welfare reform, naturalized citizens must think of their family relationships as potential liabilities.

Suro also discusses bilingualism. But instead of waxing and waning rhetorically, he opts for a pragmatic approach. For him, it is not a question of language rights. Less is it a question of the right to ones language as a proxy for the right to ones culture. For Suro, bilingualism should only be a bridge to the life of the nation.

The book concludes with a call to Latinos: "Until Latinos themselves reject illegal immigration, they can never conclude the essential transaction that will win them acceptance on the basis of their contributions to American society." This is a rich, sophisticated, moving, and engaging book that raises serious questions about Latinos and the future of America in the coming century. These questions demand our urgent attention. Books like this should be read and highly recommended. In fact, Suro's book should become a standard text in a variety of courses and seminars, and not all of them dealing with Latinos.

Still, I have serious problems with Suro's appeal to Latinos to decide who they want to become by rejecting illegal immigration. I do not have to stand far off from Suro's own ground to find his conclusion not only weak, and even misguided, but simply incoherent. Suro writes: "...the most advanced postindustrial economy in the world has become dependent on a pre-industrial servant class" (321), which has been provided by "poor immigrants [who] are allowed into the country but not into the nation" (298). Having informed us of the intricate web of forces that has shaped Latino lives, Suro concludes that Latinos now are supposed to solve, by the sheer force of their will and rejection of their classes of kin, one of the great challenges of the coming millennium—how to keep the poor and destitute from storming the fortified walls of affluence.

Eduardo Mendieta is Assistant Professor of Philosophy and Associate Director of the Center for Latino Studies in the Americas (CELASA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
Indiana University
Bloomington Campus

Founded in 1820, Indiana University has a rich and distinguished history of providing educational opportunities for people from all walks of life. Following a comprehensive review by a national panel, the Bloomington Campus is in the process of restructuring its programs and services designed to recruit, retain, and graduate Latinos, African Americans, Native Americans, and other underrepresented students.

The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Faculty Hiring and Support, Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support. Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achievers Program and Mathematics and Science Scholarships. This new leadership team will also share responsibility for student advocacy. Candidates are sought for the following positions:

**Associate Vice Chancellor for Academic Support**

The position of Associate Vice Chancellor for Academic Support is a key leadership role in the restructuring of the Bloomington Campus. The associate vice chancellor will be responsible for developing and implementing strategies to increase the success of students, particularly those who are underrepresented in higher education. This position requires a strong commitment to diversity, equity, and inclusion, as well as a proven record of success in student support and academic affairs.

**Associate Vice Chancellor for Multicultural Affairs**

The position of Associate Vice Chancellor for Multicultural Affairs is a critical role in promoting and maintaining a diverse and inclusive campus environment. The associate vice chancellor will work collaboratively with faculty, staff, and students to develop and implement programs and initiatives that support and celebrate the contributions of diverse communities.

**TO APPLY:**

Send letter of application and curriculum vitae to:

Dr. Ali Zohoori
Chair, Department of Speech Communication and Theater
Box H, SUNY Oneonta
Oneonta, NY 13820-4015

SUNY Oneonta is an EEO/A employer.

Women and minorities are encouraged to apply.

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State University of New York
College at Oneonta
Speech Communication and Theater

The College at Oneonta invites applications for one tenure-track Assistant Professor position and one one-year Lecturer position in the Communication and Theater Department in Mass Communication beginning with the Fall 1997 semester. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a new Master's Computer Access Program (MACAS) for its students. The College, with 5500 students and 400 full-time faculty, is located in the scenic Catskills, three and one half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu)

**ASSISTANT PROFESSOR**

Responsibilities: Teach courses in Introduction to Mass Communication, Writing for RTV/F, Broadcast Announcing, Audio Production, and Broadcast Journalism Qualifications: Ph.D and evidence of strong commitment to teaching required. Qualities: Academic professional experience and ability to teach in one of the following areas: Public Relations, Advertising or Media Law highly desirable.

**LECTURER**

Responsibilities: Teach Introduction to Mass Communication, Video Production, Media Law, and Culture Qualifications: ABD and evidence of strong commitment to teaching required. Ph.D preferred. Qualities: Academic professional experience and ability to teach in one of the following areas: Public Relations, Advertising or Media Research highly desirable.

**TO APPLY:**

Send letter of application and curriculum vitae to:

Dr. Richard M. Englert, Chair, Provost Search Committee
433 Conwell Hall, Temple University
Philadelphia, PA 19122

Temple University is an Equal Opportunity/Affirmative Action Employer.
Chair
Department of Biochemistry
School of Medicine and Biomedical Sciences
School of Dental Medicine
State University of New York at Buffalo

The School of Medicine and Biomedical Sciences seeks a tenure-track assistant professor for the position of Chair, Department of Biochemistry. The Department fulfills research, teaching, and administrative functions within the schools of Medicine and Biomedical Sciences and Dental Medicine, and is involved in interdisciplinary research within the University.

The successful applicant will have the administrative experience and personal skills necessary to direct this important academic unit, and will have an internationally recognized record of achievement in research. The chair will have a commitment to professional, graduate, and undergraduate teaching, and will be a leader in their field. The chair will be appointed at the level of Professor.

Applications and nominations should include a current curriculum vitae and the names and addresses of at least three referees. They should be sent to:

Dr. John Hay
Biochemistry Chair Search Committee
138 Farber Hall
SUNY at Buffalo School of Medicine
3435 Main Street
Buffalo NY 14214

Applications will be accepted until the position is filled.

State University of New York is an equal opportunity, affirmative action employer.

Assistant Dean of the University Office of International Programs and Director of International Education Programs and Studies

Primary responsibility will be to assist with the University's overall internationalization initiatives, to coordinate the unit's strategic planning efforts, to help manage the overall fiscal operation of the University Office of International Programs, to represent the Dean during periods of absence, and to fulfill other duties as assigned by the Dean. Also responsible for the development, implementation, and administration of credit-bearing programs abroad for both undergraduate and graduate students. As Director of International Education Programs (IEPS), this individual works with academic units in developing programs to meet student needs and oversees management of over 100 existing programs, both specifically designed group programs as well as reciprocal exchange programs. These responsibilities include fiscal management, personnel management, academic oversight, administrative and logistical support, and the like.

It is essential for candidates to possess an earned doctorate in a relevant academic field, teaching experience and scholarship sufficient to merit and hold a joint appointment in an academic unit relative to their discipline, experience with foreign institutions and cultures, excellent communication skills, and at least five (5) years relevant administrative experience at an institution of higher education, preferably a research university.

Salary will be competitive; position is available until July 1, 1999. The committee will start considering applications after April 1, 1999 and will continue until the position is filled.

A letter of application, full curriculum vitae, and arrangement for a letter of reference (4) will be sent to: Joseph T. Mattivi, Human Resources Coordinator, Pos #: H-491, 1A Old Main, Box IPAD, University Park, PA 16802. Please do not contact the unit directly. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

Dean
Faculty of Social and Behavioral Sciences
The Richard Stockton College of New Jersey

Stockton College is an innovative, residential, liberal arts and sciences college, with a student body of 6000 and a recognized record of academic excellence. One of only six public institutions classified by the Carnegie Foundation as a Liberal Arts Institution, the College is located on a 1600-acre wooded campus in Southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. The Division of Social and Behavioral Sciences consists of 44 full-time faculty, strongly committed to teaching, scholarly research, and community service. The Division includes majors in Criminal Justice, Economics, Political Science, Psychology, Sociology/Anthropology, and Social Work as well as an interdisciplinary supporting study in Gerontology.

The Dean manages the Division, exercises curricular leadership, develops and administers the budget, oversees and monitors faculty development, manages faculty recruitment, and participates in overall academic planning. The Dean reports to the Vice President for Academic Affairs. The position is managerial and does not carry academic rank. The position is available Jul 1, 1999.

Qualifications
- A Ph.D. or equivalent in one of the disciplines within the Division
- An academic record that would merit appointment at the rank of Full Professor
- Five (5) years of academic administrative or equivalent experience
- A strong commitment to excellence in teaching
- An understanding of the role of scholarship and service in undergraduate liberal arts education
- An appreciation of the resources, including technology, necessary to support the social and behavioral sciences

Salary is competitive and based on qualifications and experience. Screening will begin March 31, 1999. Applications must include a letter of interest and a curriculum vitae. Applicants should submit the names and telephone numbers of three (3) references to the address below.

Nominations, applications and letters of reference should be sent to Dr. David L. Carr, Vice President for Academic Affairs, Social and Behavioral Sciences Dean Search, The Richard Stockton College, New Jersey, AAS1, PO Box 195, Pomona, NJ 08240-0195.

The Richard Stockton College is an AA/EEO.

Women and minorities are encouraged to apply.
new Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 8,500 students.

Director of Registration Services

Responsibilities: The Director is responsible for all aspects of registration. This includes classroom and course scheduling, maintenance of student records, audit of graduation reports, and the administration of academic policies. The Director maintains the University catalog and certifies all students for graduation. She is responsible for the routine functioning of the office, manages a staff of eight full-time employees and maintains appropriate computer systems to support University needs for supplying data to IPEDS and HEDS and for conducting various institutional research projects. The candidate will possess the ability to administer college regulations while working effectively with a diverse student, faculty and staff population.

Qualifications: Requires a Master's degree with at least 5 years experience as Registrar or Associate Registrar. Supervisory experience required. It is essential this individual will have the ability to prioritize and coordinate projects in a timely manner. Experience in utilizing computerized mainframe and PC networked software is essential.

Salary: $52,966-$79,488

Application Deadline: April 13, 1999

Director of the Learning Communities Program

Responsibilities: The successful applicant will administer all facets of the Learning Communities (TLC) Program, a support services program for low-income, first generation college students and students with disabilities. This is a full-time, twelve-month position funded by the U.S. Department of Education's TRIO Grant program.

Qualifications: Requires a Master's Degree in Counseling, Education, Administration or a related field. Must possess professional qualifications, demonstrated administrative abilities, and a commitment to the goals of the program to increase the retention and graduation rates of low-income, first generation college students and students with disabilities. Experience in administering projects, managing budgets, proposal writing, supervision of personnel, and public relations skills. Must have demonstrated ability to communicate effectively with a diverse student population and university personnel. Previous experience with TRIO programs, educational and/or social service fields are desirable.

Salary: $45,752-$58,040

Application Deadline: April 13, 1999

Please send a letter of interest, resume, and the names, addresses and telephone numbers of three professional references to:

John Melendez, Assistant Vice President for Student Affairs
New Jersey City University
2039 Kennedy Blvd., Hebpurn Hall, Room 303, Jersey City, NJ 07305

New Jersey Ciy University is an equal opportunity, affirmative action employer who encourages women and minorities.

Assistant Director of Admissions

Bloomgburg University of Pennsylvania

Minimum Qualifications: Bachelor's Degree required. Masters Degree preferred. Demonstrated experience and familiarity with admissions and recruitment strategies at a college, university or college or college admissions. Ability to plan and implement recruitment programs and a travel schedule targeting minority students. Experience in establishing connections with multi-cultural, civic, and community organizations. Bilingual (English-Spanish) preferred. Spanish language skills strongly preferred. Candidate must have demonstrated ability to coordinate presentations to various audiences, both in-person and via electronic means, for various audiences. Experience in admissions, orientation, and public relations is desirable. Organizational and communication skills are necessary. Demonstrated ability to work with diverse populations preferred. finalist for this position must have significant and successful experience in a successful position within an admissions office. 

Salary: $45,000-$55,000

Application Deadline: April 13, 1999

Assistant/Associate Professor of Special Education

Cleveland State University

Assistant/Associate Professor of Special Education

DUTIES: Teach undergraduate and graduate courses in special education, advise students, and supervise related field experiences. Conduct research and publication in special education. Contribute to the College's doctoral program in special education. Provide service to students, local community, and other agencies. 

REQUIREMENTS: Earned doctorate in special education or related field, with emphasis on special education. Experience with persons with severe disabilities, excellence in teaching, and ability to conduct research and publish in special education. 

Salary: $45,000-$55,000

Application Deadline: April 13, 1999

Assistant/Associate Professor of Special Education

San Juan College is currently accepting applications for the position of Instructional Assistant. This position will involve training, guidance, and direction of student volunteers in the areas of technology, and classroom management. The position will also involve the development and implementation of instructional materials. 

Minimum Qualification: Bachelor's degree in Psychology or a related field. Experience with technology and classroom management is preferred. 

Salary: $35,000-

Assistant Director of Admissions

Bloomgburg University of Pennsylvania

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Salary: $35,000-
University of Michigan
Director of Public Safety and Security

The University of Michigan is seeking a Director of Public Safety and Security. The Director of Public Safety and Security is responsible for assuming a leadership role in the development of policies and procedures for crime and loss prevention, law enforcement, and safety and security services at the University of Michigan. The selected candidate will plan and direct the administrative, operational, and financial responsibilities of the Department of Public Safety, and provide oversight management of the Hospital Security and Housing Security divisions; provide advice and guidance to the University community regarding law enforcement, and safety and security issues; maintain good relations with members of the University of Michigan community through active involvement with constituencies; and foster close working relationships with area law enforcement agencies.

The Department of Public Safety is a full-service police agency that provides police coverage for the entire Ann Arbor campus. The University community on the Ann Arbor Campus includes 37,000 students, with nearly 11,000 living on campus, and 30,000 faculty and staff members. The campus covers 3,114 acres, and contains 214 major buildings.

Necessary qualifications include a Bachelor’s degree in Criminal Justice or a related field, or an equivalent combination of education and experience; at least eight years of progressively responsible experience in law enforcement, public safety and security, or industrial safety; considerable knowledge of state and federal law; demonstrated leadership, creative problem-solving, and management skills; a demonstrated ability to work effectively in a complex, decentralized organization; excellent written and oral communication skills; the proven ability to initiate and maintain productive and collaborative relationships with internal and external constituencies; and eligibility for certification by the Michigan Commission on Law Enforcement Standards (MCOLES). In addition, candidates will be expected to have a demonstrated commitment to sustaining and advancing organizational diversity. A Master’s degree in Criminal Justice, Public Administration, Police Administration or a related field, and experience in higher education law enforcement is desirable.

Applications will be accepted until the position is filled. Consideration of candidate credentials is underway.

Chair of Director of Public Safety and Security Search Committee, Associate Vice President for Facilities and Operations, 3040 Fleming Administration Building, Ann Arbor, MI 48109-1340.

The University of Michigan is an affirmative action, equal opportunity employer. For more information about the University of Michigan and the Department of Public Safety, please visit the following web sites:

The University of Michigan http://www.umich.edu/, The Department of Public Safety http://www.umich.edu/~safety/, and HRAA http://www.umich.edu/~hraa/
ASSOCIATE VICE PRESIDENT
UNDERGRADUATE STUDIES

The Associate Vice President, Undergraduate Studies is the principal leader, advocate, and administrator for all University-wide programs, policies, and services related to undergraduate education.

PRINCIPAL RESPONSIBILITIES OF THE POSITION INCLUDE:

- Management of undergraduate enrollment
- Development, implementation, and enforcement of undergraduate admissions criteria, academic policies, academic probation and reinstatement, and graduation requirements
- Management of the general education program, the University-wide curriculum process, and the provost's vision of academic support services
- Facilitate development of new undergraduate programs
- Management of Undergraduate Student Council staff

The Associate Vice President, Undergraduate Studies serves on the Provost's Advisory Council and various other committees. The position reviews undergraduate academic programs and manages undergraduate academic policies and practices. The Associate Vice President reports to the Provost and President for Academic Affairs.

Unions reporting to the Associate Vice President, Undergraduate Studies include: Admissions, Registrar, Financial Aid, University College, General Education, Reinstatement/Probation, Scheduling, and Honors. The Associate Vice President of Undergraduate Studies is responsible for a professional and support staff of about 150 individuals and a budget of over $5 million.

QUALIFICATIONS INCLUDE:
- Appropriate terminal degree academic achievement which meets appointment with tenure at senior faculty rank, and at least five years of demonstrated success in higher education administration at the level of department chairperson or higher. In addition, candidates should:
  - Have a demonstrated record of effective leadership in development of new undergraduate academic programs, policies, and initiatives
  - Demonstrate ability to work effectively and collaboratively with faculty, students, and staff
  - Have strong interpersonal and communication skills
  - Have a commitment to the mission of public higher education
  - Demonstrate a commitment to diversity

Illinois State University is a comprehensive institution committed to providing undergraduate and graduate programs of the highest quality in the state of Illinois. The central mission of the University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research. The University has a teaching faculty of approximately 950 and approximately 21,000 students enrolled in 100 degree programs in the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Menninger College of Nursing, and Fine Arts. The first public university in Illinois, Illinois State is located in Bloomington-Normal, a diverse, professional community of 100,000 people.

The University website address is http://www.isu.edu

APPLICATION PROCEDURE: To assure full consideration, send letter of application, curriculum vitae, statement of administrative philosophy, and the names, addresses, e-mail addresses, telephone and fax numbers of at least three references to: Illinois State University Office of the Provost Associate Vice President for Undergraduate Studies Search Campus Box 4000 Normal, IL 61790-4000 Telephone: (309) 438-2430 Fax: (309) 438-5602 gbennett@ilstu.edu

REFERENCE LIBRARIAN
University of Connecticut Stamford Regional Campus Library
(Search # 3993A12)

Working as a team environment, the incumbent participates in the public service programs of the Jerome Frank Library in Naugatuck, including reference and instructional services, computer-based services, and collection development. This position also serves as the Stamford Campus Library liaison to undergraduates on academic programs in history and political science and fills in as the Circulation Desk as needed. Evening and weekend hours are required.

MINIMUM QUALIFICATIONS INCLUDE:
- ALA-accredited MLS, knowledge of computer applications in libraries, and excellent written and verbal communication skills.

DESIRED QUALIFICATIONS INCLUDE:
- Reference experience in an academic or research library; effective teaching and instructional skills; and experience in e-mail/surfer Internet applications.

SALARY RANGE: University Librarian rank and salary commensurate with experience. A minimum starting salary of $48,000.

APPLICATION PROCEDURE: Submit a letter of application, resume, and the names, addresses, and telephone numbers of three professional references to Britta F. Frank, Director of Library Services, University of Connecticut Libraries, Box 950, 369 Fairfield Road, Storrs, CT 06269-1005.

Screening will begin immediately and continue until the position is filled.

For further information about the UConn Libraries or to see a complete job description for this position, see our homepage at http://www.lib.uconn.edu

At the University of Connecticut, our commitment to excellence is complemented by our commitment to building a culturally diverse staff. We actively encourage minority applicants and people with disabilities to apply.
SR. DEVELOPMENT WRITER

In this vital role, you will help secure funds for Lesley’s programs, with an initial emphasis on the Art Institute of Boston at Lesley College. The ideal candidate will have 3-5 years’ experience in corporate and foundation grantwriting. Excellent writing, research, and interpersonal skills required. Bachelor’s degree required, advanced degree preferred. Familiarity with arts-related funding sources helpful.

Send a letter of interest, resume, and two recent writing samples to: Human Resources, 4C, Sr. Development Writer, Lesley College, 29 Everett Street, Cambridge, MA 02138; fax to 617-349-8126; or email to HR@lesley.edu. Visit our website — http://www.lesley.edu

Lesley College prides itself on the achievement of a gender/racial/ethnic/linguistic balance among students, faculty, and staff. Persons of color are strongly encouraged to apply. Lesley College is an AA/EEO Employer.

Staff Therapist
Counseling Center
Syracuse University

The Syracuse University Counseling Center is seeking applicants for three full-time, nine-month staff therapist positions. Primary duties include providing individual psychotherapy, crisis intervention, consultation, and referral services to Syracuse University undergraduate and graduate students. Minimum qualifications and experience include a master’s degree in a mental health field and three years’ clinical experience (preferably with a young adult population) and/or equivalent combination of education and experience. Licensed or license eligible applicants are preferred.


Executive Director of Campus Living

The University of Maine is seeking an experienced, creative, and innovative professional with excellent communication and management skills to serve as its Executive Director of Campus Living. Reporting to the Vice President for Student Affairs, the Executive Director of Campus Living is responsible for the planning, management, and student-centered services associated with all campus dining and residential living at the University of Maine. Working collaboratively with colleagues in Student Affairs and Academic Affairs, the executive director is expected to develop a campus living environment that is supportive of the goal of the University of Maine to develop future citizens as a collegial community of learners. The executive director serves as a member of the Student Affairs Leadership Team and works to assure that quality services are available to residential students, commuter students, faculty, and staff.

Candidates should have a Master’s Degree or an equivalent in a discipline related to the administration of residential programs and dining services and extensive experience in management of the delivery of such services in higher education. In addition, the executive director should demonstrate strong skills and abilities to:

- provide collaborative leadership with an emphasis on continuous quality improvement
- effectively communicate with the entire University community
- foster values of diversity and tolerance
- establish and implement long range planning processes to assure Campus Living facilities and programs continue to meet the needs of a changing student population
- maintain a program of facility maintenance, renovation, and upgrade that assures quality residence and dining facilities
- establish and maintain financial policies that assure the fiscal viability of all Campus Living operations
- apply technology that is innovative and cost effective in the management and delivery of campus living programs
- develop and implement new and creative housing and dining options that contribute to the mission of the University of Maine
- foster the development of residential education programs that contribute to the academic and social success of students

Salary is negotiable and dependent upon experience and qualifications. Review of applications will begin on March 15, 1999, and will continue until the position is filled. Applicants should submit a letter of application, curriculum vitae, and the names, addresses, e-mail addresses, and telephone numbers of five references to:

- Campus Living Search Committee
- Student Affairs
- 5703 Alumni Hall
- University of Maine
- Orono, Maine 04469-5703

Located in Orono, the University of Maine is the state’s land grant and sea grant institution and the flagship of the seven-member University of Maine System. Enrollment is growing, standing currently at approximately 9,500 students, of which 2,000 are graduate students. The university is located eight miles north of Bangor. Set along Maine’s Stillwater River, the campus is within an hour’s drive of mountains, the ocean, and Acadia National Park.

The University of Maine is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are encouraged to apply.

INSTRUCTOR OF POLITICAL SCIENCE

SAN JUAN COLLEGE is currently accepting applications for Instructor of Political Science. The instructor will provide 15 credit hours of instruction per semester with a primary teaching load in introductory Political Science, American Government, and International Political Issues. Based on an evaluation of qualifications and interests, the instructor will also have the opportunity to provide instruction in Sociology, American History, New Mexico History, or American Indian History. The position is full-time and 9 months in length. Minimum qualifications include a Master’s degree in Political Science or a related field, and three years of teaching experience in secondary or post-secondary setting is required. Salary: $29,163-30,000, depending on qualifications. Send letter of application, resume, and three references to: Chair, Political Science Search Committee, Native Academy, Box 178, San Juan College, 30 West College Blvd., Farmington, NM 87402.

Contact: Darla Daniels, GACC, 801 Campus Drive, Garden City, KS 67846; 316-276-0533; ddaniels@gacc.ks.us

GARDEN CITY COMMUNITY COLLEGE

INSTRUCTOR
Education/Social Science

GARDEN CITY COMMUNITY COLLEGE is now accepting applications for an Instructional Faculty in Education/Social Science. The successful candidate will possess a Master’s degree in Education/Social Science with a minimum of 18 hours’ coursework within the field. A Ph.D. is preferred. Experience in college-level instruction is preferred. Candidates must have the ability to communicate and interact with diverse learners. Salary range: $31,000-$36,000. For more information, please contact: Darla Daniels, GACC, 801 Campus Drive, Garden City, KS 67846; 316-276-0533; ddaniels@gacc.ks.us
De Anza College
Provoest, Workforce, Technology & Economic Development

De Anza College is currently accepting applications for Provost, Workforce, Technology & Economic Development. Reporting directly to the President, the Provost provides vision, leadership and supervision of the college’s Workforce and Economic Development Programs, including: Business and Industry Institute, Career/Occupational/Vocational programs, Occupational Training Institute, Community Education, and Center for Applied Competitive Technologies. Develops partnerships with business, industry, government, labor, education, and other community and statewide agencies and organizations. The Provost provides administrative oversight for the technology areas of Distance Education, Television Center and information technology support. Master’s degree or the equivalent is required.

First Review of Applications: April 9, 1999

Application and complete job description may be obtained from

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Lost Altos Hills, California 94022
(650)949-6217
E-Mail: employment@fdha.edu
http://www.fh.flda.edu/district/hr/employment.html
TTY: (650)949-5813

A resume may not be substituted for a completed District application
AA/EE
Coordinator of
Nurse Aide Certification
(Part-Time – 24 hours per week)
Educational Assistant – Non-Tenure Track Position

ANTICIPATED STARTING DATE: May 7, 1999

MINIMUM QUALIFICATIONS: Master’s degree in Nursing or related field, with a Bachelor’s in Nursing required. One year experience administering or teaching in a nurse aide or comparable allied health certification program is desirable. A minimum of two years experience in nursing, with one-year in a genic setting and current Connecticut registered nurse licensure is required by state regulation.

RESPONSIBILITIES: Under the supervision of the Director of Nursing and Allied Health Continuing Education, the Part-Time Coordinator is responsible for the administration of nurse aide certification courses and oversight of clinical sites for all allied health continuing education programs. This also includes scheduling and oversight for nurse aide, home health aide and multiskilled worker continuing education. Other duties include assisting the Director in planning, implementation, and evaluation of programs.

MINIMUM SALARY: $23.24 per hour

TO APPLY: Send letter of intent, resume, transcripts, copy of current Connecticut RN license, and 3 letters of reference to: Bonnie Schultz, Dir. of Nursing/Allied Health Continuing Ed., Naugatuck Valley Community Technical College, 750 Chase Parkway, Waterbury, CT 06708

APPLICATION DEADLINE: April 6, 1999

UNIVERSITY OF NORTHERN COLORADO
College of Business Administration

Assistant, Associate or Executive Professor of Computer Information Systems, #20055. Candidates for this tenure track position must have completed all requirements for a Ph.D. or D.B.A. in CIS, Quantitative Mgmt., or a related discipline with expected degree completion by the position start date. The Executive Professorship may be given to a candidate with a Ph.D. or D.B.A. in CIS, Quantitative Mgmt., or a Masters Degree and extensive high level business experience. Candidates must be committed to scholarly research, effective teaching, and service. Salary negotiable with qualifications and experience.

Information and application contact: Applicants should include a resume, a cover letter which addresses their qualifications for the position (to whom the resume should be sent, the names, addresses, and phone numbers of three references). This position will be filled as soon as an acceptable candidate is found. Address to: Ted A. Sedbrook, CIS Search Committee Chair, College of Business Administration, University of Northern Colorado, Greeley, CO 80639. UNC is an AA/EEO/Disability/Vets Affirmative Action Employer.

ASSISTANT DIRECTOR OF ADMISSIONS/COORDINATOR OF MULTICULTURAL RECRUITMENT GR810

Due to significant growth in minority student enrollment at WPI, and in response to growing demands on the Office of Student Affairs and Outreach Programs, the University is expanding its student recruitment efforts. WPI is adding a full-time position to advance our already strong initiatives and commitment in this area and seeks to hire an Assistant Director of Admissions/Coordinator of Multicultural Recruitment. This position will report to the Director of Admissions.

The appropriate candidate will develop, maintain, and implement marketing plans designed to attain the University’s goals and objectives for multicultural recruitment. Responsibilities will include:
- Traveling to represent the University at targeted high schools, community colleges, college fairs, and other appropriate programs and sites, coordinating on- and off-campus programs for prospective students of color, and cultivating and maintaining relationships with college counselors and community agencies.
- Collaborating with faculty, student organizations, airmen, and other college offices including financial aid offices, to meet multicultural recruitment objectives.
- The successful candidate will also be responsible for providing support to the Director of Admissions, including overseeing prospective student interviews, conducting group information sessions, recruitment travel, and evaluating applications for admission.

The position requires a Bachelor’s degree, a strong commitment to cultural diversity, and a minimum of three years of experience working with multicultural students. Experience in a College or University Admissions Office is demonstrated. A strong creative and energetic personality is also necessary as part of the team. WPI is an equal opportunity employer. Applications will be accepted until June 1999. The successful candidate will begin their duties at WPI on July 1, 1999. Applications are encouraged from all qualified individuals. WPI is an affirmative action employer.

Institute of Science and Technology (WPI) is an innovative educational institution that conducts research, science, management, the humanities, and the social sciences. Experience in an environment of about 1,200 undergraduate students at WPI is preferred. For more information, contact WPI at 508-831-5715 or email to admissions@wpi.edu.

Indiana University
South Bend

Director Academic Resource Center

Directs the Academic Resource Center (ARC) whose mission is to foster student learning and success. Appointments may include an adjunct appointment at the appropriate academic department. Preferred appointment date is July 1, 1999.

Qualifications: earned doctorate or appropriate field preferred; or a Master’s degree and extensive experience appropriate to the position, experience with adult academic developmental studies and testing, ability to develop and execute plans, to manage staff and budgets, and to coordinate the work of the staff. Excellent leadership skills, knowledge of computers and their use in testing and instructor desirable. Applications will be accepted until May 1, 1999. The screening of applicants will be completed immediately. The position is open to qualified candidates of all races, nationalities, and religions. Women and minorities are encouraged to apply. Learn more about IUSB through our honor code program.

http://www.iusb.edu
ADVERTISMENT CONNECTICUT
ADMINISTRATIVE DIVERSITY INITIATIVE CAMPUS PROVOSTS

Founded in 1933, Florida's first public community college, Palm Beach Community College is a four-campus institution that serves a large and diverse population in South Florida. PBCC offers associate degrees for transfer to the university system and for entry into the workforce. The College also offers certificate level occupational programs and continuing education courses. We are the second largest of the 28 community colleges in the Florida Community College System, serving approximately 8,300 FTE per year. PBCC is currently revising its strategic plan and will undergo SACS Self Study in the year 2000. The college is governed by a local Board of Trustees appointed by the Governor.

Palm Beach Community College invites applications for open positions for two Provosts. For the position of Provost, we prefer candidates who have demonstrated ability to work collaboratively to establish and coordinate the agenda for all district decisions to assure coordination of programs, budget development, policies and procedures within the institution. The Provost is a member of the President’s Cabinet and provides leadership in the fulfillment of the college's mission and strategic plan. Participants in the formulation of broad policy and long-term programs and other systematic initiatives. Represents the college and participates in various civic community and professional organizations.

QUALIFICATIONS:
• An emergent and creative professional with significant experience in administration, demonstrated ability to work collaboratively and to supervise, motivate and evaluate senior staff, demonstrated ability and commitment to build consensus and work with racially and culturally diverse constituents within the college and the community.
• Understanding of the philosophy of the comprehensive community college, strong communication skills, abilities to work collaboratively across campuses and ability to enhance resource development opportunities for the college.
• Graduate of an accredited college or university with a master's degree (doctoral degree is definitely preferred) in Education. Education Administration or related field and 5 years of administrative experience (deans level or above). Experience in education or related field.

Preliminary review of applications will begin on April 26 and positions will remain open until filled. Resumes, letters of request for additional information should be sent to:

Dr. Ellen Grace, Director, of Human Resources
Palm Beach Community College
4200 Congress Ave
Lake Worth, FL 33461

Palm Beach Community College is an affirmative action/equal opportunity employer.

DEAN
BUSINESS, SCIENCE AND TECHNOLOGY DIVISION
SEARCH EXTENDED

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business, Science and Technology Division. The Division serves 14,000 students per semester supported by 250 full and adjunct faculty and an annual budget of approximately $14 million. The Division includes 12 programs in the academic areas of science, math, technology, business, health careers, and computer studies. This semester, the Division has received $1.5 million in grants. The Dean provides academic and administrative leadership to the Division and oversees 18 departments. The Dean is a member of the senior management team and reports directly to the Vice President for Academic Affairs and oversees 18 departments. The Dean provides academic and administrative leadership to the Division and oversees 18 departments. The Dean provides academic and administrative leadership to the Division and Oversees 18 departments. The Dean is a member of the senior management team and reports directly to the Vice President for Academic Affairs and oversees 18 departments.

QUALIFICATIONS:
• Diverse and creative professional with significant experience in administration, demonstrated ability to work collaboratively and to supervise, motivate and evaluate senior staff, demonstrated ability and commitment to build consensus and work with racially and culturally diverse constituents within the college and the community.
• Understanding of the philosophy of the comprehensive community college, strong communication skills, abilities to work collaboratively across campuses and ability to enhance resource development opportunities for the college.

Preliminary review of applications will begin on April 26 and positions will remain open until filled. Resumes, letters of request for additional information should be sent to:

Dr. Ellen Grace, Director, of Human Resources
Palm Beach Community College
4200 Congress Ave
Lake Worth, FL 33461

Palm Beach Community College is an affirmative action/equal opportunity employer.

Assistant Director of Admissions

Grand Valley State University invites nominations and applications for the position of Assistant Director of Admissions. Successful candidates will possess exceptional verbal and written communication skills, strong interpersonal and organizational skills, a commitment of teamwork, and a willingness to work long hours and contribute to the total recruitment efforts. Bachelor's degree required, master's preferred and at least three years of admissions experience, including recruitment travel and team management. Applications must have a thorough understanding of demographic, social and economic factors that influence student recruitment and retention.

Major responsibilities include but are not limited to coordination and analysis of data to support market research efforts, supervision of student teams members, and travel through the region to attend recruitment events and visits to high schools and community colleges. Interviewing and corresponding with prospective students, reviewing applications and other duties as assigned. Experience and weekend work will be required. Salary range $25,000 - $35,000.

Grand Valley State University is a comprehensive state supported institution located on a 258-acre campus in Allendale, Michigan. With a current enrollment of over 16,000 students, the university is positioned both academically and geographically to serve change in enrollment growth.

Send letter of application, including resume and three references to Mr. Mike Marks, Grand Valley State University, Admissions, 300 Student Services Building, Allendale, MI 49401. Application deadline is April 13, 1998. For more information about Grand Valley, see our website at www.gvsu.edu.

Andrea Marks
Grand Valley State University, Admissions
300 Student Services Building
Allendale, MI 49401

Application deadline is April 13, 1998. For more information about Grand Valley, see our website at www.gvsu.edu.

EEO/AADT
ENGLISH & COMMUNICATIONS
TEACHING POSITIONS

The English Reading Communication Department invites applications and nominations for a tenure-track position in English and/or language arts teaching. Applicants are encouraged to apply by August 1999.

Preference is given to Master's degree candidates. Equivalent experience will be considered. The ideal candidate will have a strong commitment to composition and rhetoric in community college teaching and experience in one or more of the following: women's literature, women's studies, ESL, and composition pedagogy.

COMMUNICATIONS: requires a Master's degree in English Communication and prefers college-level teaching experience. The ideal candidate will have a strong commitment to composition and rhetoric in community college teaching and experience in one or more of the following: Public Speaking, interpersonal Communication, Gender Communication, and/or Writing in the Disciplines.

SALARY: Competitive; beginning annual salary.

APPLICATION REVIEW: Applications received by August 1, 1999 will be considered for the position.

TO APPLY: Submit a letter of application, resume vitae, writing sample, and three letters of recommendation to the Office of Human Resources, 114 Service & Maintenance Building, Onondaga Community College, 5501 Oncodaga Road, Syracuse, NY 13215-2099 (Attention: English or Communications search).

Women and minority candidates are encouraged to apply, as are applicants with disabilities. Onondaga Community College is an equal opportunity employer.

INDUSTRIAL & AUTOMOTIVE MAINTENANCE

Bachelor's Degree in Industrial Technology, Electronics, or with 20 credit hours in Industrial Maintenance, Electricity, and/or Robotics required. Consideration will be given to those with an Associate's Degree and comparable experience, teaching and/or related industrial experience.

INFORMATION SYSTEMS/ MICROCOMPUTERS

Bachelor's Degree in Management Information Systems or related field required. Master's Degree preferred in computer systems, Internet and object-oriented programming desirable. Two years teaching experience at the community college level important. Equivalent experience required. Programming or microcomputer experience required.

INFORMATION SYSTEMS/ NETWORK ADMINISTRATION

Bachelor's Degree in Management Information Systems or related field required. Master's Degree preferred. Consideration given to those with experience in networks and programming desirable. Two years teaching experience, preferably at the community college level, and/or applied information systems experience required.

Waubonsee Community College is a fully accredited college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing communities. Waubonsee provides outstanding service to students and residents through demonstration of its core values, service, value, innovation and accessibility.

Review of applications will begin April 12, 1999. To apply, send a letter of interest with resume and college application form to the Office of Human Resources.

630-466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harper Road
Sugar Grove, IL
60554

http://www.wcc.cc.il.us
Eastern Michigan University
DEAN
College of Business

Eastern Michigan University invites applications and nominations for the position of Dean of the College of Business. The Dean reports directly to the Provost and Vice President for Academic Affairs and provides academic, intellectual, and administrative leadership to the College.

The Dean will be responsible for improving and promoting the quality and effectiveness of the College's instructional and research programs, external affairs and fund raising. The successful candidate should have:

- relevant knowledge and experience in program planning and development, budgeting, and administration typically acquired through an earned doctorate in a College of Business discipline and/or a distinguished record of management and leadership achievements in the private sector or government.
- a record of teaching and research appropriate to the rank of full professor in one of the four departments in the College.
- demonstrated commitment to excellence in teaching, research and service.
- commitment to the expansion of off-campus academic programming.
- demonstrated expertise in faculty recruitment, program improvement, leadership of faculty and commitment to diversity and community; and

- ability to generate external resources for the College.

Eastern Michigan University is a public institution located in Ypsilanti, Michigan, just 7 miles east of Ann Arbor and 35 miles west of Detroit. The University enrolls approximately 24,000 students and employs 730 tenure-track faculty represented by the American Association of University Professors (AAUP).

The College of Business is housed in the state-of-the-art Owen Building opened in 1990. The College includes four departments: Accounting, Finance/Computer Information Systems, Management, and Marketing. There are 74 tenure-track faculty members in the College who serve 2,300 undergraduate students and 750 graduate students. The College is AACSB accredited at the undergraduate and graduate levels and offers programs leading to the Bachelor of Business Administration and Master of Business Administration, as well as Master of Science in Accounting, Master of Science in Human Resources/Organizational Development and Master of Science in Computer-Based Information Systems.

Review of applications will begin April 20, 1999, and will continue until the position is filled. The anticipated starting date for the Dean is July 1, 1999, but is negotiable. Salary is competitive and commensurate with qualifications and experience. Candidates should forward a letter of interest, resume and the names, addresses, and telephone numbers of at least three references to:

Dean Barry Fish, Chair, Search Committee
Position APAA9909
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applications from women and members of minority groups are encouraged.

Vice President of Marketing & Development

CAST (Center for Applied Special Technology) — March 1999

CAST, the Center for Applied Special Technology, is seeking a Vice President of Marketing and Development to provide strategic leadership to the business side of this non-profit organization - to increase its visibility, broaden its funding base, distribute its products, and enhance its impact. The mission of CAST is to expand opportunities for individuals with disabilities through innovative uses of computer technology. It pursues this mission through research, product development, and model educational programs that further universal design. CAST is a national leader in Web-based educational development. The Vice President of Marketing and Development will direct the organization's efforts to increase revenue generation, decrease its dependence upon small local foundation support and individual gifts, and increase its access to universities, licensing fees, contracted revenue, large national foundation support, and federal grants and contracts.

This position requires a commitment to CAST's mission combined with marketing, general management, and leadership skills and relevant substantive knowledge of nonprofit development, publishing, and technology, especially as applied to education. The ideal candidate will bring some combination of the following:

1) leadership experience in the development of nonprofit organizations with significant or federal support from major foundation grants
2) familiarity with the business side of educational publishing
3) experience with the licensing and distribution of software and electronic multimedia products
4) experience managing the technology transfer activities of a nonprofit research institution
5) and comfort applying general marketing and business skills to a nonprofit mission

CAST seeks to broaden and reconfigure its funding base, increasing its visibility and securing new forms of financial support. While the skill set of the new Vice President may be drawn from either nonprofit development or for-profit marketing and business strategy, the individual selected must bring the individual to add value to both efforts at CAST.

All inquiries, nominations, and applications should be directed to:
Alan Witchel, Vice President and Director, Internal Box 18366
Isaacs, Mill, 334 Boylston Street, Suite 500, Boston, Mass.
02110-3806, Phone: 617-262-6500.
Fax: 617-262-6509, E-Mail: awitchel@imsearch.com

CAST promotes the acceptance and tolerance of all, regardless of race, color, national origin, religion, sexual orientation, sex, gender, or disability. We are an equal opportunity employer.

We are unable to accept phone calls at this time.
Harvard Law School

Graduate Program
Assistant Director, Admissions and Financial Aid

The Graduate Program in the division of Harvard Law School responsible for the Masters of Laws (LLM) and the Doctor of Juridical Science (S.J.D) degrees and for various aspects of graduate legal studies. Attracting lawyers of demonstrated intellectual and academic excellence from all over the world, the Graduate Program promotes awareness of foreign law and legal systems among the School's faculty, J.D. students and alumni.

Reporting to Deputy Director, oversees admissions and financial aid operations for LLM and SJD degree programs and visiting scholar and researcher programs. Manages operations review process, evaluates substantial portion of applications for both admissions and financial aid. Prepares statistical reports and trend analyses. Participates in development of admissions, financial aid and recruitment policies. Supports recruitment and fundraising. Admissions graduate scholarship and loan funds manages student visa and term-of-stay matters. Develops admissions and financial aid systems for the School's Masters of Law Program. Manages hiring of new students and reviews administrative tasks. Works closely with admissions and student services staff.

A required LL.M. or S.J.D. degree is preferred. Substantial experience in graduate program administration and/or legal education or admissions international experience preferred. Demonstrated strong written, verbal, analytical, and professional management skills. Sound administrative judgment and sensitivity to needs of students, faculty, and other university constituents required. Preference for web-based communication tools and familiar with Word, Access and web-based communication tools.

Harvard Law School/Graduate Program Admissions
Arenda Hall, 138, 1545 Massachusetts Avenue, Cambridge, MA 02138; Phone: (617) 495-7800; Fax: (617) 495-7780; E-mail: openads@law.harvard.edu (Word attachments only).

www.law.harvard.edu

CONNECTICUT
Community-Tech Colleges

PRESIDENTIAL SEARCH - EXTENDED
GATEWAY COMMUNITY-TECHNOLOGICAL COLLEGE
NEW HAVEN, CONNECTICUT

Applications and nominations will be accepted until position is filled.

The Board of Trustees of the Connecticut Community-Technical College System invites nominations and applications for the Chief Executive Officer position at Gateway Community-Technical College, one of twelve colleges within the state system of two-year, comprehensive community-technical colleges.

Founded in 1992 as a result of the merger of Connecticut's systems of community and technical colleges, Gateway serves approximately 4,000 full-time and part-time learners in credit programs at its two campuses in New Haven and North Haven. Gateway also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. To advance Gateway's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Position announcements may be obtained from, and letters of application addressed to:

Dr. Bruce H. Leslie, Chancellor,
BOARD OF TRUSTEES OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGES,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community-Technical Colleges are equal opportunity, affirmative action employers, m/f.

ASSISTANT DEAN OF RESIDENCE LIFE FOR RESIDENCE EDUCATION

The Assistant Dean for Residence Education provides the primary leadership role for the comprehensive residential educational and social programming efforts within a diverse residential community housing 4000 undergraduate and graduate students in seven residence halls and 51 apartment buildings. The assistant dean oversees the academic, educational, developmental, spiritual, cultural, and social programs that create living environments that are consistent with the principles of a Catholic Jesuit university and that reflect a departmental commitment to connect students out-of-class experiences with their academic initiatives. She supervises a student staff of 15, including RAs and NHs, and directs and develops the student-centered activities for the four residence halls. The assistant dean coordinates departmental research and graduate student assessment studies and submits the annual section of the HACCS report.

Marquette University is a Catholic Jesuit university located in Milwaukee, Wisconsin. Founded in 1881, the university currently serves 11,000 students, including 3,000 graduate and professional students, in eleven colleges and professional schools. The university offers more than 50 undergraduate majors and more than 70 master's degrees and 18 doctoral programs.

The ideal candidate will possess the following qualifications:

- A commitment to and record of personal and professional integrity and character
- A master's degree in student personnel or a related field
- A minimum of three years in a similar position
- Excellent communication and organizational skills
- Ability to work well in partnership with students and colleagues in a variety of offices and departments
- Enthusiasm for promoting the Catholic, Jesuit mission of Marquette University
- A commitment to fostering diversity

Applications should include a cover letter, resume, and the names, titles, addresses, and telephone numbers of at least three professional references and should be addressed to:

Dr. Jim McMahon
Dean of Residence Life
Marquette University
PO Box 1881
Milwaukee, WI 53201-1881
(414) 288-7208

Applications cannot be returned in April to receive full consideration.

Compensation is competitive and includes a generous benefits package.

www.Marquette.edu/reslife
Chair, Department of Aging and Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida

The Louis de la Parte Florida Mental Health Institute (FMHI) of the University of South Florida (USF) seeks qualified candidates for the faculty position of Chairperson, Department of Aging and Mental Health (AMH). The successful candidate will have a record of achievement commensurate with appointment at the rank of Associate Professor or Professor, tenure negotiable. Qualifications: a doctorate or other terminal degree in areas related to aging and mental health; an established record as a senior-level researcher in aging and mental health; a record of external funding; significant administrative experience; a history of developing collaborative relations, both internal and external to the university; and a commitment to work productively with diverse organizations and to the principles of equal opportunity. The applicant should be prepared to lead efforts by AMH faculty in conducting policy and practice relevant research and training that will result in improved mental health services for older adults and their families.

AMH consists of 7 faculty and 25 professional and support staff, with significant external grant funding and is one of four departments within FMHI, the state's only publicly oriented behavioral health research and training institute. FMHI receives approximately $10M in university funding, and $11M in contracts and grants, and works closely with numerous state agencies and organizations, as well as community behavioral healthcare provider agencies, aging services, consumer groups, and relevant committees and members of the Florida Legislature. USF is a major research university with a large consortium (Institute on Aging) of departments/divisions and centers with aging interests and degree programs. For more detail on this position and other aging interests at the University of South Florida, please visit our web site at: http://fmhi.usf.edu/amh

Application Process: Send letter of application, vita, names, telephone numbers, and addresses of three references postmarked by April 15, 1999 to Larry W. Dupree, Ph.D., Acting Chair, Department of Aging and Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL 33612. Under Florida law, meetings of the search committee and all documents related to search are open to the public. USF is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Dee Keiser at 813/974-9810 at least 5 working days in advance of need.

www.usf.edu 13301 Bruce B. Downs Blvd. - Tampa, FL 33620

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Del Mar College, a community college in Corpus Christi, Texas, is anticipating the following vacancies for the 1999-2000 academic year or sooner:

- Automation Services Librarian/Instructor
- Chemical Laboratory Technology Instructor
- Criminal Justice Instructor
- Diagnostic Medical Sonography Instructor
- Diesel Technology Instructor
- Drama Instructor
- Economics Instructor
- ESOL Instructor
- Fire Science Instructor
- Health Information Technology/ Medical Records Instructor
- Interpreter for the Deaf Instructor
- Dean of Student Development
- Kinesiology Instructor
- Law Enforcement (TCLEOSE) Instructor
- Management/Marketing Instructor
- Mathematics Instructor
- Medical Laboratory Technology Instructor
- Music Instructor/High Brass
- Music Instructor/Percussion
- Music Instructor/Percussion
- Philosophy Instructor
- Process Technology Instructor
- Registered Nursing Instructor
- Spanish Instructor
- Speech Instructor
- Vocational Nursing Instructor

Applicants must clearly specify position(s) of interest and provide duplicate materials if applying for more than one position. Submit a letter of interest, resume, transcripts from accredited college(s), names and telephone numbers of three previous employers, and any other credentials to the Office of Human Resources, Del Mar College, 101 Baldwin Blvd., Corpus Christi, TX 78404-3897. Deadline is April 23, 1999, 12:30 p.m. For complete information, visit the Web site at www.delmar.edu/hr/hr/index.html or call 361/698-1106. Del Mar College reserves the right to extend search or not offer positions advertised.

Equal Opportunity/Affirmative Action Institution

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ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE

Join the excitement of building a new university and developing criminal justice programs and curricula on the Gulf Coast. FGCU, one of the newest universities in the State University System, opened on August 25, 1991.

Qualifications: Earned Doctorate in Criminal Justice or related discipline. (D alone is considered a terminal degree for this position.) Familiarity with and commitment to instruction via distance learning, demonstrated proficiency in teaching, and refereed and/or published research to a degree commensurate with exp.

Preferred: Exp in criminal justice mgt., proven leadership in a criminal justice mgt. training center, substantive teaching and research in criminal justice mgt., and admin.榭an commit to complete five academic yrs. on a 9-month calendar contract basis. Available August 1999.

TO APPLY: There is no formal application from FGCU. However, submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be required of candidates invited for an interview. Mail materials to FGCU, Position # 11130, HR Dept., 10501 FGCU Blvd. S., FGCU, Punta Gorda, FL 33965-6596 postmarked by the deadline date of April 15, 1999.

For further information, please call the 24-hour hotline at 941-598-1111 or visit our website at http://admin.fgcu.edu/hr/index.html.

For U.S. AAI.
WAUBONSEE
COMMUNITY COLLEGE
FALL 1999
INSTRUCTORS
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 18, 1999 in the following areas. Unless otherwise noted, all positions require a Master's Degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

ACCOUNTING
CPA or CMA preferred.

BUSINESS ADMINISTRATION and BUSINESS ADMINISTRATION/INFORMATION SYSTEMS
Two positions available.

CRIMINAL JUSTICE
Police experience desirable.

HUMAN SERVICES
Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) certification required.

MATHEMATICS
Master's Degree in Mathematics or Mathematics Education required. Two years teaching experience required.

THERAPEUTIC MASSAGE
Bachelor's Degree in Kinesiology, Nursing, Fitness or related field required; Master's Degree preferred. American Association of Massage Therapist certification required. This position is contingent upon program approval from Illinois Community College Board and Illinois Board of Higher Education.

Waubonsee Community College is a fully accredited community college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Letter of interest, resume and completed college application form must be complete and on file in the Office of Human Resources no later than April 12, 1999, to receive consideration. Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

EXECUTIVE DIRECTOR
OF CAMPUS PLURALISM
AND EQUAL OPPORTUNITY

University of Southern Maine

The University of Southern Maine (USM) invites nominations and applications for Executive Director of Campus Pluralism and Equal Opportunity. The Executive Director will provide leadership for USM’s newly established Diversity Plan.

Reporting to the President, the Executive Director holds a key position on the President’s Staff. The Executive Director provides leadership for achievement of a pluralistic and diverse University; serves as liaison and support to areas of the University with issues of equal opportunity; diversity, pluralism or bias and serves ex-officio on committees whose efforts are directed toward diversity and pluralism. This position handles EO complaint procedure at all levels and manages compliance for applicable regulations, laws and policies.

QUALIFICATIONS: The candidate must possess: earned Masters Degree in a relevant field, minimum of five years experience: or Baccalaureate Degree and seven years such experience. The candidate must possess excellent organizational, analytical, planning, mediation/conflict management, marketing and communication skills. The candidate must have a proven ability and skill in the investigation and management for civil rights complaints; and have the ability to work with students, professional, clerical staff and faculty in a variety of disciplines.

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston, is the largest of the seven campuses in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,000. The student body is the most diverse in the State: half of the students are full-time; nearly 60% are women; and the average age of an undergraduate is twenty-seven. As a comprehensive university, it is a major educational force in the New England region committed to excellence in teaching, research, and public service.

The Greater Portland area, located on Casco Bay, is a small city offering an exceptional range of cultural and recreational activities, historical settings, and scenic beauty.

Review of applications and nominations commence immediately. To apply, submit a letter of application or nomination, a curriculum vitae, and the names of three references (contacted with permission) to:

Dr. Richard Maiman
Associate Provost for Graduate Studies
University of Southern Maine
P.O. Box 9300
Portland, Maine 04104-9300

Visit this web site at
www.usm.maine.edu/hr/s/job
for a full position description.

USM seeks candidates with a strong commitment to diversity and who are supportive of a welcoming work/classrooms environment.

EO/AA
AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Agnes Scott College seeks highly qualified, experienced candidates for the position of Julia Thompson Smith Chaplain. An endowed position, the Julia Thompson Smith Chaplain fulfills a crucial role in the intellectual and spiritual life of the College. The dialogue between faith and learning at Agnes Scott College fosters academic freedom, as well as an appreciation of pluralism and a desire for diversity. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott’s curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community with one of the largest endowments per student of any college in the country.

JULIA THOMPSON SMITH CHAPLAIN

Responsibilities. The Chaplain provides intellectual and spiritual guidance to a diverse faith community of students, faculty and staff through worship, pastoral care and counseling. The Chaplain will also work in collaboration with the Office of Multicultural Affairs to create and lead an inclusive and inclusive community of faith. The position reports to the Vice President for Student Life and Community Relations/Dean of Students and works in collaboration with the Office of Multicultural Affairs and other campus units.

Qualifications. A seminary degree is required, as is ordination in the Presbyterian Church (USA). A doctorate in religious studies or ministry is desirable. Previous campus ministry experience will be very helpful. The successful candidate will demonstrate knowledge of worship leadership, qualified candidates will be proficient in counseling skills, small group leadership and homiletics. Excellent communication skills, both oral and written, are required. Send letter of application, current resume and names and phone numbers of three references to: Agnes Scott College, Human Resources, 141 E. College Avenue, Atlanta, Georgia 30030. Review of applications begins immediately and continues until position is filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer

www.AgnesScott.edu

INSTRUCTOR OF HISTORY

SAN JUAN COLLEGE is currently accepting applications for an Instructor of History. The successful applicant will have an understanding of the history of Latin America and the Caribbean, as well as the ability to communicate this knowledge in an engaging and relevant manner. The position is available at the beginning of the fall semester. Interested candidates should submit a letter of application, a current resume, and a copy of all academic transcripts. Contact: San Juan College, Personnel Office, 9001 College Blvd., Farmington, NM 87402, (505) 599-0215, Email: (505) 599-0952. Closing Date: April 2, 1999.

DIRECTOR, INSTITUTE OF GERONTOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON, is seeking outstanding candidates with a Ph.D. or equivalent degree to serve as the Institute of Gerontology. The successful candidate will have an understanding of gerontology, the ability to engage in research, and experience in gerontology education. Responsibilities include developing and managing a new program in gerontology. Requires strong research skills, leadership, and program development. For further details, see the job advertisement in the fullerton daily. Application packages must include a letter of application, a current resume, and three letters of reference. Applications should be submitted by October 3, 1999. Send completed application to: Dr. Jacob Pandol, Search Committee Chair, c/o Executive Assistant to the President for Academic Affairs, California State University, Fullerton, Fullerton, CA 92834-6050. Full description at: http://www.fullerton.edu/coo/offer/gero/gero.html

DEAN, GRADUATE STUDIES

SUNY Empire State College seeks a Dean of Graduate Studies to provide academic leadership for five masters degree programs (M.A. in social policy, business and policy studies, labor and policy studies; M.A. in liberal studies; M.A.) serving over 900 students annually in innovative formats that combine intensive residencies with distance learning. The Dean has responsibility for academic leadership and program quality, enrollment management, and program planning, including budget, faculty and staff resources and facilities. The Dean supervises personnel, participates in college-wide planning, and administers graduate student services.

Requires earned doctorate in field related to the graduate programs, substantial college level administrative and teaching experience, demonstrated interest in education of adult students, familiarity with learning technologies, distance education, and innovative program delivery, capacity to work collaboratively. Anticipated hire date: June 1, 1999, or after. Review of applications begin March 10, 1999, and continue until position is filled. Submit letter, resume, and reference letters to Dr. Marjorie L. Lavin, Vice President for Academic Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866. AAEEOE

Albion College
DIRECTOR OF MULTICULTURAL AFFAIRS

Albion College, a selective, private, residential liberal arts college, invites applications for Director of Multicultural Affairs. The successful applicant will work to foster an environment of mutual respect, acceptance, appreciation and caring for all members of the Albion community. Position reports directly to the VP for Student Affairs. Qualifications: Master's Degree in a relevant field such as higher education, required. Doctorate or significant progress toward completion of doctorate in a relevant field preferred. Minimum of five years' relevant, full-time experience, some in private college setting preferred. Required: successful track record of implementing programs which decrease discrimination and increase multicultural understanding and competence, extensive experience with minority students and student retention, understanding of training, management, interpersonal, public speaking, and problem-solving skills, awareness of and sensitivity to racial, cultural and gender-related equity issues, and demonstrated commitment to multicultural education. Review of applications begins immediately and continues until position is filled. For further information visit our website at: www.albion.edu and take a campus tour.
ASSISTANT PROFESSOR
SCHOOL OF EDUCATION (MULTIPLE POSITIONS)

Ph.D./Ed.D. or J.D. - location or related field required. Demonstrated excellence in teaching, scholarship, and in collaborating with schools and other appropriate settings and policy systems required. Must be well prepared to educate students from diverse socio-economic and ethnic/racial backgrounds and to ensure success and equity for all students. Dedication to realizing the best traditions of the land grant university is required. Area of expertise must be in one or more of the following:

- Teacher Education, in one or more of the following:
  - Reading and Literacy
  - Elementary and/or Early Childhood Education
  - Language Arts, with preference for secondary level
  - Science and/or Mathematics Education at the elementary, middle, or secondary levels
  - Middle Grades Education
  - Special needs of socially and economically disadvantaged students, multilingual education, culturally diverse populations, and/or special education and inclusion
  - Preparation of teachers in the application and integration of technology in the classroom

All of the former require a strong orientation to research-based professional practice; an understanding of, and commitment to, developmentally appropriate practices in the area of application; knowledge of, and experience with, practices that are consistent with research-based educational reforms in the area of application; and a record of scholarly accomplishment appropriate to the level of appointment sought.

- Adult Education, focusing on the preparation of adult educators in the areas of adult literacy, training and development, life-long learning, and continuing education;

- Educational Policy and Leadership, including the ability to provide substantive contributions and to develop strong programmatic research and service activities in one or more of the following: educational policy analysis, organizational development, leadership preparation and theory, systems analysis and change;

- Research Methods, including ability to provide instruction and advising to students in quantitative methods, action and policy research and evaluation, with a content focus that contributes to one or more of the priority areas noted in this announcement;

- Foundations of Education, including an emphasis on social and cultural foundations-related educational policy and practice and/or history and systems of education, and psychology of learning/educational psychology.

These are tenured-track positions beginning in the Fall of 1999. Level of appointment is contingent on experience and scholarly record, but it is anticipated that appointments will be made at the Assistant level unless there are exceptional circumstances. Review of applications will begin 4/14/99 and continue until all positions are filled. Please identify the area to which application is being made. Submit letter of application and resume to: Robert Feltner, Search Committee Chair, (Log # 131122), University of Rhode Island, P.O. Box 1, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

POSITION OPENINGS—ECONOMICS
ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF ECONOMICS

Responsible for teaching basic and advanced courses in economics at the Masters level, research in areas of expertise and interests, supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. While candidates at any level will be considered, this is primarily a senior level position, with preference given to candidates with a proven record of research and teaching. Ideally, candidates will have several years of experience, a research reputation, and will be able to make immediate contributions to the intellectual environment at the Johnson School, and to the M.B.A. and Ph.D. curricula. Rank will be commensurate with prior experience. Direct inquiries to Associate Dean John A. Elliott, Cornell University, S.C. Johnson Graduate School of Management, Ithaca Hall, Ithaca, NY 14853-6201. Applicants should have completed a dissertation or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of recent papers. An Affirmative Action/Equal Opportunity Employer.

CLINICAL TEACHING

The Clinical Program at American University's Washington College of Law is seeking a practicing attorney interested in clinical teaching to fill an opening in the Community and Economic Development Law Clinic. Student's represent small neighborhood-based nonprofits and microenterprises in underserved areas of the District of Columbia. Students assist their clients in deciding on choice of entity, in gaining tax exempt status, in acquiring property and funding, in dealing with licensing and zoning issues, and in other transactional matters. The Clinic's clients include public housing-based landscaping and painting companies, transitional shelters, tenants co-ops and tenants' associations, and community development corporations. The Clinic teaches students through supervision of their cases, simulations, a seminar and weekly case staffing. The Practitioner-in-Residence will supervise students in their fieldwork and case staffing, and plan classes for and teach in the seminar. All in collaboration with the faculty director of the Clinic. In addition, the Practitioner-in-Residence will participate with the other clinical faculty in the Office of Clinical Programs in periodic small seminars concerning issues in lawyering and clinical teaching. The Practitioner-in-Residence will also have an opportunity to earn an LL.M. degree, and to engage in scholarly research and write for publication with the encouragement, feedback, and support of interested colleagues.

Minimum qualifications include at least 3 years of experience as a practitioner, preferably in any facet of transactional or community development law relevant to the work of the program. Applicants should demonstrate a commitment to working in low-income communities. A demonstration of scholarly interest in the relevant fields of law is beneficial. Because one of the goals of the program is to provide an opportunity for practitioners to develop the abilities and credentials necessary for careers as clinical teachers, applicants should have an academic and professional record that makes it likely that they would fulfill this ambition.

Applicants should send a cover letter and curriculum vitae to:

Prof. Ann Shalleck
Director of Clinical Programs
American University
Washington College of Law
4801 Massachusetts Ave., N.W.
Washington, D.C. 20016

With a copy to Professor Susan Bennett, the Director of the Community and Economic Development Clinic by April 1, 1999.

American University is an equal opportunity employer and we encourage applications from a diverse group of candidates.
University of Colorado

DIRECTOR OF EMPLOYEE BENEFITS

The Director of Employee Benefits provides leadership for the development and administration of the University’s employee benefit policies and programs. The Director will be responsible for creating a new Employee Benefits Department as part of the consolidation of payroll and benefits services for the University of Colorado system. The position reports to the Vice President for Budget and Finance.

Minimum Qualifications: Bachelor’s degree in Business Administration or related field, eight years experience with increasing responsibility in human resources with heavy emphasis in employee benefit planning, design, and implementation in a large organization, demonstrated success in the management of health care benefit vendor contracts, experience in working with both fully insured and self-funded employee benefits programs, and exceptional written and oral communication skills.

Preferred Qualifications: Advanced degree in related field, Certified Employee Benefit Specialist (CEBS) designation, public sector experience, and experience in higher education environments.

Salary: Competitive and commensurate with experience to apply. Send a letter of application and resume to Chair, Search Committee, University of Colorado, Campus Box 27, 914 Broadway, Boulder, CO 80309, or fax to 303/492-2674.

The University of Colorado is committed to diversity and encourages applications from women, minorities, persons with disabilities and veterans.
University of Notre Dame

DIRECTOR

CAREER AND PLACEMENT SERVICES

The University of Notre Dame invites applications for the position of Director of Career and Placement Services. Notre Dame is a Catholic university founded by the Congregation of Holy Cross with a student body comprised of approximately 800 undergraduates and 2200 graduate and professional students. The student body comes from all 50 states and over 70 foreign countries.

The Director will be expected to provide visionary leadership in advancing a strong student-centered career services office which is known for technological innovation and creative career programming. The office recently moved to substantially-expanded new facilities that will offer additional opportunities for enhancing career services.

PRINCIPAL RESPONSIBILITIES: The Director is one of 11 department heads within the Division of Student Affairs and supervises a permanent staff of 17 with an appropriate corresponding budget. The Director is in charge of campus career development efforts for all undergraduate and graduate students, with the exception of students in the Law School and the MBA program. It is the responsibility of the Director to articulate the department mission, to establish policies and procedures in support of student career service needs and to represent the department within the wider University community, as well as to a variety of external constituencies.

QUALIFICATIONS: Qualified candidates will have an advanced degree in counseling, higher education administration or a related field and a minimum of 5 years experience in college or university career services administration. An equivalent combination of education and experience will be considered. Excellent writing, oral and interpersonal skills are required. Candidates must also have experience in budget management, strategic planning and program implementation and evaluation. Extensive experience with the development of a technological infrastructure for university career services is necessary. In addition, the candidate should demonstrate an ability to build a strong network of external relationships. The successful candidate will also possess a commitment to fostering Judeo-Christian values, consistent with the mission of a Catholic university.

APPLICATION PROCESS: Interested applicants should submit the following material to the Department of Human Resources, Director of Career and Placement Services Search, Job # 8014-169, University of Notre Dame, Notre Dame, Indiana 46556.

- A current curriculum vitae.
- A letter outlining the candidates qualifications.
- A brief statement describing the role of a comprehensive career services center.
- A list of names, addresses and phone numbers of five references.

Nominations are also encouraged. Applications and nominations will be accepted on a rolling basis at the discretion of the Search Committee.

The University of Notre Dame is an Equal Opportunity/Affirmative Action Employer.
**THE COLLEGE OF ST. CATHERINE**

The College of St. Catherine, located in St. Paul and Minneapolis, Minnesota, seeks three deans to form a leadership team for its academic programs. Responsibilities include the integration and coordination of academic programs across the two college campuses. The positions are:

- **Dean of Arts and Sciences**
- **Dean of Professional Studies**
- **Dean of Health Professions**

The deans will work as a team to integrate and strengthen the College’s academic programs as it implements a strategic vision to become "the world’s preeminent Catholic college educating women to lead and influence." Founded in 1905 by the Sisters of St. Joseph of Carondelet, the College of St. Catherine is the largest Catholic college for women in the United States, and is entering a new era of growth and development under the leadership of President Andrea J. Lee, IHM.

The College of St. Catherine has a tradition of excellence in liberal arts and sciences. Programs in health professions are well established and respected in the health care community. Strong programs in education, social work and business form the core of professional studies. The College enrolls 4,100 students on campuses in Minneapolis and St. Paul, and offers graduate, baccalaureate, and associate degrees, and certificates. St. Catherine has an ongoing, historic commitment to educating women, fostering academic excellence, and providing access to students of diverse backgrounds. Programs are offered in day, evening, and weekend formats.

The deans will work in an environment of cooperation as part of a collaborative team. This team will implement the strategic plan, which includes the creation of four new Centers of Excellence—Women, Science, and Technology; Women and Health; Economic Justice and Public Policy; and Women and Spirituality.

**Priorities for Deans**
- Partner with the Vice President for Academic Affairs and other administrators to shape institutional culture
- Develop a diverse community
- Support to the education and development of women
- Strengthen and develop visibility for academic programs

**Leadership Characteristics**
- Opportunities in leadership and faculty development
- Capacity to develop systems and administration for a two-campus program
- Responsibilities include the integration and coordination of academic programs across the two college campuses
- Has commitment to continuous development of diversity and recruitment of diverse faculty and staff

The academic deans should possess the capacity to work with ease in a collaborative environment; provide leadership and direction in a period of change; partner in institutional planning; provide creative ideas and support; be committed to the improved achievement of academic departments and programs; and work cooperatively with faculty and academic support staff to build student-centered services and administrative processes.

**Dean of Arts and Sciences**
- Responsible for faculty and curriculum of traditional arts and sciences, including humanities, fine arts, natural and social sciences; general education; and liberal studies in associate degree programs for health professions. Duties include budget planning, faculty development and evaluation, student grievances, and scheduling and staffing of courses.

**Dean of Professional Studies and Continuing Education**
- Responsible for faculty, curriculum, and administration of departments in education (undergraduate/graduate/master's), Business (including the Center for Sales Innovation), Social Work (undergraduate/master's), Family, Consumer and Nutrition Sciences, Exercise and Sport Science, Masters in Library and Information Science, Masters in Organizational Leadership, and energetic administration of expanding Continuing Education and Weekend College programs.

**Dean of Health Professions**
- Responsible for administration, faculty, curriculum, and programs in the health professions. Programs include baccalaureate, associate, graduate, and professional programs in Nursing, Physical Therapy, Occupational Therapy, Respiratory Care, Health Information, Radiography and Sonography, Health Informatics, and other health-related disciplines. Must work closely with faculty and professional accreditors. Candidates should be entrepreneurial in creating partnerships with academic programs and with the health care industry as the Center for Women and Health evolves.

We seek a vital team with complementary talents and experience. The position of assistant to the dean in health professions may change with experience and talents of the individuals selected. The search will proceed separately but on a concurrent timeline concluding in the selection of a team of three deans. The new academic deans should be in place by the summer of 1999. The search will be assisted by Dr. Patricia Ruerker of Academic Search Consultation Services. The College anticipates appointment of the deans by June 15, 1999.

**Job Openings**
- **Associate Vice President for Workforce Education**
- **Dean of Workforce Continuing Education and Lifelong Learning**

This position will report to the Associate Vice President for Workforce Education.

**Requirements**
- Leads and develops the team which is responsible for continuing education, outreach to business, customized training and government-funded business training, and the Highland Business Center.
- Provides leadership in the development of training curricula in response to community needs.
- Maintains and transmits appropriate data to local, state, and federal agencies. Provides leadership in strategic and operational planning.

**DEADLINE**
- Submit resume/application to ACC, Office of Human Resources, 5930 Middle Fork Rd., Austin, TX 78752. Review of applicants will begin on March 22, 1999. For more information, visit our website at www.aceactivates.com or call (512) 223-7534/7553.

**Contact Information**
- EEOA/AA/M/F/D/V

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**AUSTIN COMMUNITY COLLEGE**

**DEAN OF WORKFORCE CONTINUING EDUCATION AND LIFELONG LEARNING**

(039916)
Anticipate an exciting future at Cuyahoga Community College, a 2-year institution with three modern campuses. Here, we’re back to basics providing a high-quality, affordable education for our students and enhancing quality of life for our multicultural community. We offer excellent opportunities to move your career ahead and enjoy a satisfying future.

Chief Executive Officer - Western Campus
District Vice President

This leader will provide executive-level vision, academic leadership and direction to the Western Campus of Cuyahoga Community College as its Chief Academic and Administrative Officer. The Western Campus has a current enrollment of 10,000 students and is the largest of three Campuses within the College District.

We’ll look to this visionary to plan, direct, manage and evaluate the instructional, student development and support service programs of the Campus, while using a collaborative leadership style. This role includes responsibilities for preparing and managing the Campus budget and undertaking personnel development initiatives to support existing and emerging programs.

The CEO will serve as a member of the College Cabinet, providing College-wide leadership for specific programs and functions as assigned by the Executive Vice-President for Academic and Student Affairs. This integral contributor will use a matrix approach within a multi-campus district to coordinate activities of the central district office with the Campus, as well as provide strategic outreach support to Campus service areas.

Qualifications include a doctorate degree and progressively responsible administrative experience in higher education. Teaching experience is preferred, particularly at the community college level. Sensitivity to diversity issues within the community and an ability to promote information technology applications to teaching/learning and administration are desired. Evidence of effective leadership in supporting community economic development and workforce training and the ability to work effectively within and across community institutions is desirable, as is a demonstrated record of building strong programs to increase enrollment and address student and community needs.

The College offers an excellent compensation and benefits package. Interested applicants should submit a current resume, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for earned degrees, a list of three references (names, titles, addresses and telephone numbers of current/former supervisors), and an Employment Application Form. The application form will be forwarded with a letter acknowledging receipt of application materials. Submit materials to: Director Staffing HR, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: 216-987-4799.


Affirmative Action/Equal Opportunity Employer M/F/D/V

HEAD COACH - VOLLEYBALL/SOFTBALL

Agnes Scott College is accepting applications for the head coaching position for volleyball and softball, and an instructor in physical education. Responsibilities include, but are not limited to: instruction in physical education, coaching and recruiting, scheduling, budget planning, general program management, supervision of support staff, and administrative duties as assigned. Qualifications for this ten-month, full-time position: Masters degree is required. Demonstrated coaching and teaching experience preferred. Candidate must possess working knowledge in the areas of recruiting and budgeting, a commitment to supporting the academic progress of student athletes and an understanding of NIAA rules and regulations. The College is a member of the NCAA Division III and sponsors seven varsity sports. Send letter of application, resume, and references to: Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta, Georgia 30309 or confidentially to 404/471-6682. Applications will be accepted until the position is filled. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott’s curriculum encourages students to become fluent across disciplines across continents and across centuries. Founded in 1899 by Presbyterians, Agnes Scott is a diverse and growing residential community with one of the largest endowments per student of any U.S. college or university. Agnes Scott has a strong commitment to diversity and urges members of the underrepresented groups to apply. Equal Opportunity Employer. Visit our home page at http://www.agnesscott.edu

Director of the Office of International Education

Central Michigan University is a comprehensive state university with over 800 faculty serving an enrollment of approximately 25,000 students. The institution is nationally recognized for offering one of the most extensive off-campus learning programs in North America. The program serves more than 10,000 off-campus students in North and South America utilizing an additional 1,200 adjunct faculty. The university has eight colleges and offers more than 30 undergraduate and graduate degrees and 150 major areas of study.

The main campus is situated on a 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the Lower Peninsula of Michigan.

The university is searching for an outstanding leader with the vision to assist in efforts to move the university into the next phase as an internationally recognized and technologically based institution with a focus on internationalization of curriculum. The director reports directly to the assistant vice president for academic affairs. The successful candidate will have a clear vision and leadership in the planning and delivery of high quality international education programs and initiatives developed and assisted in the oversight of the university’s international student population and encourage, guide and assist faculty in the development and implementation of international education initiatives.

Qualifications for the position include a Master’s degree, earned doctorate preferred, minimum of three years of professional experience in international education professional or academic credentials sufficient to earn equivalency among faculties and administrators, successful prior experience in an international education leadership role, broad knowledge of international education issues, including international students and scholars, study abroad, and faculty exchange programs; the ability to communicate effectively with students, faculty and administrators; fluency in English is required. One or more foreign languages is highly desirable as is experience in non-immigrant and immigrant immigration regulations.

CMU provides flexible benefits, an excellent retirement program with tax-deductible investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service.

Review of applications for the above positions begins April 1, 1999 and will continue until the positions are filled. The anticipated start date is July 1, 1999.

Candidates should submit a letter of application, resume, and references to: Human Resources, Central Michigan University, 500 S. University, Mount Pleasant, MI 48859 or fax 517-774-3033.

Dr. Larry Fryda, Chair
Search Director of the Office of International Education

IT 100, Central Michigan University
Mt. Pleasant, MI 48859
or fax to 517-774-4989
phone 517-774-3033

CMU is an AA/EEO institution. It is strongly encouraged to apply individuals within it.

www.cmic.edu/aeeo.html
### Fall 1999 Faculty Recruiting

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<thead>
<tr>
<th>Discipline</th>
<th>ACCOUNTING</th>
<th>ART</th>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>PSYCHOLOGY</th>
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<tbody>
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<td>Qualifications</td>
<td>Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.</td>
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<th>Discipline</th>
<th>COMPUTER SCIENCE</th>
<th>RADIOGRAPHY</th>
<th>INTERPRETER TRAINING</th>
<th>HORTICULTURAL SCIENCE</th>
<th>BIOLOGY PHYSICAL SCIENCE</th>
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<tr>
<td>Qualifications</td>
<td>Master's degree preferred with 18 graduate semester hours in Computer Science or closely related discipline. Certification to teach Microsoft (MCSE, MCSE &amp; Internet and/or MCSD) AND/OR Novell (CNI) and/or Cisco (CCNP) courses. Consideration will be given to candidates with the required certification(s), but who hold lesser academic degrees.</td>
<td>A baccalaureate with concentration in radiologic technology (Master's degree preferred) with demonstrated preparation in curriculum development, teaching methodology and instructional evaluation. Current certification with ARRT or equivalent. Two years full-time clinical experience as a practicing Radiologist. Two years experience as an educator in a JRCERT accredited program.</td>
<td>Master's degree in Deaf Education or closely related discipline, current certification RID or ASLTA, two years experience as an interpreter. Preference given to individual with two years of teaching experience.</td>
<td>Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.</td>
<td>Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.</td>
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<th>Discipline</th>
<th>LIBRARIAN</th>
<th>READING</th>
<th>SPEECH</th>
<th>COUNSELOR</th>
<th>PREPARATORY WRITING</th>
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<td>Qualifications</td>
<td>Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.</td>
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Bachelor's degree with concentration in discipline advertised: $31,300-$53,178
Master's degree with a minimum of 18 graduate semester hours in discipline: $33,300-$56,576
Master's degree plus 30 graduate semester hours in discipline: $35,500-$56,315
Earned Doctorate in discipline advertised: $37,700-$64,052

HILLSBOROUGH COMMUNITY COLLEGE
EMPLOYMENT OFFICE
P. O. Box 31127
Tampa, Florida 33631-3127

HCS is an equal access-equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCS seeks qualified and diverse candidates, including members of protected class groups. Dial 813.253.7522 to access the TDD for hearing-speech impaired.
Practitioner-In-Residence in Clinical Program

American University. Washington College of Law, is seeking two lawyers who are interested in careers in clinical teaching to fill two openings in its Clinical Program for a two years renewable term as Practitioners-in-Residence beginning in the summer of 1999. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense), domestic violence clinic (criminal and civil), international human rights clinic, tax clinic, and women and the law clinic. The openings may be in the civil practice clinic, the criminal justice clinic, the community and economic development law clinic, and the women and the law clinic.

Students in the Civil Practice Clinic represent low-income clients in a variety of cases in administrative tribunals and trial courts in the District of Columbia. In the Criminal Justice Clinic, students spend one semester providing representation in juvenile and criminal cases in Montgomery County, Maryland and a second semester prosecuting cases in Maryland law students in the Community and Economic Development Law Clinic represent small neighborhood-based nonprofits and microenterprises in underserved areas of the District of Columbia. In the Women and the Law Clinic, students provide representation in the District of Columbia domestic violence, child neglect, and support cases, as well as any legal matters that assist a client in addressing the underlying problems that brought her into the legal system. Each clinic teaches students through supervision, seminars, simulations, and case rounds.

The Practitioners in Residence will:
- take part in a training program during the summer to prepare them to supervise students who are representing real clients in actual cases.
- supervise a group of law students practicing in the clinical program and be supervised by experienced clinical teachers while doing so.
- participate with the clinical faculty in planning the seminar portion of each clinic.
- share teaching responsibilities with the clinical faculty for seminar portion of the program.
- conduct case rounds with his or her supervising attorney.
- participate with the clinical faculty in periodic discussions of “problems in clinical teaching”
- participate in the intellectual discussion about law offices and clinical teaching that is an established part of the work lives of the clinical faculty at Washington College of Law
- have an opportunity to earn an LL.M degree in International Legal Studies, with a specialization in one of five areas: International Human Rights, Gender Studies, International Environmental Law, International Trade and Banking or International Organizations or an LL.M in Law and Government.
- engage in scholarly research and write for publication with the encouragement, feedback, and support of interested colleagues.

Because one of the goals of the program is to provide an opportunity for practitioners to develop the abilities and credentials necessary for careers as clinical teachers, applicants must have an academic and professional record that would make it likely that they would fulfill this ambition. Minimum qualifications include a J.D. degree, outstanding academic record, three years of experience as a practitioner in a field of law relevant to the work of the program and membership in a bar. A demonstration of scholarly interest in the relevant fields of law is helpful.

Applications should consist of a cover letter and curriculum vitae.

Prof. Ann C. Shaileck
Director of Clinical Programs
American University, Washington College of Law
4801 Massachusetts Ave., N.W.
Washington, D.C. 2006

by April 1, 1999

American University is an EEO/AA employer committed to a diverse faculty, staff and student body.
AMHERST COLLEGE
DIRECTOR OF
DATABASE SERVICES

Amherst College invites applications and nominations for the position of Director of Database Services (formerly called Administrative Computing). Reporting to the Director of Information Technology, the Director will provide leadership and vision to support the data systems that allow the smooth and effective administrative functioning of the College. Candidate will supervise a group of eight staff. The position will also manage the conversion from an in-house campus-wide software system to a commercial, client-server system.

QUALIFICATIONS: Bachelor’s Degree required; minimum of five years of experience in computing, preferably in a higher-education setting. Understanding of the administrative functioning of a college or university preferred. Experience with software conversions and client-server architecture is essential. Knowledge of the Web and its role in data access and administrative functioning desirable.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 170 faculty, and 500 staff employees. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Applicants should submit a letter of application and resume, including the names of three professional references to: Chair, Search Committee for Director of Database Services, Box 2204, Amherst College, Amherst, MA 01002-5000. Applications will be considered until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

Counselor

Houston Community College System is seeking a Counselor for the Central College.

REQUIREMENTS: Master’s degree in counseling and guidance, psychology, student personnel management or social work, or a master’s degree plus 18 graduate hours in courses with guidance and counseling prefixes. LPC preferred. (Photocopy of transcript must accompany the application.) Three (3) years of experience counseling with adult population, preferably in a community college setting. Ability to counsel students in career exploration and decision-making processes. Experience in counseling diverse student populations will be given preference. Prefer experience in Admissions/Recruitment and financial aid advertisement in higher education.

Starting salary range: $39,180 to $45,228 plus excellent benefits.

Please refer to Job Vacancy Notice # 4081 when making an inquiry or applying for this position. An HCCS application is required for consideration. To request an application, call (713) 718-8566 or fax request to (713) 718-8599, or you may download an application from the web site at www.hccs.cc.tx.us. All completed application materials must be in the Human Resources office by April 19, 1999.

HCCS is an Equal Opportunity Employer.

WICHITA STATE UNIVERSITY

PALEOClimAtOLOGY

The Department of Geology and Geography invites applications for a tenure-eligible position starting August, 1999, at the rank of assistant professor. The successful candidate will be expected to teach at both the undergraduate and graduate levels, supervise student theses, and to establish a productive research program in their field of expertise. The Department offers Bachelor of Arts and Bachelor of Science degrees in Geology, and Masters degrees in Geology and Environmental Science. Active participation in the University’s interdisciplinary Masters program in environmental science is required. The University’s interdisciplinary Masters program in environmental science is required. The candidate will be expected to foster interaction with ongoing research in paleoecology, carbonate sedimentology, geochemistry, and structural geology. In addition to the general employment requirements described above, the applicant will be expected to teach courses in their field of specialty and occasional courses in sedimentary geology, environmental geology, and computer applications.

A Ph.D. in the geosciences is required at the time of appointment. The successful candidate should have demonstrated research focus on paleoclimatological systems analysis as deduced from the rock record and be strongly field oriented. Preference in the interpretation of paleoclimatological records with diastic sedimentology and surficial geology is required. Preference will be given to applicants with expertise in computer applications such as GIS (Geographic Information Systems) or other large database systems.

Applicants should submit letter of application addressing qualifications and experience, curriculum vitae, description of teaching and research interests, selected copies of relevant publications, evidence of teaching excellence, transcripts of academic work, and the names of 3 professional references (include postal and E-mail addresses) to:

Dr. Collette Bucke
Chair, Department of Geology
Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0027

Wichita State University is an AA/EOE Women and minorities are encouraged to apply. Review of applications for this position will begin April 1, 1999 and continue until the position is filled.

TWENTY-TRACK INSTRUCTIONAL OPENINGS
1999-2000 Academic Year

The Shasta-Tehama-Trinity Joint Community College District, an EEO employer, welcomes applicants who wish to work in an institution where flexibility, innovation, openness to change, collaboration with co-workers, and participation in College activities are highly valued.

The College District encompasses over 10,000 square miles serving approximately 210,000 residents of beautiful northeastern California. Over 13,000 students enroll at three off-campus regional sites as well as the main campus in Redding. The College District is 160 full-time faculty and administrators, 250 part-time instructors, and 170 classified staff are employed at the College. The City of Redding has a population of 70,000 and is located at the north end of the great Sacramento Valley. Located 220 miles north of San Francisco, the campus is situated on 337 acres and commands spectacular views of Mt. Shasta, Mt. Lassen, and the Trinity Alps. Nearby are some of the outstanding recreational areas in the western United States, including Shasta, Trinity, and Whiskeytown Lakes. An increasing segment of instructional programming will take place on-site in the natural environments and through interdisciplinary learning.

Final Filing Date 4/23/99

APPRAISAL: ANTHROPOLOGY INSTRUCTOR | NURSING INSTRUCTOR
| HISTORARY INSTRUCTOR | SPANISH INSTRUCTOR

*COUNSELOR (5 days)

Master’s Degree in discipline.

Salary: $30,396 - $46,416/yr

**All Positions Subject to Available Funding**

For required application materials contact:

Shasta College
Personnel Office
11555 Old Oregon Trail
Redding, CA 96003

Ph: 530/225-4656 • TDD 530/225-4988
EXTENDED SEARCH

District Director of Student Services

The position is a Chief Student Officer and is responsible for developing college-wide policies and procedures, direction of recruitment, admission for health-related programs, institutional admissions, financial aid, including state and federal guidelines, student publications and serves as a senior college representative with community organizations and constituents.

Requires a Master's degree and five years of specialized experience developing, managing and supervising a complete range of student services programs. Preference will be given to applicants with recognized accomplishments in improving and expanding student services and enrollment. Wage range is $53,580 to $64,777

District Director of Technical Programs

Plans and coordinates technical education and extension programs district wide. Coordinates the development of technical education and extension programs with state institutions and colleges, develops and maintains curricula and advises students and staff. Requires a Master's degree in a technical related field. Wage range is $53,580 to $64,777

Director of Distance Learning

Plans, develops and maintains scheduling and enrollment with state and local boards of education and other local colleges and universities. Requires a Master's degree in related discipline. Wage range is $53,580 to $64,777

Dean of Learning Resources

This position plans, directs and evaluates all aspects of the daily operation of a campus library and district-wide library systems. This includes providing and coordinating acquisition, cataloging and processing of materials, and coordination of automated and automation services. Requires a Master's degree in library science. Wage range is $53,580 to $64,777

Dean of Mathematics and Science

This position supervises and coordinates the operation of the Mathematics and Science programs. Responsibilities include the delivery of instruction in courses and programs and faculty development, assessment of student learning, and support of research and development. Requires a Master's degree in a related field. Wage range is $53,580 to $64,777

Dean of Community Services Programs

This position is responsible for the College's community services programs and services. This position supervises and develops program coordinator, enrolling class development, prepares new courses for approval, planning advisory meetings and community service programs. Requires a Master's degree and five years of related experience. Wage range is $53,580 to $64,777

EXECUTIVE VICE PRESIDENT FOR INSTRUCTIONAL AFFAIRS

The Executive Vice President for Instructional Affairs is the chief instructional officer and reports to the President. Responsibilities include leadership and policy, the EVP will advance the academic and workforce programs. Expectations include fostering the one-college concept, multi-cultural faculty recruitment and development; expanding the curricula; and accelerating the development of alternative delivery methods.

CANDIDATES SHOULD POSSESS:

- A Master's degree (doctorate preferred) from an accredited college or university
- Three years experience as a senior-level administrator with academic responsibilities in a multi-campus academic environment
- Three years of full-time teaching experience in a comprehensive college environment
- Excellent interpersonal, oral, and written skills
- Technology skills necessary to function effectively in a high-tech work environment
- Knowledge of teaching and learning theories and curriculum development
- Ability to guide open, candid discussions and develop shared decisions
- Ability to resolve conflicts and to motivate others toward a shared vision
- Ability to work under stress and to handle multiple priorities simultaneously
- Detail-oriented without losing the "big picture"

CHALLENGES:

- Provide creative leadership and budget management within a stable but limited tax rate and tax base
- Continue to expand electronics, semiconductor manufacturing, and allied health
- Provide leadership in the recruitment and hiring of a multi-cultural faculty and staff
- Creation of academic master plan
- Linking master planning to facilities and resource planning systems
- Enhance the sense of unity, community, and shared vision among administrators, faculty and staff

Interested candidates may apply in complete confidence by sending a detailed resume, plus a cover letter (not to exceed five pages) which specifically addresses the above qualifications and challenges. Please include the names, titles, institutions, and business and home telephone numbers of eight references. No references will be contacted without the applicant's consent. The candidate's position profile can be viewed at the ACC Website at www.austin.cc.tx.us.

SUBMIT NOMINATIONS AND APPLICATIONS TO: Ms. Janie Koenig, Campus Provost, Search Committee Chair; 10mm; 1100 Ross, Search Liaison; Austin Community College, Northside Campus, 11928 Stonewall Drive, Austin, TX 78758.
SIDWELL FRIENDS SCHOOL
Co-ed Quaker day school in N.W. Washington seeks an Upper School English teacher to begin 9/1/99. The applicant must be able to teach American and British literature classes that include intensive grammar and writing instruction. Two to five years of teaching experience required. Quakers and persons of color are encouraged to apply.

Teacher-Elementary Science
Sidwell Friends School, a co-ed Quaker day school, seeks a science teacher for its Lower School, grades PK-4, located at our Bethesda, MD campus. Requires a strong background in physical, biological and earth sciences, and the ability to engage children actively in learning about science. Send resume and cover letter describing your abilities and interests.

Teacher-7/8 English/Team Teacher
Co-ed Quaker day school in N.W. Washington seeks a 7th and 8th grade English teacher with at least three years of classroom experience. The successful candidate will exhibit demonstrable enthusiasm for teaching English, have a clear understanding of the needs of the age group, be able to work cooperatively with a group of adults in a team setting and in a larger faculty, be comfortable in and excited about working with children from diverse backgrounds, appreciate the Quaker philosophy that underlies the School, be committed to community service and be comfortable working with students on camping and field trips. The successful candidate will also be comfortable with teaching an advisory curriculum, communicating effectively with middle school children and providing thorough communication with parents. Candidates should send resume and a cover letter explaining why they would be a good match for these criteria.

Send to Office of Personnel Services, Sidwell Friends School, 3825 Wisconsin Ave., N.W., Washington, DC 20016.

Illinois Central College
FULL-TIME FACULTY POSITIONS
FALL 1999
Illinois Central College invites applications for the following full-time tenure track faculty positions:

FACULTY (FINANCE TRACK)

CHEMISTRY - Master's degree in chemistry or related field with at least 30 semester hours in graduate level chemistry.
EARTH SCIENCE - Master's degree in one of the earth sciences or related field with at least 30 semester hours in graduate level earth sciences.
CHEMISTRY/ EARTH SCIENCE - Master's degree in either chemistry or one of the earth sciences with significant coursework in the other field of study. Community college teaching experience desirable.
MATHEMATICS - Master's degree in mathematics or related field with at least 30 semester hours in graduate level mathematics. Three letters of recommendation required.

CHILD DEVELOPMENT - Master's degree in child development or related field.
COMPUTER SCIENCE - Master's degree with coursework in the computer field or a bachelor's degree with one or more years of experience in the computer area. Candidates should have a demonstrated ability to teach classes in one of the following areas: C/C++, and Data Structures or networking classes such as TCP/IP, SQL server, LAN installation and management (Novell or Windows NT).

TEMPORARY FULL-TIME ACADEMIC YEAR APPOINTMENT

SPEECH-LANGUAGE PATHOLOGY ASSISTANT - Master's degree in speech-language pathology; certificate of clinical competence in speech-language pathology, licensure in Illinois and five years of clinical experience across the life span. (The date of employment is June 1 - May 30, 2000).

Qualified individuals interested in these positions must submit a letter of application, current resume and two copies of transcripts by April 1, 2000. Doris Symonds, Human Resources, Illinois Central College, One College Drive, East Peoria, IL 61635-0001. Job Line (309) 694-8998. Website: www.icc.cc.il.us. E-mail: Hresources@icc.cc.il.us. A resume may be e-mailed but will not be accepted in lieu of the completed application form.

Dean of Student Development
Houston Community College System, the largest institution of higher education in the Gulf Coast of Texas, is seeking candidates for the position of DEAN OF STUDENT DEVELOPMENT for the Central College.

The Dean is responsible for the development and supervision of all facets of the comprehensive student development programs at the Central College. The position will also be responsible for facilitating the transition to a Learning College as it relates to student development to include organizational structure and service delivery.

REQUIREMENTS: Master's degree in counseling, higher education administration, student support services, or related field is required. An earned Doctorate is preferred. Official transcripts are required at time of employment. Minimum of three (3) years successful leadership and management of student affairs development programs and activities with increasing levels of responsibility.

Prefer knowledge of and commitment to counseling, enrollment management, financial aid, student development, and student judicial affairs. Familiarity/understanding and commitment to the core principles of the Learning College is desired.

Starting Salary Range: $60,420 to $70,488. HCCS offers an excellent benefits package.

Please refer to Job Vacancy Notice #4595 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 818-8566 or fax request to (713) 818-8599, or you may download an application from the web site at www.hccs.cc.tx.us. All completed application materials must be in the Human Resources office by April 20, 1999.

Houston Community College System
320 Jackson Hill, HR Dept. Suite 220
Houston, TX 77007

HCCS is an Equal Opportunity Employer

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To place your admissions application on the Web in front of millions of qualified applicants, contact Pat Carmody at 503-973-5222 or patrick@collegenet.com
The Florida State University is classified as a Research 1 University by the Carnegie Foundation for the Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

Assistant Professor
REHABILITATION COUNSELING
(Tenure-earning)

The Department of Human Services and Studies is searching for a faculty member in a Rehabilitation Counseling Program that consists of an undergraduate degree, a CORE-accredited master's degree, and a doctoral degree. The department which houses this program also includes a CACREP-accredited master-level counseling program, an APA-accredited program in Counseling and School Psychology, and programs in Leisure and Therapeutic Recreation. The position requires teaching undergraduate and graduate level courses in rehabilitation services, teaching graduate level courses in an alternative rehabilitation counseling master's program, supervision of practica and internships; pursue research in an identified area of rehabilitation, direct dissertations and serve on supervisory committees; and provide service activities to the profession and state.

Minimum qualifications include: earned doctorate in Rehabilitation Counseling, or a closely related area with a specialization in Rehabilitation, demonstrated interest and expertise in research and evidence of skills and expertise in clinical practice. Preference will be given to applicants who are CRC or CRC-eligible and have demonstrated interest and expertise in psycho-social-psychiatric rehabilitation, or vocational rehabilitation, grant writing, and innovative training programs for community professionals.

Send application package including letter of application, current vitae, and three letters of recommendation to Deborah Ebenzer, Chair, Rehabilitation Counseling Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For further information, contact her at (850) 644-3535 or email to ebenzer@garnet.acns.fsu.edu

Assistant Professor
ENGLISH EDUCATION
(Tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member in the English Education program who will do the following: teach undergraduate and graduate courses, develop new courses to reflect shifts in emphasis in the field, supervise the research of graduate students, supervise student teachers, participate in faculty governance.

Minimum qualifications include: Ph.D. or Ed.D in English Education or closely related field, teaching experience in grades 6-12, interest and experience in literacy issues as they related to teaching English/Language Arts, grades 6-12, experience in using technology to teach, and ability to teach uses of technology in the English/Language Arts classroom, expertise in written composition, literature theories and pedagogy, middle grades theories and practices, and/or reading. Preference will be given to applicants who demonstrate interest in, and have experience with, interdisciplinary grant and services projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to Dr. Pamela S. Carroll, Chair, English Education Search Committee, 209 MCH, Florida State University, Tallahassee, Florida 32306-4490. For further information, contact her at (850) 644-2257 or email to pcarroll@garnet.acns.fsu.edu.

Assistant Professor
SPORTS ADMINISTRATION
(Tenure-earning)

The Sport Administration program at Florida State University is seeking a colleague who has a teaching and research expertise in one or more of the following content areas: sports management, governance, facilities, organizational theory, research design and methodology, and sport finance and economics. Additionally, this person will be expected to teach both undergraduate and graduate courses in sport administration, develop an active research agenda, mentor masters and doctoral students’ research, advise undergraduate and graduate students, contribute to department and university growth, and contribute to a sport administration community of scholars.

Minimum qualifications include: earned doctorate in Sports Administration or related field, college and/or university teaching experience, evidence of scholarly productivity, experience advising graduate student research, and some sport business industry experience.

Send application package including letter of application, current vitae, and three letters of recommendation to Dr. Brenda G. Pitts, Chair, Sport Administration Search Committee, Florida State University, Dept. of Physical Education, 109 Tully Gym, Tallahassee, FL 32306-4280. For further information and contact her at (850) 644-2489 or email to bpitts@garnet.acns.fsu.edu.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

ASSOCIATE VICE PRESIDENT FOR RESEARCH AND SPONSORED PROGRAMS

Southwest Texas State University (STU) invites applications and nominations for the position of Associate Vice President for Research and Sponsored Programs. STU has significantly increased externally funded research and sponsored programs, achieving current total $19.4 million with a goal of $30 million by 2004. STU has also received foundations for University support of grants and has developed partnerships with Congress, federal agencies, universities, public agencies, school districts, and corporations.

The Associate Vice President leads STU’s efforts to expand externally funded grants and contracts and reports to the Vice President for Academic Affairs. Assisted by a support staff, the Associate Vice President helps faculty and staff obtain external funding from local, state, and federal agencies, disseminates information on funding sources, develops productive relationships with funding sources, promotes interdisciplinary research, manages grant and contract negotiation and coordination, implements grant and contract policies, and provides faculty professional development opportunities.

The successful candidate must possess an appropriate terminal degree, a professional record appropriate for appointment at a senior faculty rank, experience in academic or research administration, and demonstrated success in obtaining extramural support. A successful application should include evidence of the candidate’s ability to significantly advance the University’s research, teaching, and community-partnership agendas, sustain and enhance strong relationships with the Congress and federal agencies, build and sustain partnerships with universities, public agencies, and the private sector, and sustain a service-oriented organization dedicated to assisting faculty, across the University.

Review of applications will begin on April 15, 1999, with an anticipated appointment date of September 1, 1999. Nominations and applications will be accepted until that appointment is made. Expressions of interest, nominations, and applications should be sent to: Associate Vice President for Research and Sponsored Programs Search Committee Office of the Vice President for Academic Affairs Southwest Texas State University 601 University Drive San Marcos, Texas 78666

Applications should include a cover letter, current vita/resume, and the names, addresses, and telephone numbers of three references who can speak to professional qualifications. Finalists will be asked to furnish transcripts for each earned degree.

Southwest Texas State University is an Equal Opportunity/Affirmative Action Employer. STU is committed to increasing the number of women and minorities in faculty and administrative positions.
### Advertising Index

**Positions**

**California**
- California State University, Fullerton
- De Anza College
- San Jose State University
- Shasta College

**Colorado**
- University of Colorado
- University of Northern Colorado

**Connecticut**
- Connecticut Community-Technical Colleges
- Naugatuck Valley Community-Technical College
- University of Connecticut

**DC**
- American University
- Association of American Colleges and Universities
- Sidwell Friends School
- The Urban Institute

**Florida**
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- Florida International University
- Florida State University
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- Palm Beach Community College
- University of South Florida

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**Illinois**
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- Illinois State University
- Waubonsie Community College

**Indiana**
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- University of Notre Dame

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- Wichita State University

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- Wellesley College
- Worcester Polytechnic Institute

**Michigan**
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- Central Michigan University
- Eastern Michigan University

**Minnesota**
- The College of St. Catherine

**New Hampshire**
- Dartmouth College

**New Jersey**
- New Jersey City University
- The Richard Stockton College of New Jersey
- William Paterson University

**New Mexico**
- San Juan College

**New York**
- Cornell University
- Hunter College/CUNY
- Onondaga Community College
- SUNY, Binghamton
- SUNY, College at Oneonta
- SUNY, Empire State College
- SUNY, University at Buffalo
- Syracuse University

**Ohio**
- Cleveland State University
- Cuyahoga Community College

**Pennsylvania**
- Bloomsburg University
- Community College of Philadelphia
- Luzerne County Community College
- Millersville University
- Penn State University
- Temple University
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**Rhode Island**
- University of Rhode Island

**Texas**
- Austin Community College
- Delmar College
- Houston Community College
- Southwest Texas State University

**Utah**
- Utah State University

**Virginia**
- National Science Foundation
- Marquette University

**Recruitment**
- Center for International Studies

**Other Services**
- CollegeNet

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**Grand Valley State University**

**The University of Michigan, Ann Arbor**

**Minnesota**
- The College of St. Catherine

**New Hampshire**
- Dartmouth College

**New Jersey**
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- The Richard Stockton College of New Jersey
- William Paterson University

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**Virginia**
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- Marquette University

**Recruitment**
- Center for International Studies

**Other Services**
- CollegeNet
Toward Cross-Border Partnerships

The passage of the NAFTA in 1994 has caused us all to wonder about its long-term effects on our communities. The final verdict may be long in coming, but one thing is clear today: Many aspects of our society and every sector of our economy will be affected, and higher education is no exception.

NAFTA has created new markets, which in turn have created new demands for degree and training programs, which in turn have created a need for the most current technological advances in distance education—advances that can address a mix of students in real time on both sides of the border. Cross-border facilities can now, through technology, collaborate in creating new knowledge and building relationships. Working professionals, too, have new opportunities to seek advanced graduate education that did not exist previously on the border.

Given everything we hear about the rapidly changing border demographics, then adding the supercharger effects of NAFTA, it becomes prudent for educators to consider long-term planning. What do we want higher education to become along the U.S.-Mexico border in the 21st century? How can we best serve the economies of our two nations and their quality of life?

All educators, especially Latino educators, need to broaden their world view and prepare to provide the leadership needed by our industries and communities.

In higher education, I believe the picture is clear. We cannot, must not, enter the new century without preparing to strengthen both sides of the border economy through meaningful and functional cross-border relationships in higher education.

What might this mean? In 1999, the Texas Legislature allowed qualifying Mexican students to attend Texas’ border universities by paying Texas resident tuition and fees. This visionary legislation blunted a trail for thousands of Mexican students to attend Texas institutions. How can we maximize this opportunity? Essential pieces of the cross-border tapestry required for their attendance are still absent even from our thinking.

We have overlooked ways in which education on both sides can directly improve the overall border economy in the future. Cross-border education institutions are already poised to play an important economic role, but to do so, they must be willing to make bold changes in some of their time-honored traditions. A case in point: U.S. border community colleges increasingly find that their historic role as feeder institutions to flagship universities is of lesser importance, while the cross-border demand for workforce training is increasing faster than institutions can redirect their resources.

Mexican institutions have wisely taken their cues from European models and are well ahead of us in their thinking and action—tying skill standards training to education at the local level. Higher education must learn to respond immediately and decisively to local or regional employer needs.

One of our most obvious shortfalls is our failure to identify and articulate ways in which education can affect economies on both sides. Until recently, U.S. and Mexican institutions of higher education did not talk with one another at a functional level. High-level talks between elite institutions have always existed, but in the 21st century, the bulk of our students will be attending small regional universities, provincial autónomas, community colleges, and so on. Specifically, we must initiate and sustain a dialogue that leads directly to student benefits. This is beginning to happen. Now is the time, I believe, to appeal to a wider audience to join us in this effort.

Our lack of sustained and meaningful dialogue has kept us ignorant of our neighbors. In Understanding the Differences: An Essay on Higher Education in Mexico and the United States, Gill and Alvarez de Teja (1995) point out our lamentable lack of understanding of educational-political structures and systems across the border.

It is critical that we understand the funding and authorizing systems cross-border in order to deal with practical issues such as the assessment of credit for transfer to cross-border institutions or how courses are taught or in which language. Questions about using technology across international boundaries or intellectual property rights are also critical. Many believe that reform is under way, but until the educational leadership and policymakers at the highest levels make these issues a priority at their institutions, students will continue to fall through the cracks.

It is in the interest of educators and especially Latino educational leaders to think more seriously about how Mexican institutions figure into our future and we in theirs. A major effort to effect this end is taking shape.

I urge anyone with interest in the issue to consult the Consortium for North American Higher Education Collaboration/Consortio para la Colaboración de la Educación Superior en America del Norte homepage at <http://cooahc.org>, or ELNET, An Educational Leadership Network at <http://elnet.org>. From these two locations, the doors to understanding cross-border higher education are opened wide. I invite you to walk in.

Antonio Zavaleta is a native of Brownsville, Texas, and a student of border culture; he holds a Ph.D. in anthropology from The University of Texas at Austin. Dr. Zavaleta has served as a faculty member and administrator at Texas Southmost College and the University of Texas at Brownsville since 1976, and is currently the vice president for administration and partnership affairs at UTB/UTSC.

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**Faculty Vacancy Announcements**

- **Director, Institute for Mathematical Sciences and Applications**
  (#MBIMS9-9911) Assoc. Prof./Professor, tenure track; appointment eff. Fall 1999.
  
  Priority Screening Date: April 2, 1999.

- **Director, Institute for Communications Science and Technology**
  (#MBICST-9912) Assoc. Prof./Professor, tenure track; appointment eff. Fall 1999.
  
  Priority Screening Date: April 9, 1999.

- **Mathematical Sciences and Applications**
  (#MBIMS9-9913) Asst./Assoc. Professor, tenure track; appointment eff. Fall 1999.
  
  Priority Screening Date: April 15, 1999.

All positions open until filled. For complete position announcements, University Vision Statement, and application procedures contact Recruitment/Academic Personnel Services, CSUMB, 100 Campus Center, Seaside, CA 93955-8001 (831/582-3569) or see CSUMB web posting at http://www.monterey.edu

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Toward Meaningful Mental Health Services for Latinos

By Mario Hernández, Associate Professor and Division Director in the Department of Child & Family Studies at the Louis de la Parte Florida Mental Health Institute, University of South Florida

Cover Photo: Credit: Association of Governing Boards of Universities and Colleges
Financial Aid Guidance for College Students

by Gustavo A. Mellander

College costs more than ever before. But the need to acquire the level of education is more important than ever before. So how can the thousands of Hispanics who want to go to college pay for their education? The first step is to learn about as many sources of aid as one possibly can.

A new publication, The Student Guide, is the most comprehensive resource on student financial aid available. Released by the U.S. Department of Education, it covers the department's major aid programs, including Pell Grants, Stafford Loans, and PLUS Loans.

About 70 percent of all student aid comes from the programs discussed in this guide. It is written specifically for students, and it even provides a toll-free student information hotline: 1-800-4-FED-AID (1-800-433-3243). But it is a useful document for parents and college financial aid officers as well. It is free and can be ordered by writing the Federal Student Information Center, P.O. Box 84, Washington, DC 20044-0084.

Written in simple, understandable everyday language and devoid of bureaucratic gibberish, the Student Guide contains the following sections:

Finding out about Student Aid
Choosing a School Carefully
General Information
  Student Eligibility
  Financial Need
  Dependency Status
  Applying
  Special Circumstances
  Deadlines
  Information Sources

Federal Pell Grants
Direct Stafford Loans
FFEL Stafford Loans

PLUS Loans (Loans for Parents)
  Direct PLUS Loans
  FFEL PLUS Loans

Direct Consolidation Loans

FFEL Consolidation Loans
Campus-Based Programs
  Federal Supplemental Educational Opportunity Grants
  Federal Work-Study
  Federal Perkins Loans
  Borrower Responsibilities and Rights

Loan Deferment Summary

Student Aid

The financial aid administrator at each college that a student is interested in attending can clearly tell potential students what aid programs are specifically available there. They can also develop a total aid package so the student can know how much the total cost of attendance will be.

The Student Guide explains federal student financial assistance (SFA) Programs and how to apply for them.

Two federal income tax credits—dollars-for-dollar reductions in tax liability—are now available for higher education expenses. The Hope Scholarship, a tax credit worth up to $1,500 per student, is available to first-and second-year students enrolled at least half time.

The Lifetime Learning Credit is a tax credit equal to 20 percent of a family's tuition expenses, up to $2,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less-than-half-time study.

State higher education agencies in each state can provide detailed information about state aid, including aid from the State Student Incentive Grant (SSIG) Program, which is funded jointly by state and local governments and the U.S. Department of Education.

Many Hispanics go to college to become teachers. Secretary of Education Richard Riley has formally announced that the nation will need two million new teachers in the next decade. Each state department of education for public elementary and secondary schools can provide useful information on the Robert C. Byrd Honors Scholarship Program (Byrd Program). To qualify for aid under the Byrd Program, one must demonstrate outstanding academic achievement and show promise of continued academic excellence.

For the address and telephone number of the appropriate state agency, contact one's college financial aid office or call the toll-free student information hotline.

A list of state education agencies can also be found on the Internet at the DOE's World Wide Web site at <http://www.ed.gov/offices/OPE/agencies.html>.

Other Source

The AmeriCorps program provides full-time educational awards in return for work in community service. Students can work before, during, or after their postsecondary education, and can use the funds either to pay current educational expenses or to repay federal student loans. For more information on this program, call 1-800-942-2676 or write to the Corporation for National and Community Service, 1201 New York Avenue NW, Washington, DC 20525.

Information on the AmeriCorps program is also available through the Internet at <http://www.cns.gov/americorps/>.

Many companies, as well as labor unions, have programs to help pay the cost of postsecondary education for employees, members, or their children. Students should check foundations, religious organizations, fraternal or sorority, or town or city clubs, community organizations and civic groups, such as the American Legion, YMCAs, 4-H Club, Elks, Kiwanis, Jaycees, Chamber of Commerce, and the Girl or Boy Scouts—all support students who want to study.

Students should also explore organizations connected with their fields of interest. The American Medical Association and the American Bar Association, for example, have scholarship programs. These organizations and many others are listed in the U.S. Department of Labor's Occupational Outlook Handbook and are listed in various directories of associations available in public libraries.

The U.S. Armed Forces also offer financial aid opportunities. For example, all branches of the Armed Forces offer the Reserve Officer Training Corps (ROTC) Program, which is a federal merit-based scholarship program that will pay for your tuition, fees, and books, and provide you with a monthly allowance. These programs are no longer restricted to males. For more information on the ROTC Program, call 1-800-USA-ROTC.

If one is a veteran or the dependent of a veteran, veterans’ educational benefits might be available as well. Check with your local Veterans’ Affairs office.

In summary, aid is available, and this free guide is a good first step in acquiring it.

Dr. Mellander is a professor at George Mason University.
Association of Governing Boards of Colleges and Universities

By Mari Carmen Sarracen

According to a 1997 AGB survey, of the 40,000 private/independent trustees, approximately 2.1 percent are Hispanic, 6.5 percent are Black, 1.2 percent are Asian/Pacific Islanders, and 4 percent are Native American Indian. Ingram adds that in public higher education, where we would expect more diversity, the numbers aren't much higher.

Under the banner of the importance of more effective academic leadership and governance, the Association of Governing Boards of Universities and Colleges emphasizes good working relationships between administrators and trustees via its cornucopia of programs, services, and activities. Members of the Washington, D.C.-based nonprofit organization are the governing, coordinating, advisory, and foundation boards of postsecondary education.

AGB History

Richard T. Ingram, association president, gives a brief chronology of AGB history. "This association goes way back to 1921, when it was started by public university trustees and regents. They would get together from time to time to discuss issues of the day, such as how the federal government related to the states, research, land-grant universities, etc. There was no staff until 1963—strictly public sector until then.

"Then in 1963, the founders applied for and received a grant from the Carnegie Foundation on condition that membership be open to presidents of private institutions."

AGB now boasts a total membership of 32,000: 15 foreign universities also are members.

"We've grown through the succession of three presidents, including me," notes Ingram, who is in his seventh year. The AGB staff currently consists of 29 men and women. "We also have a board of directors, public members, former state legislators, former U.S. Congressmen, etc."

Nationally, there are 50,000 trustees and regents—"=40,000 plus are from private or independent colleges and universities, which service 20 percent of the nation's students," notes Ingram. "Their boards are bigger—approximately 80 people—as opposed to public boards, which are smaller."

The remaining 10,000 come from public institutions and "are responsible for the education of 80 percent of 16 million students."

AGB receives support from foundations in addition to its annual budget of $4 million.

Gender and Race Representation

According to a 1997 AGB survey of the 40,000 private/independent trustees, approximately 21 percent are Hispanic, 6.5 percent are Black, 12 percent are Asian/Pacific Islanders, and 4 percent are Native American Indian. Ingram adds that in public higher education, where we would expect more diversity, the numbers aren't much higher.
numbers aren't much higher—51 percent Hispanic, 11 percent Black, 18 percent Asian, 6 percent Native American.

Regarding gender equity, the number of women members has grown over the years. Says Ingram: "There has been a steady increase in the number of women trustees since the first survey in 1971, when women represented only 3 percent (pre-AGB) on independent boards and 4 percent on public boards."

Current AGB statistics reveal that among public higher education institutions, 30 percent of all trustees are women, and women trustees among private higher education institutions total 26.4 percent.

AGB Programs

AGB hosts programs such as board self-study workshops, presidential and board assessment services, and a presidential search workshop.

"We have a variety of services and publications to encourage good working relationships between presidents and their boards," notes Ingram. An AGB signature is its publication Trusteeship: "It is getting a good response—the articles are timely, short, and sensitive. The magazine goes to members every two months. Priorities, which comes out two or three times a year, is another publication."

Ingram explains that Trusteeship runs several regular features and that the body of the magazine is devoted to five or six short articles that bear on innovative practices, public policy issues, and other matters affecting governance. Priorities, on the other hand, focuses on one or two strategic issues such as affirmative action, academic tenure, faculty productivity, and demographic changes.

The Board Self-study service involves a group of trustees, former presidents who are available to help governing boards review their performance.

AGB also sets up retreats. Says Ingram: "We have held more than 600 board retreats since 1971 for all kinds of institutions, including public college boards."

The Institute for Independents

Another key AGB service is the Institute for Board Chairs and Presidents of Independent Institutions. "We have been offering the institute for private presidents and chancellors for 14 years. Evaluations by attendees have been uniformly positive," says Ingram, adding that attendees find the institutes "effective in helping them solidify their working relationships" and in developing "strategies to higher levels of performance."

"We also offer it to front time to time for public boards, but it is a different program. We get into more of the issues of the day affecting public higher education. These individuals want to talk about the pressures and pulls they are undergoing by state governments and other external groups," explains Ingram.

AGB Annual Conference


Preconference workshops covered subject matter such as leadership issues for board chairs of public institutions, how to build a better board, and strengthening the relationship between the foundation board and its affiliated institution. Interactive sessions discussed strategies for presidential searches, principles of effective strategy planning, and the board's role in financial accountability, among other issues. Plenaries and roundtable discussions took place as well.

Conference speakers included Frank H.T. Rhodes, president emeritus of Cornell University, William Bowen, Mellon Foundation president, Jorge Klor de Alva, University of Phoenix president, Robert H. Amwell, president emeritus of the American Council on Education, and Carol Guarino, Cabrini College trustee.

In addition to the conference, AGB typically runs six to eight free-standing events—from strategic planning to fund raising to ac-

Current AGB statistics reveal that among public higher education institutions, 30 percent of all trustees are women, and women trustees among private higher education institutions total 26.4 percent.
lege president in all New York, and the second-longest in the country—but Queensborough Community College programs are right up to the minute. 10/17/97, p. 10

Arizona State University can boast justifiably about connections with Mars and, here on Earth, escalating math scores and a hefty increase in admissions. 10/31/97, p. 8

One out of every 3 area adults is a graduate of the University of Illinois at Chicago. The city's population is well over two million. 11/14/97, p. 11

The venerable and urban Temple University aims for a small-school feel through its Learning Communities. Improved retention is just one of the benefits. 11/28/97, p. 18

The 125-year-old University of Toledo boasts an impressive share of merit scholars, minority students, and research projects, plus a recreation center to keep the body as fit as the brain. 12/12/97, p. 14

An oasis of international culture, Broward Community College in south Florida is honored for providing the promise of a better life to the many immigrants who pass through its doors. 12/26/97, p. 14

Named by Money Magazine as one of the 10 best buys among north-eastern universities, Pittsburgh State University offers mountains and lakes—and it's just south of the Canadian border. 1/9/98, p. 15

Throughout its history, Amherst College has prized both intellect and the democratic ideals. 1/30/98, p. 15

Situated in a county that is small in size but big in population—24 million—the award-winning California State University-Fullerton is thriving on its diversity. 2/13/98, p. 15

Though first in Texas and first in the nation with many of its academic offerings, Texas Women's University always remains true to its primary mission: to provide women—all women—with the opportunity, the support, and the skills to succeed. 2/27/98, p. 17

With 2/4 of its 97 majors ranked among the top in the country and with Money Magazine citing it among the 100 best buys, the University of Maryland-College Park is attracting top scholars and researchers. 3/13/98, p. 15

A research facility, a "Best Values" choice, and home to an outstanding university press, University of Nebraska-Lincoln is taking on another venture—a Pepsi alliance that will generate major dollars. 3/27/98, p. 16

An honors program at Rockland Community College in New York attracted a highly competitive FIPSE grant to foster its replication at other community colleges. 4/10/98, p. 17

Diversity is second nature to Jersey City State College, born into an urban melting pot of long standing. 4/24/98, p. 30

The city's earliest institution of higher education, The University of San Francisco, combines Jesuit tradition with latter-day innovation to stay ahead. 5/8/98, p. 15

Serving the densely and diverse-ly populated state of New Jersey, the University of Medicine and Dentistry of New Jersey includes the only Hispanic Center of Excellence on the East Coast. 5/22/98, p. 15

Called "grand by any measure," Cleveland State University-Marshall College of Law's last year marked its centennial. 6/5/98, p. 17

San Jose State University forms alliance with National Hispanic University to increase Hispanic Graduation Rates. 6/19/98, p. 14

The multi-sited Palm Beach Community College has come a long, long way since its beginnings at a local high school. 7/3/98, p. 14

The largest of SUNY's four-year colleges, Buffalo State boosts student performance through award-winning support services. 7/17/98, p. 12

The College of DuPage is one institution whose reach never exceeds its capacity to grow; and its growth record is phenomenal. 7/31/98, p. 14

Colorado State University, a Carnegie Class I Research Institution, is taking on all hues and views at its Center for Applied Studies in American Ethnicity. 8/14/98, p. 13

Behold a progressive urban institution by the sea, by the sea. University of Massachusetts-Boston. 8/28/98, p. 11

HO PERSPECTIVES

A seasoned college professor and education administrator returns to high school as a teacher and recommends the experience be mandatory for all policymakers. 9/5/97, p. 15

F. Javier Cevellos, an ACE Fellow, reflects on the benefits of the fellowship granted to him by the American Council on Education. 10/3/97, p. 20

Gloria Tristan, first woman elected to New Mexico's State Corporation Commission, makes the case for affirmative action at a conference of college trustees and presidents. 10/17/97, p. 17

UHD President Maximo Castillo calls the University of Houston-Downtown "the campus of the future." 3/33/98, p. 24

María Mercedes-Olivieri, National Hispanic Program Manager for the EPA's Civil Rights Department, teaches that Hispanic and workplace cultures, which are sometimes at odds, must be understood and respected. 3/27/98, p. 22

Professor Olga Moya, South Texas College of Law, speaks to HI0 about her childhood, her career, her values. 6/5/98, p. 22

Schooled at Boise State, Alaska, and Mississippi Universities, a former shepherd from Peru is now a professor at New Mexico State. 6/19/98, p. 21

Borough of Manhattan Community College President Antonio Perez writes about an in-the-works 400-seat virtual library that will offer students unparalleled data access. 4/10/98, p. 23
Dolores Fernández: Compassionate Catalyst

Heads Hostos Community College Renaissance

BY JEFF SIMMONS

"Since my head is from an enrichment perspective and not a remediation perspective, I could never understand how in the United States we could label people who have two languages remedial, and that's what happens in New York City's public schools and in education in general."

DOLORES FERNÁNDEZ, ACTING PRESIDENT AT HOSTOS COMMUNITY COLLEGE

The signs are clear that change is afoot at Hostos Community College in New York City, and not simply because there's a new leader sitting in the president's office.

Banners adorn walls "HOSTOS stretches across an elevated walkway. Strung from dozens of lightposts along a major thoroughfare slicing through the bustling campus are brightly colored cloths proclaiming a Hostos renaissance.

These are visual changes that belie a broader campaign to revive a school that came under attack from the highest political circles in New York City over the last two years. Hostos is a school that—three decades after it opened its doors in the South Bronx—is shaping a brighter future.

Even critics have pointed to the image change and shower credit on a relatively new name on campus.

Dolores Fernández, the acting president.

"She's been very effective," says Herman Badillo, vice chairman of the Board of Trustees of CUNY, the City College of New York System.

"We are lucky to have found her. Hostos was a real mess. It still is a large mess."

"But we're giving her enough time to see if she can come to grips with its huge problems. We chose her because she's not an insider. She came from the outside."

That, Fernández says, gave her a different perspective: a chance to begin at square one when she started at Hostos in March 1998, after holding down previous jobs as a professor at New York City's Hunter College and as a deputy chancellor with the New York City public school system.

"Nationally, we have developed this reputation that, in some shape or form, we are going to have to get rid of," Fernández says of her tallest order. "I go to a conference and you have on your nametag and people go, 'Oh, Hostos, you're part of CUNY.' There are smirks and remarks about how bad it is, and these are national conferences."

Badillo says it helps to have placed a Hispanic woman at the helm of a college whose enrollment is largely Hispanic. Fernández, who would not reveal her age, is of Spanish descent, and her father grew up in Puerto Rico.
When he finished, I said to him, I came in here to tell you I wasn’t even going to consider this, but I will go home and think about it.” At Hunter College that week, we had a speaker, a minister who sat on President Clinton’s committee on race relations. She was talking in the faculty dining room. Toward the end of her speech, she said, “For all of you who are sitting here representing minority groups, and you’re feeling very comfortable with yourself because you have degrees in your backpack and you’ve moved up the socioeconomic ladder, take a minute and turn around and look at your community and ask yourself how many people within your community have the same needed to get a slap in the face.”

Little by little, I started to make significant change happen. Since bilingualism is my area of expertise and the CWAT was what put this place on the map, this was my first major endeavor—to get in place a structure that could meet the needs of students who come to Hostos and whose first language is not English.

Since my head is from an enrichment perspective and not a remediation perspective, I could never understand how in the United States we could label people who have two languages remedial and that’s what happens in New York City’s public schools and that’s what happens in education in general.

“We are going to put in place English-only days on campus and have buttons that say, ‘Speak to me in English, please.’”

Dolores Fernández.
HOSTOS COMMUNITY COLLEGE PRESIDENT

HO: Why did you want this job?

Dolores Fernández: I went through this whole speech in my head about how I wasn’t going to take this job because I was really feeling very comfortable at Hunter. It was a very good professional life. The chancellor spoke to me about whatHostos means to the CUNY system in the sense of its mission and the population this school was designed to serve. He spoke to me about the importance of having an interim president who truly believed in the mission of the school options you have right now. And if you don’t feel comfortable with that answer, you have an obligation to pay back your community. I went from listening to that lady to my office and called the chancellor right away and told him, “I thought about it. I will take a leave of absence and go to Hostos.”

HO: What did you discover when you arrived?

Fernández: It has been a roller-coaster ride. I found a very disheartened staff. The morale was rock bottom. They have been raked over the coals, and some of it was justified. I think the institution presented to the faculty my design for a true dual-language school at this level, which would mean we would definitely have to have programs in place to meet the English language needs of our students because that’s primary. But we would also start to develop programs designed to meet the second-language needs of students who would arrive English-dominant and also want another language because they know that having more than one language will open more doors for them out there in the marketplace.

HO: What are some other changes?

Fernández: We had a profession development insular, three week for faculty and for staff. We actually finished a couple of things. It was chance to share ideas around academic programs, and it was at getting people to talk to each other again across departments. The was a camaraderie that came out this, which was so important.

People were just down in the dumps, and all of a sudden, people who hadn’t been talking to each other or had just given up rig after their last class were coming and they were talking and working on programs. It was really great.

We also put in place academic language corridors, which have content courses linked to English as a Second Language courses. It design came about as a result students requesting that there some connection for the language in order for it to make sense I them to even learn it. That was happening, so we started that this fall.

HO: What do you feel you must accomplish during your tenure?

Fernández: To put in a program that would truly make this institution dual-language institution got that reputation.

My initial goal was to put in a program to make sure that students who come in with another language other than English are able to read and write and function in English in this institution and go out there the world and function in English and that was not happening.

HO: Who is the typical Hostos student?

Fernández: Female, about 29 or 30 years old, a single head-of-house hold, probably on public assistance. So she’s got to find somebody to take care of her child. We [the welfare rules and regulations]
I know that we can provide tests that are designed for second-language learners that would test the same skills they were testing with the CWAT. We really need to sit back and consider the population that comes in with another language. I'm not saying don't test them. We definitely test them. But let's give them a testing instrument that is designed for them.

**HO:** How important is a college like Hostos to minority students?

**Fernández:** Very important. Like Medgar Evers is important to the African American population within the city. Not that I want to think of this as a Latino college. I don't want us to be labeled, although I believe it is labeled that way, because it is a community college in the South Bronx — and right now the population in the South Bronx is predominantly Latino.

It's important for populations to feel that a traditional school close to them gives them some place to go and that is what Hostos is for my community, a place for them to go. That's what brought me here; that's what will keep me here.

I leave here every day energized. I have a true sense that I am doing something for my community, that we can put in place programs that will help them. I'm looking to expand the continuing education program here; one of the poorest continuing education programs at CUNY, and that's outrageous.

That's a steppingstone for many people in the community to take a course. Because a lot of them don't believe they can do it. But if they sign up for one little course, they get their foot in the door and we counsel them that they can do better, sign up for something else, and get a degree.
**HO: What have you done to boost morale?**

**Fernández:** I went around and talked to all of the departments. We have a theme called "The Hostos Renaissance." That didn't come from me; it came from a faculty member. I was talking to different offices and telling them what I envisioned around dual language and what I wanted to do for the school, and somebody yelled out at one meeting that I was talking about a renaissance. I said, "That sounds good to me."

We've handed out buttons to the faculty who go to graduation, and we're having our first winter graduation ever. We got banners for the first day of school that deal with the renaissance, and put up flags of all the countries of our students, faculty, and staff.

**HO: So do students see change beyond the cosmetic?**

**Fernández:** They see it as a feeling of family, of coming together, of school spirit. These kinds of things send messages to the students who come in here. We're going to open a plaza and turn it into a community garden where I am going to have members of the community come in and work with Hostos faculty and students in the spring.

**HO: How has this job changed you, not just your outlook on education but on life?**

**Fernández:** I went back to Hunter the other day, a college on 68th Street and Lexington Avenue, nine blocks from Bloomingdale's, and I felt I didn't belong anymore. I was there for eight years and loved it. But I found something here that for some reason I had gotten sidetracked from.

I always worked in positions where I was really linked to community. At Hunter, I was involved, but very superficially; Hostos brought me back, and I love being back. I love working with the students. I love the challenge. If I can do anything here that would leave a small mark, I will walk away very satisfied.

**HO: When you were young, what did you dream about as a profession?**

**Fernández:** I always wanted to be in teaching. The love of my languages and my culture was instilled in me by my parents and my family, and bilingualism has always been a part of me. So it was a shocker for me in high school to be told I wasn't college material. I was an honors student for four years. I had graduated 10th in a class of 600.

**HO: Why weren't you college material?**

**Fernández:** I bombed on the SATs. I did so poorly because my dad was dying that summer. The day I sat for the SATs, he was at New York Hospital, and I remember that the last place I wanted to be was in that room taking that test. I was called into the counselor's office that fall and was told I had 400 on one part and an outrageous score on the other.

The person who advised me said I should rethink where I was going with my career. My dad had already died, and my mother wasn't anyone I could rely on for guidance because she was going through her own bad times. So I listened to someone who I thought was a professional, trained to guide students. So I had to rethink where I was going because I was in academic programs and had not gotten any skills in anything else. So I got typing and shorthand skills.

But there was always something in the back of my mind that said I wanted to teach—that gnawing voice always pecking at my brain. It kept up enough for me to decide to go back to school, and I did it the hard way. I talk to high school kids and say, "Because you might do poorly on one test does not mean you are not capable of doing something else. You have to really want something bad enough."

I don't know if I could do it today. I think about all of the challenges that I faced, but you do it, and that's why when I look at all these young women, my heart goes out to them, because I know how tough it is. The one person I wanted on that stage when I got my degree at Hofstra was the counselor who told me I couldn't do it.

**HO: What is the lasting perception you want people to have?**

**Fernández:** It's important that the public understand Hostos and what we're about. It bothers me when I go to visit politicians or community groups and I'm told, 'Oh, you're the president of that school in the South Bronx that doesn't teach English and that's for foreigners.'

That's so limiting for what this school is. It's unfortunate that perception is out there because the programs that are in place here are excellent programs, and the staff and faculty are excellent.
Cuban Institute Prepares for Thaw in Relations

Broad-based Florida International University Programs Building Bridges

By Ines Pinto Alicea

Lázaro Pérez was planning to leave for an academic trip to Cuba the week after his interview with this author but still had not gotten word from the U.S. government on whether he would be allowed to go. That is despite having asked for permission to take the trip two months earlier.

But Pérez, a professor of sociology and director of the Cuban Research Institute at the Miami-based Florida International University, takes the lack of news in stride. It’s something to which he is accustomed. The U.S. and Cuban governments heavily regulate travel to Cuba, and struggling to get permission to travel to or from it is part of the daily work of the scholars involved with the institute, launched in 1991.

The travel restrictions limit research about the island and leave large gaps in knowledge about the social, cultural, and economic lives of the people in Cuba.

“We haven’t been able to consistently observe the reality of life in Cuba,” said Pérez. “The relationship of hostility and the distance between U.S. and Cuban policies have been devastating on academic research. We are so close to the island, yet so behind in our research.”

The institute faces another large obstacle. Many Cuban Americans in south Florida strongly support limited contact with the island, and they are quick to get angry over some of the work at the institute because of the emphasis on encountering the island’s people.

“It is important for us to maintain contact,” said Pérez. “It establishes us at the academic forefront on Cuban and Cuban American Studies.”

Still, the work of the institute goes on, building bridges through numerous contacts on the island and throughout the world of scholars interested in Cuba, Cuban life, and Cuban Americans. Scholars with the institute say that even though the political situation remains unchanged, it is vital that the work continue, particularly because when the political situation does change, the institute will be in a good position to provide the scholarly information needed at the time, as well as to strengthen the contacts now in place. Its work has already garnered a great deal of respect worldwide among scholars in the fields of Cuban and Cuban American studies.

“We consider the Cuban...
Research Institute to be one of the leading institutions in Cuban affairs in this country and probably the world," said Cristina Eguizabal, Ford Foundation program officer for Latin American and Caribbean programs. The Ford Foundation has given the institute grants for several of its projects.

Following are some of the projects the institute has taken on in recent years through grants and other donations:

- The FIU Cuba Poll, an annual survey of Cuban Americans’ views on policy options toward Cuba, is conducted in collaboration with FIU's Institute for Public Opinion Research and the Center for Labor Research and Studies.
- The institute edited Cuban Studies, a prestigious multidisciplinary annual journal devoted to scholarly work on Cuba.
- The Cuban and Cuban American Studies Certificate program for undergraduate students consists of courses from eight departments, including economics, history, international relations, modern languages, political science, sociology, anthropology, theater, dance, and visual arts.
- Academic exchanges and research collaboration with Cuban scholars support trips to and from Cuba by FIU faculty and their colleagues on the island.
- The Children of Immigrants Project, a longitudinal study started in 1991 with support from the Spencer and Russell Sage Foundations, follows some 2,800 school children to study their aspirations, adjustment, academic performance, and ethnic identity.
- A research project in 1995-96 funded by the North-South Center entitled *The End of Exile: The Policy Consequences of the 1994 Rafters Crisis* was based on the 1994 event.

The institute also offers lectures, concerts, community events, and exhibits for the people of Miami and sponsors major conferences to bring together scholars interested in Cuban and Cuban American issues. A conference in March was scheduled to explore topics such as the commonalities between Cubans and Cuban Americans, life in Cuba between 1940 and 1950 and how power and resistance have been manifested in the Cuban context over time in relation to race issues, gender relations, human rights, gay, lesbian literature, and more.

Pérez said he would like to see the institute publish more of its own works, eventually offer a graduate-level certificate in Cuban and Cuban American Studies, and expand library holdings at the University of Cuban and Cuban American-related documents.

The institute plans to start taking groups of students to Cuba for academic and cultural exchanges in the summer of 2000. The plan is that students in that program will be taught by professors in Miami and by professors in Cuba, with part of the coursework being completed in south Florida and the rest on the island.

The institute was established to create and spread knowledge of Cuba and Cuban Americans through advanced scholarship and community programs. It is located at the Latin American and Caribbean Center of FIU, a member of the State University System of Florida. The university has 30,000 students.

The institute also offers a resident fellowship in humanities funded by the Rockefeller Foundation for residencies ranging from three months to a full academic year to explore the themes of sovereignty, identity, and reconciliation in Cuban intellectual and cultural traditions.

"Before the institute was created, this university had specialists on Cuba in every department," said Juan A. Martínez, but the specialists didn't have a place "where they

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**BEST COPY AVAILABLE**
could get together.” Martínez, an associate professor of art history in FIU’s visual arts department, has taught classes at the institute.

Martínez said that creation of the institute was important not only to the scholars but also to the Cubans residing in south Florida, particularly the many students of Cuban descent who attend the university.

“The institute gives them a full picture of a place that to them is mythical,” Martínez said. “The institute provides them some knowledge of their native country beyond what is talked about at the dinner table. This is a place where they are connecting, learning. This is where they are rediscovering their roots.”

Martínez said that it was natural to create the Cuban Research Institute in south Florida, particularly at FIU because a majority of the students are of Cuban descent, and because Miami has the largest population of Cubans outside of Havana.

“The institute is a forum for research, sharing of information, and debate on Cuban issues,” Martínez said. “It has been very interesting experience. The institute is a valuable resource. It has put me in touch with individuals of other disciplines, and it has given me other perspectives on Cuba.”

al, economic, and artistic force. The institute strives to explore all aspects of Cuban life, particularly Cuban culture and literature. For example, the institute recently invited a Cuban visitor who shared her documentary on tattooing in Cuba.

“The institute is well placed and in a privileged position,” said Fernández. “We’ve opened up discourse on Cuba. Even though engagement with Cuba is cumbersome because of U.S. policy and Cuban policy, the institute has played a pivotal role in establishing relationships between Cuban scholars and scholars of Cuba outside Cuba.”

Fernández said that he would like to see the institute reach out more to the local community by offering more public lectures and non-credit courses.

Since 1991, the institute has raised more than $1 million in external support, much of it from university faculty to the institute to offer classes on Cuban politics, Miami politics, Cuban culture, Cuban painting, international relations, Cuban history, and more. The institute also receives help from undergraduate and graduate student assistants.

Program officer Eguizabal said that the Ford Foundation had been giving the institute grants for varied projects for more than five years, but they had not exceeded $50,000, and primarily paid for faculty exchanges between FIU scholars and scholars in Cuba. The Ford Foundation, she said, recently gave the institute a $5,000 grant in recognition of the positive work the institute does and in recognition that their grant money “goes a long way.”

The $5,000 will help the institute pay travel costs for graduate students researching subjects such as race relations, immigration issues, Cuban literature, and Afro-Cuban dance. It will help the institute serve as a clearinghouse for information that U.S. nonprofit organizations such as universities and museums need to initiate projects with Cuba. The grant will also help scholars gather documents and books from Cuba to build the university’s Cuban collection and assure that important historical documents are collected and preserved. Lastly, the grant will allow the institute to develop a guide that nonprofit organizations can use to launch projects with Cuba.

“We wanted to be a part of the reconciliation of the Cuban family,” said Eguizabal. “The people at the institute know how to work the intricacies of the Cuban and U.S. governments.”

“The institute provides them some knowledge of their native country beyond what is talked about at the dinner table. This is a place where they are connecting, learning. This is where they are rediscovering their roots.”

JUAN MARTÍNEZ, FIU ASSOCIATE PROFESSOR OF ART HISTORY

Pérez, Martínez, and Damian Fernández, chair of FIU’s department of international relations, all say that the institute tries not to focus on Cuba just as a political force, but rather as a social, cultural organizations such as the Ford Foundation and the Rockefeller Foundation. The university provides an additional $50,000 yearly in ‘spending money’ pays the salaries of two clerical positions, and lends.
The University of South Florida
Latin Advisory Group Sparks Growth and Change

BY ROGER DEITZ

As the century nears its close, it is evident that the development of South Florida as a center of Hispanic cultural and academic richness is one of the great stories of this nation’s history. Yet many have the notion that Hispanic immigration is solely a phenomenon of the latter third of the 20th Century.

Thanks to the work done by the University of South Florida Library in preserving and cataloging artifacts and documents of Tampa’s turn-of-the-century, thriving cigar industry, we have a clear picture of a very lively Latin population. Back then, cigar factories attracted thousands of Cuban, Spanish, and Italian immigrants called “Latin” in the vernacular of the region.

Gary Mormino, Duckwall Professor of Florida History at USF, says that “During the golden age of Ybor City, 1890-1930, an extraordinary Latin culture evolved, exemplified by a vibrant Spanish-language press, theatre, and material culture.” Mormino informs the Hispanic Outlook, “Records of the several mutual-aid societies document the cradle-to-grave role played by these remarkable institutions.” He continues that of special interest are the records—membership lists, bylaws and board minutes—of El Centro Asturiano, La Union Marti-Maceo, and El Circulo Cabano. Several of the clubs donated their extensive libraries to the university.

Mormino reports that the special collection also has thousands of historic photographs documenting everyday life in Ybor City and West Tampa. He adds that an extensive collection of cigar and tobacco memorabilia highlights the collection. Most notably are the embossed cigar labels and the Tony Pizzo collection, named after an avid collector of Ybor City historical materials such as rare Spanish-language papers, photographs, and clippings. At the University of South Florida, this collection of the past has come alive in the present as numerous USF faculty members have researched and published articles and books on individual groups, Latin women, radical politics, and the communities’ institutional life.

For bringing the past to light and to life, and making a great academic contribution to the people of the region, we welcome The University of South Florida to the Hispanic Outlook Honor Roll.

There are many such “Points of Pride” at USF. The Library Special Collections Web site was chosen...
Honor Roll Facts in Brief

INSTITUTION
University of South Florida

LOCATION
Office of Admissions
4202 E. Fowler Avenue, SVC 1036
Tampa, FL 33620-6900
(813) 974-3350

ESTABLISHED
1956

ENROLLMENT
33,826

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$2,090 for Florida residents

NUMBER OF FACULTY
1,495 Full-time

HISPANIC ENROLLMENT
2,996

HISPANIC FACULTY
56 Full-time

SEVERAL DEGREE PROGRAMS
Accounting
Engineering
International Relations
Library and Information Sciences
Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Student Association
Hispanic Organization Promoting Education
Office of Latin Community Advancement
Society of Hispanic Professional Engineers
Ronald E. McNair Post-Baccalaureate Achievement Program

INTERNET ADDRESS
www.usf.edu
much smaller organization on campus, not the powerful, important forum for USF student opinion that it is today—one of the top student associations on campus. Much has changed, she says, because of the Latin Advisory Committee. “Ten years ago, there were no Hispanic sororities or fraternities, and today there are two Hispanic sororities and a Hispanic fraternity. Ten years ago, we had no student chapter of the Society of Hispanic Professional Engineers, and today we do. And today we are highly ranked, on a national basis, as a source of bachelor’s degrees AND master’s degrees for Hispanic students.”

President Castor credits the members of the USF Latin Advisory Committee with establishing a “Hispanic agenda,” and with taking the steps to carry it out. After ten years, it is clear that the committee has done much to contribute to the leadership of the university and to establish linkages with Tampa Bay’s Hispanic community. “Overall,” reflects Castor, “because of the efforts of this committee, USF has become more inclusive. We have made strides in the recruitment of students, in the hiring of faculty, and in the awarding of honorary degrees—including those to Lauro Cabazos, Oscar Arias, and Al Lopez. We have created a month-long series of events, the Hispanic Heritage Celebration, to honor the roots of our community, and the university, in Latino culture. We have developed a very successful Latin American and Caribbean Studies Program, with numerous links to universities in Latin America. Because of the hard work and the persistent caring of the members of this committee and of its energetic director, Donna Parrino, the university support for the Office of Latin Community Advancement is strong and growing. The Latino Graduate Fellowship program is now a reality, helping Latino graduate students to participate in the expansion of USF’s role as a Research 1 institution. Make no mistake,” Castor concludes, “in every category, much remains to be done. We need to do more to make USF a diverse institution.”

Of the 33,826 students enrolled in the fall of 1998, 2,996 were Hispanic; 3,132, African American; 1,541, American Indian; and 1,632, Asian/Pacific Islander; while 880 were nonresident alien students. There are 1,695 full-time faculty at USF, with 56 Hispanics, 87 African Americans, seven American Indians, and 88 Asian/Pacific Islanders.

With a growing academic reputation and a dedicated faculty that includes 62 Fulbright Scholars, 35 Endowed Chairs, and 14 Endowed Professorships, USF is fast becoming a model urban research university for the 21st Century.

The university has surpassed the $100 million mark in sponsored research for four consecutive years, now totaling almost $135 million. USF ranks 26th nationally of 109 Research 1 and II universities. In the number of Black and Latino faculty. Of these higher research level institutions, USF leads the state of Florida in the percentage of its faculty that is Black and in the percentage of Hispanic faculty with tenure or on tenure tracks. USF’s libraries contain some 2.3 million volumes, as well as vast computer links to hundreds of library databases for the World Wide Web.

Speaking of libraries, during Kathleen de la Peña McCook’s five-year tenure as its director, USF’s School of Library and Information Sciences has achieved notable results in graduation rates, outreach programs, and grant support. Out of 5 libraries and information science schools in the U.S., Canada, and Puerto Rico, USF produces more graduates per faculty than does any other. “In fact,” Peña McCook points out, “we graduate the same number of students as FSU’s School of Library and Information Science, and they have double the number of faculty.” Through Peña McCook’s initiative, the school currently ranks among the top 10 in the U.S. and Canada in the number of minority graduates. Notably, USF graduates more Hispanic librarians than does any other school in the nation.

Donna Parrino, director of the Office of Latin Community Advancement, is enthusiastic about the strides made by USF on all fronts regarding the advancement of Hispanic issues at the university. She says that this translates into personal successes for so many students. Parrino observes, “Since its inception over four years ago, the University of South Florida Latino Scholarship Program has awarded $375,000 to more than 100 students. The renewable four-year scholarship has already produced 25 graduates, four in medical school, one in chiropractic school, three in law, and several in graduate school, while others have been gainfully employed.”

Parrino points out that the program’s successes encouraged the Tampa Bay Latin American Medical Society to pledge $100,000 this year for scholarships. Last year, the Krewe of Saint Yago pledged $100,000. Dr. and Mrs. Herman Leon, who have supported the program since its inception, announced a planned gift in the form of a $200,000 charitable remainder trust. In another area, a $600,000 contribution by the Honeywell Foundation and $400,000 in state matching funds will establish USF’s College of Engineering to conduct more research, recruit more Hispanic scholars, and provide them with scholarships. It is clear that, with regard to Hispanic issues—whether honoring the Latin communities of the 1890s or preparing young people of today for the 21st Century—the University of South Florida has brought 100 years of enlightenment in the past ten years of work. Now that’s a point of pride.
Honoring Teachers Who Honor Teaching

María Villar, Anthropologist

BY MIA ANDERSON

Arriving for the interview with HO, María Villar is struggling with a bad cold or the remnants of a bout with the flu but she taught her classes all week long. She has apologetically postponed the interview until this day because she is rushing to finish revisions on an article submitted to a major professional journal. As she describes the article, she reveals a passion for her subject.

Her article deals with the illegal Mexican immigrants who migrated to Chicago and then, during the US government-proclaimed amnesty period (May '87-March '88) sought citizenship. And it deals, too, with the dynamic between those who advocate for the immigrants and those who consider them a major problem.

There is a significant settlement of Mexicans in Chicago. Professor Villar tells HO, a settlement with a long history and lots of diversity. While many in that community organized to help the immigrants, others were fearful, for example, of the economic impact of the new arrivals. Villar spent a year in Chicago in 1987, meeting periodically with both the advocates and the immigrants, and has returned a number of summers since then.

She is clearly quite anxious to get those revisions in and the article published. Asked why, she grows and tells HO that she believes she lost a previous teaching position at the City University of New York’s Baruch College, because in four years she had published “only” four articles. She was surprised at the time, she says, and admits to having felt unfairly treated.

“They never tell you clearly what the problem is. Nobody will tell you. You have to have one book and six articles in four years, for example.” Still, she says, “I take part of the blame. If I had published more, they couldn’t have done it to me. They were happy with my teaching. Students wrote letters supporting me. My colleagues respected me as a teacher. And even today, I enjoy serving on committees which takes time away that I could be using for research and publishing.”

I'm concerned about the issues, like diversity, for example. But these things are worth nothing, it seems, when it comes to evaluations. The appeals committee backed me, but the president turned back the appeal.”

Professor Villar was born in Cuba in 1952, in Artemisa, a town at the western tip of the island. Her father worked as a chemical engineer in the sugar mill, and was the first in his family to leave Cuba.
then, a field that her father had liked but couldn't pursue. After two years, however, she discovered a growing interest in both the social and the hard sciences. She switched her major and went toward math and science. First, she says, because she thought she could get a better job in that field, and secondly because she saw a different world. She thought her father would have a heart attack if she chose the social sciences or the humanities—which is what her mother liked—because he equates them as Communist.

Vilar's next step was to enter the master's program in computer science at the State University of New York at Stony Brook, which offered her the best financial support through a teaching assistantship.

After graduating, she took a job there as a systems analyst at the computer center. But by late 1979, she started getting that eerie feeling. I wasn't craving to work with computers all the time. I really didn't want to get married to my boyfriend at the time. I was having computer study groups and really enjoying that. My mom was a fourth grade teacher for 15 years, and my dad continues, but anthropology is so broad that you can draw from the humanities, the sciences, and the social sciences, all of them.

She found herself at the University of Indiana in Bloomington. She worked on the doctorate for five years, completing it in 1989. But it was in the second year of study that my science background corrupted me—I was finding the humanities too soft. They were great for fun but not for hard research. So now I'm in the anthropology of demography—economics and populations was my area of study. People in India think Pines and they think Western women—very liberal, not family-oriented. I married in 1986, and then our second son was finding two jobs in the same place!

Vilar's husband found a good job in New York City, a post-doctorate position at Rockefeller University Hospital. She soon got her position at Baruch College, but lost it in 1995, just as her positive came to an end. He could not find another in the U.S. but did find one at the London Institution: Institute of Medical Research. While he was looking, she took one-year appointment at William Paterson University in Wayne, N.J. He left for England; she finished the year in New Jersey and then went to London to look for a position but there were none. She loved it there—London life is beautiful. It's less rushed; people socialize more. It met people more and made many friends. But when the tenure-track position opened up, William Paterson, I applied, was accepted, and returned to the U.S.

Her husband returns this month and will take a one-year position at Rockefeller, made possible through his old professor there. I write alone in London was very hard to him. Indians are ten times more family-oriented than Hispanics. I couldn't take it.

In the classroom

Asking about her teaching philosophy, Vilar becomes animated. My role is to talk them, to help them understand from within. I see myself as a mediator—to make students think. formulations of thoughts take a position I give you few answers. I present the idea and fuel discussion, and hope and actually happen—that students will bring up the positive that I have its different for teaching computers, where there is only one answer. In anthropology...
it's about life, it's about understanding reality. It's a beautiful course to teach if you frame the questions—the problems—right...

"I encourage them a lot to use e-mail to communicate with me. Participation is important, but some are very shy, like I was. When you open the door to e-mail, they express themselves, and we can have conversations."

"Anthropology deals with diversity all the time," Villar says in answer to a question. "It's much easier to present those issues that might be bothersome to some using cultures, talking about some feature of one culture, and then exploring the parallels or differences in another or one's own culture.

"We'll look at racism in South Africa, for example, and then look at it here. We'll look at sexism among the Amazon Indians, and then look at it here. The students have ideas that Muslim women are so suppressed, but women in that culture have tools that women here don't have."

Projects for the Future

Because of my roots, my ethnicity, Cuban, I would like to move into the Cuban cultural dynamics. I find Cuban societies—what's happening there now—fascinating. Second, I definitely want to move into strategies for challenging people's ways of thinking. One of the most frustrating things is, after a semester of challenging students—ethnocentrism, having a question in an exam reveal that students have not made much progress in that area. It's so hard to change people's thinking and attitudes. It's such a major challenge.

"Anthropology is a beautiful discipline. It makes you challenge your conceptions of who you are, and to see that underneath the diversities people are doing the same things in different ways. Villar makes a gesture to pull her hair, saying: "At the root of intolerance is such naivety. It's so difficult. I want to know more about why it's so difficult. And I would like to fight on the front of making anthropology a more relevant field of study. We need the truths that it can teach."

What Else Matters

"Yes, my Hispanicness, my Latinness is very much a part of me. On a personal level it's irrelevant to me, by the way, which label is used, but I'm aware of the connotations that groups have of other groups, so I do switch labels sometimes to fit the group but I never call myself American, though, I became a citizen in 97—and I love this country, and that is it. I feel very much a Latin American. Actually, growing up in Puerto Rico might be a part of who I am now."

"Religion plays a part in my life. My parents weren't particularly religious. And generally in Latin America it's very different. This is not. It has become much more important to me. This began when I was in London. I didn't have a religion then, but when I was watching TV, they're getting all kinds of work. It opened my eyes, and I thought, Jesus.

Founding Chair's Assessment

Founding chair of the William Paterson University anthropology department, Janet Pollak, says of Professor Villar that she is "a remarkable teacher with a strong following among both the anthropology majors and the general education students. As a colleague, she is truly extraordinary and a tremendous asset to our new department and undergraduate program."

Pollak cites, for example, Villar's volunteering to join a small group of College of Education faculty and anthropologists in offering a pilot workshop course for certification students.

"Dr. Villar taught in the same classroom with three other faculty traveled to Washington, D.C., to complete training sessions in multicultural communication offered by the American Anthropological Association, and has now completed a paper based on her statistical analysis of the workshops assessment instruments.

In a short time, Maria Villar has become an extremely effective advocate for anthropology at the university and has earned the respect of junior and senior faculty across the campus.

RENEDO
Toning up the Intellectual Muscle

St. John's College, Annapolis and Santa Fe

By Adalyne Hixson

This reporter first encountered St. John's as a teenager imported to Annapolis with friends to interact with midshipmen at the U.S. Naval Academy's weekend "tea dances." The "johnnies"—all tweeds, pipes and books—offered sharp contrast to the midshipmen and struck us as enormously, perhaps even abnormally, intelligent. Interviews with St. John's this month confirmed that the suspicion is still alive.

"What does it take to come to St. John's and hold your own intellectually and rhetorically with the other students?"

HQ asks this question because the Annapolis college, founded in 1056, and its Santa Fe counterpart, represent two quite different sorts of school—one that bases its curriculum on the "great books," enabling students to learn geometry by reading Euclid and Descartes, astronomy by Galileo and Copernicus.

A brochure announces: "The following teachers will return to St. John's next year: Homer, Aeschylus, Sophocles, Thucydides and so on, right up to Einstein, Heisenberg, and Wallace Stevens."

I'm not sure you have to think in terms of—come if this profile describes you," answers the dean, Harvey Flaumenhaft. "We started writing a series of letters to parents of students when they write for materials, when they apply, and when they're admitted. The letter I write addresses that question, and makes the point that it is easy to be intimidated, and a lot of people think that you have to be some sort of superstar to do well here, but that is a misapprehension.

"What you need is," he continues, "you have to like to read and you have to like to talk with people about it."

He tells HQ that all the classes are "discussion." And that all the classes are very small. The large classes, he says, include 18 students, with two faculty members; called tutors rather than professors. Other classes include 10-stu-
students with one faculty member.

In the classes, not only do we expect the students to converse with one another—wi th a light touch from the tutor—but in the math classes, we expect them to regularly go to the board and make presentations, and to translate in the language classes.

Math classes, or tutorials, in the St. John's prescribed curriculum include astronomy, the theory of relativity, and several forms of geometry. Language tutorials include Greek and Latin grammar, prose, and poetry. Laboratories explore atomic physics, optics, electronics and magnetism, and biology. Also included are melody, counterpoint, and harmony, and among the roster of returning teachers are Bach, Verdi, and Stravinsky.

Twice weekly evening seminars explore literature, philosophy, political science, and more. There is one lecture a week for the whole college.

A sampling from recent years includes "The Parable of Don Quixote" by the Evolution of Behavior in Humans and Dogs by Atkinson; "Intumescent Gallstones" by Later Nuclear Active Galactic Nuclei and Quasars; and "Telling Lies: A Deans-eye View".

I read all the applications for admission, says the Dean of Admissions, funny students tend to be how many students tell about how they sat and took notes and didn't talk with other students—that it was considered silly to be interested in school outside of class. They are delighted to discover St. John's and a lot of them say, "I still always think that's what a school should be—please take me!" They are delighted to discover there is such a place.

"The most important thing is an eagerness to study books that are not predigested textbooks—an eagerness to discuss them with other people. And of course, the work is hard. And they don't get chances. And some of it is heavy, so they have to be able to work—sustained to persist.

"We ask everyone who applies to come for a visit and to come to classes. Many visitors, he says, are surprised by how friendly and welcoming the students were when they came here. And that the worst part was having to sit quietly while observing and not take part!

The students here get a lot of help. Faculty are not running off consulting and not spending time writing. So I think that gives a long way toward making what could otherwise be very intimidating content much less so.

You really see so much of them and it is a small place. You often see them in different classes. Every term there is a conference called The Don Ray with all the teachers they had. They all report to one another. The student is present, and tells what it looks like from his or her point of view. That could be intimidating to a student at first. But they get some feedback.

"It takes a bit of doing to persuade students at first that if they are having trouble with something, their job is not to get their teeth and force their way through, but first to make that clear to their teachers and get some advice.

"I think it is a common misapprehension that St. John's is only for a very tiny element. The St. John's student, he says, have a wide range of ability. "Our best students are superb, but we have other students who are not so superb." He says making the point too that the best students in particular benefit a great deal from having to learn to communicate across a range.

Uniquely St. John's

"As a St. John's education differs from his own. Flahmehtaff says there are some big differences and some big similarities between St. John's and the University of Chicago, where he earned a B.A., M.A., and Ph.D. The chief similarity, he says, is that U.C. too offers a great books curriculum.

People who were active in setting up 'great books' in Chicago also worked with St. John's. So there was a lot of connection and overlap, he says, even though the programs were not organized in quite the same way.

Although the University of Chicago took this curriculum very seriously, 'it wasn't exclusively a great books' program,' he says, but a very big thing there, and there was a great deal of emphasis on activity in the classroom. And a taking for granted that what people did when they were in class was talk about the sorts of things they came here to study.

This set them both apart from other places," says Flahmehta's. He did the kinds of people attracted to the program—people very eager to be students.

"But I had a major which St. John's does not." And I took a lot of classes in which what we read were state-of-the-art things rather than classic texts. But though it was a universal, it had this in common— it was rather small—though much bigger than St. John's. You did have the sense that you could kind of survive the whole scene and get to know people with lots of different interests, and didn't have the sense that you were lost in a huge supermarket, or urban sprawl.

Flahmehta's vitae reflects broad-ranging interests and honors, including a Woodrow Wilson Fellowship at Harvard and fellowships with NASA, the Institute for Sino-Soviet Studies, and the National Endowment for the Humanities.

Minority Climate

"I asked about Annapolis itself vis-a-vis minorities: 'The town has much less of an old Southern feel I've been here for 30 years. A lot of people are commuting from Washington now and the Naval Academy has changed a great deal, so Annapolis is not uncomfortable'.

Santa Fe Campus

"I asked Dean Flahmehta how St. John's selected Santa Fe as the site of a second campus, launched in 1961.

"We were looking for pleasant places to be with a lot of local support. People in Santa Fe were quite eager to open a second St. John's.

It is a gorgeous place," he says, with an interesting diversity. He describes the Santa Fe supporters as very generous. The new campus attracts a fair number of students from southwest California and elsewhere. And man who go to Santa Fe transfer to Annapolis. All students have the option of moving between the two. It is not even as if Hispanics are evenly here, because there is a Santa Fe connection.
Finances

I can say one thing. Our policy is to decide who to admit, admit, and then to distribute the available financial aid strictly according to need," says Haumanffdt. "We don’t throw in extra for people we think of as more desirable."

"The college is expensive. It is private. We are not as wealthy as some places, but we do have a lot of students on aid, students with job-related aid. And people should not hesitate to apply because they don’t have much money."

A college bulletin advises that students who complete their financial aid applications before February 15 (for fall classes) or September 30 (for spring classes) have a significantly higher chance of receiving all the aid for which they qualify.

About 65 percent of students receive some form of assistance, and more than half receive grant aid from the college in addition to loans, grants, and jobs under federal programs, says the bulletin. Tuition alone at the Annapolis campus was $2,000 for $8,999 with room and board, an additional $1,000 for Santa Fe expenses are similar.

The Admissions Perspective

John Christensen, director of admissions, has been at St. John’s College for 20 years. He asks him,

...and how the St. John’s education "...and how the St. John’s education..."

I went to the University of California. Some of my classes were larger than the entire student body here.

The important thing is the requirement--that all of your classes are going to be discussion classes that you really engage in--not a way that a larger institution doesn’t allow you to be engaged.

I think the surprising thing for visitors when they come here is that the school is very much as it is described in our literature.

Another surprising thing is that there is not a lot of difference between what goes on inside the classroom and outside the classroom. Classroom life spills out into the social life. This is an unusual sort of community in which people are able to talk with one another because they have some common frame of reference--no matter how different they might be. That is what is striking about the school. Work is far more part of your social life."

Dean Haumanffdt, too, says, "We don’t need to encourage them to spend a lot of time together outside of class. The interaction, then, is a natural outcome of the interest generated in the classroom."

If Christensen tells HO that the Annapolis campus has about 115 students from all over the U.S., a similar number attend in Santa Fe.

"In the typical (first-year-student) class of 120 students, we would have 35 states represented--spread out all over the country. Hispanic students, he says, might be from Arizona or from Maine; no region or country of origin predominates."

Asking about retention, he says that the current return rate for sophomores is quite high, but is routinely 85 to 90 percent. The graduation rate he calls "pretty good," with the school graduating 40 to 70 percent of four years after they start. Extended to six years, it rises to about 75 percent.

That percentage, he says, is "a little bit lower than in some of the places that are very selective, with which we compete," and cites a few of the contributing factors. "There are no majors, and students are faced with a less prescribed workload, so can plan to your strengths. Students who become very interested in one subject area may want to pursue that interest elsewhere."

Dr. Christensen holds a B.A. from the University of California at Santa Barbara, an M.A. and Ph.D. in English from Northwestern University.

Positive Press

Walter Lippman, writing in the New York Herald Tribune in 1957, after St. John’s adopted its Great Books curriculum, described the college as the "seedbed of the American Renaissance."

More recent coverage has equally luminous.

"A May 9, 1992, feature in The Washington Post by Ben Greenberg was titled: "The College of Political Incorrectness," and subtitled: "At St. John’s They Study Dead White Men So Why Do the Students Seem So Intelligently Alive?"

Greenberg quoted Black graduate David Cherry as saying, "I could not have done anything more militar than coming here. The emphasis here is not on facts and memory but on building the foundation of reason and analytic thinking."

Cherry had just landed a coveted four-year teaching fellowship in physics at the College of William and Mary.

The article quotes faculty members Dean Eva Marr as saying the students are "really very ordinary people."

If they seem extraordinary, when you talk to them, it’s because they’ve been exposed to remarkable ideas," she says. Brann herself earned a B.A. from Brooklyn College, M.A. and Ph.D. from Yale and many fellowships, and served for 10 years on the Maryland Advisory Committee of the U.S. Commission on Civil Rights.

St. John’s president Christophe Nelson, B.A., St. John’s-Santa Fe, and Ph.D. University of Utah, comments that "the student not used to being listened to starts working much harder and contributes even more, and the whole process builds genuine respect for diversity in thought and opinion."

Karen Pope, writing in collegiate, that change lives: "At schools you should know about Even if You’re Not a Straight-A Student," said of: "last years earlier at St. John’s, I came as a student. This was the kind of education Jefferson had in mind as the surest path to American democracy."
Cornell Professor Rodríguez’s Students Explore Rain Forests

BY ROGER SEGELKEN

The scientific experiments were real, designed in the Cornell undergraduate students themselves and performed, in many cases, for the first time anywhere. The experimental materials were gathered from rain forests in South America and Africa, where exotic diseases and the medicinal plants that cure them thrive side by side.

Only the time frame was unrealistic. Students in BioG 442—Microbial Assays in Chemical Prospecting, had but one semester to complete experiments that can take years in the laboratories of pharmaceutical companies.

The class teaches laboratory methods for determining effects of natural chemicals on disease organisms. Student George C. Hunter had spent the previous summer in a Yekuan Indian village in the Venezuelan rain forest eating the same indigenous foods he was studying, through a Cornell-based program in ethnomedical field work. The senior’s field work showed him that the Yekuan children’s diet kept them remarkably healthy; the microbial assay class was his chance to discover why.

Tiffani Rogers, a senior, also had rain forest experience on her resume. Her field work took her up close and personal with 88 species of ants—including some of the world’s most aggressive—and she used the laboratory class to explore the chemistry behind myrmecophyte relationships, the mutually beneficial relationships some ants have with plants.

Taught by Elia Rodríguez, the university’s Perkins Professor of Environmental Studies and a researcher known for explaining why primates use medicinal plants, and by John P. Berry, a recent Ph.D. graduate of Cornell who studies African mountain gorillas and the plants they seek, BioG 442 is a hands-on class from day one. Students learn the techniques of chemical prospecting by performing them, extracting compounds from their plant and animal samples, and analyzing them with thin-layer chromatography and other techniques. They learn and promptly try a virtual arsenal of assays—including disc diffusion, minimum inhibitory concentration, vinegar, and protease inhibitor assays—to test natural materials for antibacterial, antimalarial, and antiparasitic activity.

The students pay special attention because any of the newly learned techniques could be the key to success in the experiments they are designing. Some of the projects take on a particular urgency. Lori Dolinger, a junior, examines microbiological activity in the Ugandan herbal preparations used to treat AIDS symptoms. Sophomore Linda Goodman tack-
les antimicrobial and antiparasitic activity in plants of South America, where malaria is making a horrific comeback.

Some of the lab techniques don't work the first time, no matter how diligently applied, or even the 15th time. Scientific experimentation on the biomedical frontier is like that, the students are discovering. As the December poster session approached, some results remained maddeningly elusive. 'Don't worry,' Berry told his students, 'Report what you have found.'

In the main conference room of Cornell's Biotechnology Building, the scene resembled poster sessions convened by distinguished scientists, although these investigators are younger and frequently better dressed. The task of cramming all the hard-won information was tougher than battling Amazon mosquitoes. The students agreed, and they nervously endured the scrutiny of learned scientists and 'celebrity judges' who perused their work.

An announcement made by Professor Rodriguez broke the tension with two pieces of good news: the fieldwork sites for the upcoming expeditions in chemical prospecting had been selected, and students in this laboratory course have an inside track on the coveted all-expenses-paid research opportunities. Furthermore, the first issue of the world's only journal of undergraduate research in chemical prospecting, *Emanations from the Rain Forest*, is going to press. Rodriguez said, waving a printer's proof copy. And the best of the studies conducted in BioG 112 will be reported in the second issue.

Then the poster-judging resumed. After the examinations, the results were announced. Yaner's Ramos, a sophomore, was a runner-up with her project, 'Medicinal use of Lobelia wullastoni by Gorilla gorilla hembegi.' So was Jennifer Laehnel, for Chemical Analysis of the Tropic of Bird Species and Secondary Metabolites. And the winner was Stephen Desouza, a junior, with Investigation of the Chemical Defenses Against Insect Herbivory in Young and Mature Leaves.

In one Cornell semester Desouza's experiments had shown that insects are more likely to eat mature leaves compared with younger ones, and he made a start at determining the chemistry involved. He has failed to detect antimicrobial or antiparasitic properties of the plants. He admitted, and he wasn't sure the phenolic chemicals he found were repelling the insects.

The next step will require further experiments. Desouza can't wait to get started.

**Journals Debut**

Field studies conducted in the Amazon rainforest by Cornell undergraduates and published in the first issue of the first journal of its kind are beginning to answer some long-standing questions.

**Will a cup of lichen tea four times a day cure urinary tract infection or even gonorrhea?**

**Can a bird's choice of nest-building materials boost its immune system?**

**Why do some Indians prefer the honey of stingless bees over honey from killer bees?**

Chemistry—not bee temperament—explains the antibiotic value of honey from the mellow insects. Student scientists report in Vol. 1, No. 1 of *Emanations from the Rain Forest*. Likewise, there is a chemical explanation for birds' disease resistance and for the curative power of a lichen that Piran Indians call *odoche jipacca* or ‘guana tear.”

The indigenous people and other inhabitants of the Amazon rainforest know what worked for them but not why—until Cornell undergraduates began their scientific expeditions in 1996. Every year since then, the students have returned to study ethnobotany and to query their Indian informant about the plants that they and the rainforest animals use. With the prescribed plant materials in hand, the students go to work in Cornell's field laboratories, performing chemical extractions and bioassays, hoping to learn why some plants are so effective against bacteria, fungi, and other pathogens.

And now they have a way to be the rest of the world know about their findings, the scientific journal about ethnobotany and chemicals. Ecology written and edited by college students. Financial support for the journal is provided by Cornell alumni.

The ongoing studies might lead to the discovery of important new drugs for a variety of epidemics, says Gustavo Arenal, a Cornell senior and editor-in-chief of the new journal. 'More importantly, these research efforts have implication for biodiversity conservation and indigenous rights in the region.'

Cornell junior and assistant editor Nicole Salgado adds: 'Sharing our knowledge is an essential way to ensure that these ancient lands are here to stay—or they shall disappear unrecognized, like myths of old.'

The Yutaq research site receive financial support from the Fogarty Minority International Research Program (MIRT) of the NIH Cornell University, and the Instituto Venezolano de Investigaciones.
An Arizona K-20 Consortium
Pooled Resources in a High-Need Region

By Don E. Schoening,
Nick L. Lund,
Gil Aguiles

The people of Yuma County, Arizona, take significant pride in their outstanding K-12 teachers, who are challenged to provide quality educational programs in a rapidly growing southwest border region. A nationally recognized lifelong learning K-20 Consortium between Arizona Western College, Northern Arizona University, Yuma Elementary School District 1, and Yuma Union High School District brings together institutions of different educational levels to ensure that culturally sensitive, professionally prepared teachers are in regional K-12 classrooms. This consortium also works extensively to maximize effective use of institutional shared resources.

The Yuma K-20 Consortium had its foundations in an educational partnership between Northern Arizona University (NAU) and Arizona Western College (AWC). AWC is one of two higher education institutions in Arizona designated as a Minority Serving Institution. As one of 10 Arizona community colleges, AWC serves Yuma and La Paz counties in the southwest corner of the state.

Between 1990 and 1995, AWC's service area was designated a "minority-majority" region, meaning that minorities make up more than 50 percent of the population in the service area. Hispanics comprise 90 percent of those individuals. The student population on the AWC-NAU-Yuma campus reflects the service area demographics.

In the 10-year university community college partnership, AWC provides first-year student and sophomore courses leading to associate degrees, and NAU provides junior and senior courses leading to bachelor's degrees, as well as graduate programs. AWC and NAU share the same campus in Yuma and attempt to provide a seamless student educational experience that offers a cost-effective option for the people of Southwest Arizona. A significant part of the curriculum includes teacher preparation programs which have strong bilingual-multicultural and English-as-a-second-language options.

Since the beginning of the NAU-AWC partnership, more than 1,800 baccalaureate and graduate degrees have been awarded by NAU on the Yuma campus. Currently, there are some 20 bachelors, seven masters, and one doctoral degree offered by NAU in Yuma, with the undergraduate programs closely articulated to AWC degree programs. The majority of these degrees are in various areas of education with student teacher placements in regional K-12 schools and many of the graduates remaining in the Yuma region as active professionals.

One measure of success of the teacher education programs is the Yuma County Teacher of the Year awards program. For example, of the more than 80 peer-nominated teachers in 1998, 32 earned bachelors or master's degrees through NAU in Yuma. Feedback from K-12 administrators supports the effectiveness of the bilingual multicultural
Feedback from K-12 administrators supports the effectiveness of the bilingual-multicultural and ESL components of the AWC-NAU higher education curriculum in meeting regional needs, especially since approximately 70-80 percent of the students are first-generation college students and for many, Spanish is their first language.

Based on the success of the YUAWC partnership, the Yuma K-20 Consortium was formed to share resources, operate more effectively as partner institutions, and enhance lifelong educational opportunities for the region. The consortium works on curriculum linkages as well as infrastructure and currently has functioning partnership operations in areas such as student transportation, microwave communications, employee health care benefits, wastewater treatment, and computer linkages.

Lifelong educational opportunities include such programs as early childhood education, school-to-work programs, high school-college express program, intensive language courses, and continuing education programs for senior citizens.

The high school-college express program is one example of coordinating curriculum across entities to enable smoother and more rapid student progress. In this program, high school students can complete AWC courses for college credit.

As an example of pooling physical resources, the consortium has an agreement among members for student transportation. Yuma Union High School District is the fiscal agent for operation of the transportation center, which is located on the AWC-NAU Yuma campus. School buses are purchased by the high school and elementary school district, and are pooled in usage, including coordinated routing, driver training, and operations. Service routes cover some 15,000 miles a day. AWC and NAU-Yuma use the transportation center for serving their comparatively few vehicles on a charge-back basis. This effective pooling of resources enables each entity to gain maximal, efficient use of the center and has saved considerable costs for each entity.

K-20 Consortium members and non-members may participate in agreements that are mutually beneficial. For example, an employee health care benefits program includes AWC, Yuma Elementary School District #1, and the Crane School District, which is not a formal member of the K-20 Consortium. The program has saved employees considerable health care costs by negotiating better benefits across a larger number of people.

Thus, the AWC-NAU partnership and the Yuma K-20 Consortium, by taking a partnership approach, preserve the mission and identity of each institution while providing expanded innovative, and more cost-effective opportunities to the people of Southwest Arizona.

Participants agree that partnering is difficult at times, involves considerable negotiations, and requires willingness to compromise for the overall good. The ultimate benefits for taxpayers, professional growth of citizens, and regional economic development make the efforts more than worthwhile.
YUMA, ARIZONA, PAST AND PRESENT

In 1912, Congress authorized and President William Henry Taft signed a resolution making Arizona the 48th of the United States of America. The area, formerly claimed by Spain, became a part of Nuevo Mexico when Mexico won its independence after three centuries of Spanish rule. In 1846, the United States and Mexico went to war. Two years later, the nation signed the Treaty of Guadalupe Hidalgo, and the U.S. gained “New Mexico”—a vast territory extending from Texas to California on the Pacific and including most of present-day Arizona. The remainder was bought from Mexico as part of the Gadsden Purchase.

Yuma County, located in the southwest corner of Arizona, adjoining California, is bordered on the west by the fast-flowing Colorado River. The river, and its 340 miles of sandy beaches, heads north to Lake Mead, the largest artificially made lake in the U.S.—115 miles longer than the 100-mile international border that Yuma shares with the Mexican state of Sonora.

Hispanics are Arizona’s largest ethnic group. Early missionaries in and explorers of Arizona include Alvar Núñez Cabeza de Vaca (ca 1536), Marcos de Niza (1539), Francisco Vázquez de Coronado (1540), Antonio de Espejo (1583), Juan de Oñate (1595), Eusebio Francisco Kino (1687), Francisco Tomás Hermentegildo García (1768), and Juan Bautista de Anza (1774). Raúl H. Castro became the state’s first Mexican American governor, elected in 1975. Mexican national holidays, such as Cinco de Mayo and Día de los Muertos, are celebrated as statewide festivals.

Arizona ranks eighth among the states in number of Hispanic residents, and third in number of Native Americans.

The Yuma region includes the Colorado River Indian Reservation, which is home to 7685 people on nearly 200,000 acres, and the Cocopah Reservation, which houses 799 people on 8885 acres.

Yuma County includes the Colorado Desert, part of the Sonoran Desert, which supports more than 400 edible plants and a host of miniature flowers said to be best viewed while lying face down.

Arizona is where the mule deer and the antelope play, as well as the gila monsters, rattlers, and chuckwallas—edible lizards.

At one time, its chief economic resource was called the three Cs—copper, cotton, and cattle. Silver and gold mining played a part in its history as well.

Spanish missionaries operated schools in Arizona in the late 1600s, teaching primarily religion to Native Americans. When the area was a U.S. territory, its constitution mandated free public education. Today, in addition to its three state universities, Arizona operates one of the largest systems of community colleges in the country. One of those community colleges, K-20 Consortium partner Arizona Western, is located twelve miles east of the city of Yuma, the largest in the area, with a resident population of 75,000 that doubles in the winter, attracted by some of the country’s best weather of the season. Much of the spacious AWC campus, 115 acres, is untrammeled desert land.

The closest large metropolitan areas are San Diego, California, and Phoenix, Arizona, each a five-hour drive away.

Located much closer, only 1 1/2 miles, is the Mexican border—at one time much farther north. Yuma has always experienced a high influx of Mexican immigrants, the highest in the state, according to the last U.S. Census, 1990.

In 1995, when the peso was devalued by 50 percent and nearly 10 percent of Mexican laborers lost their jobs, immigration from Mexico into Yuma nearly doubled. A survey of local employers conducted by AWC in 1997 showed more than half reporting that they came to Yuma for the cheap and plentiful sources of labor. Yuma’s non-immigrant low-skilled workers, especially young African Americans and Native Americans, might be blocked from entry-level opportunities by the competition, thus the gap between rich and poor widens. All groups can benefit from the passport that a college education represents.

These are some of the conditions and challenges facing members of the K-20 consortium. Against this backdrop, the successes of the students and alumni of Arizona Western College and Northern Arizona University at Yuma are the schools’ greatest strengths and greatest inspirations.

Most AWC students are first generation. They struggle against immeasurable odds to attend college, and struggle even harder to stay there. When they succeed, their lives change dramatically.

AWC graduate Erlinda Rubalcaba, Class of 94, a sixth grade dropout who once barely supported her family by following the crops, was nominated the “New Teacher of the Year” in her school district. Graduate Fernando Rangel won honors for writing the “outstanding report” for the University of Utah’s Summer Research Opportunity Program for Underrepresented Students. Rangel’s future, and that of other students following his path, is no longer limited to the lettuce fields.
Oroza Joins Leadership Program

Lourdes Oroza, chair of the Community and Distance Education Department at Miami Dade Community College's (Hialeah) Interamerican Campus, has been chosen by the Dade County Foundation to participate in its new leadership development program, Miami Fellows Institute.

Oroza, who along with 15 other future leaders will participate in various workshops with government officials, professionals, and community activists during a two-year period, is recognized by local and state leaders for her knowledge, expertise, and leadership in adult and vocational education. Throughout her career, she has focused on working with cultural and language minority students, enabling them to integrate into the mainstream and improve their quality of life.

She is a graduate of Talane University and holds a master's degree from the University of Miami and a doctorate from Florida International University.

Martinez New President at Grossmont

The Grossmont-Cuyamaca Community College (Calif.) District Governing Board recently named Dr. Ted Martinez Jr., president of Grossmont College.

I am honored to join a team that is so committed to its students, said Martinez. Planning to be active in the community, Martinez said he intends to be involved with local schools, colleges and universities, and business and industry.

Formerly the president of Richard I. Dales College (Ohio), he belongs to the American Association of Community Colleges, and Student Development Committee.
The president of the local TACHE chapter, Rudi Ortiz, said that an annual scholarship will be named for Valdez and will be awarded beginning with the next academic year.

**Padrón Joins State Board**

Dr. Eduardo J. Padrón, president of Miami-Dade Community College, has been appointed to the State Board of Directors of Take Stock in Children, Florida's educational program that provides college scholarships, mentors, and hope to deserving low-income youth.

As a member of the state board, Padrón joins other Florida leaders such as H. Wayne Huizenga, RogerCsvvis, and Frank T. Brogan, and represents Miami-Dade County in advocating a $2.8 million legislative budget item to expand Take Stock in Children. The funding will help extend the scholarship program to an additional 40,000 students over the next 10 years, potentially cutting the high school dropout rate in Florida by half.

**Olivarez New GRCC President**

Dr. Juan Olivarez has become the eighth school president in Grand Rapids Community College (GRCC), a 58-year-old history. He is the Michigan school's second president since it became a community college in 1991.

We are confident Juan will continue GRCC's strong commitment to serve the community with diverse educational instruction and services, said Jackson Day, chair of the Board of Trustees.

Olivarez was the dean of institutional research and CEO of the Community Learning Enterprise at GRCC.

**Andrews Speaks at MHCC**

As part of its Women's History Celebration, Mt. Hood Community College (MHCC) hosted Lkisa Padilla Andrews, owner and publisher of the El Hispanic News Oregon and southwest Washington's leading bilingual English-Spanish weekly community newspaper. Padilla Andrews is pictured here with Joe Vela, president of MHCC.

Padilla Andrews is well known for her "behind-the-scenes" advocacy on behalf of disenfranchised Hispanic families. She was instrumental in obtaining the funds needed to staff positions at three high schools to reduce the Hispanic student dropout rate, and founded the Hacienda Community Development Corp., which serves as a national model for affordable family housing.

She founded the Maria Garula Foundation, which raises millions of dollars for programs and students who wish to present information about their current academic work.

**Carrasco Attends MAES Symposium**

Rector Carrasco, dean of the University of Southern Colorado College of Applied Science and Engineering Technology, attended and accompanied 20 students to the Society of Mexican American Engineers and Scientists (MAES) 24th Annual National Symposium and Career Fair in San Antonio, Texas.

Carrasco, who serves on the National Board of Directors, was one of three outstanding individuals awarded the Medalla de Oro. The Gold Medal, MAES' highest recognition award, is presented to a professional who, in turn, becomes a Padre/Omad de la Comunidad, a "godfather/godmother" to a MAES scholar who has received a $3,000 academic scholarship.

**Medical Student Montalvo Wins Scholarship**

Cristina Montalvo, 22, of the University of Texas Southwest Medical Center-Dallas, has been awarded a $2,000 scholarship by the Dallas Concilio of Hispanic Service Organizations, a non-profit organization committed to working with volunteers and local agencies to enhance Hispanics' access to health and human services. The Dr. Onesimo Hernandez Scholarship commemorates the first Mexican American graduate of the University of Southwest Medical School.

Montalvo has completed her first year of medical school. She adds her community by lecturing to high school and middle school students about preventing sexually transmitted diseases. Upon completion of her medical training, she wants to be a family practitioner and serve as a mentor for Hispanic students who aspire to enter the medical field.

**Trujillo Speaks at Highlands**

New Mexico Highlands University alumnus Adam Trujillo returned to the campus in Las Vegas, New Mexico, to discuss the impact of the free trade agreement on the United States and Latin America.

Trujillo was with the Food and Drug
Administration for 38 years. He is an expert in the area of import export requirements, and has traveled extensively throughout Mexico and Latin America advising companies on international and U.S. standards for product quality.

He discussed efforts in the United States and New Mexico to increase participation in the Free Trade Area of the Americas, and provided ideas for careers in international affairs and international business in Latin America.

Pagan Awarded Fulbright Scholar Grant

Dr. José Pagan, assistant professor of economics and finance at the University of Texas-Pan American, was awarded a $10,000 Fulbright Scholar grant to conduct research on the underground economies of Mexico.

"I have been studying exactly how the informal underground economies, or the untaxed sectors in Mexico, have changed in recent years," said Pagan. "In my studies I have discovered that between 1985 and 1995, the number of employed in the untaxed sectors has decreased from 15 percent to 10 percent." Since then, he has been trying to find out what impact that drop will have on the overall economies in Mexico.

Pagan has been conducting the study with Dr. José A. Tijerina, former director of the Centro de Investigaciones de la Universidad Autónoma de Nuevo León in Monterrey, Mexico.

PLACES

Madonna U. Helps Empower Latinas

To expand access to higher education to women in Southwest Detroit, Madonna University in Livonia, Michigan, and the Religious Sacred Heart in Detroit established the Southwest Women's Educational Empowerment Project in the spring of 1998.

The project is geared toward women who wish to begin or resume their college studies and it strives to fulfill the educational needs of women, primarily Latina and African American, by giving them the opportunity to earn a college degree.

Pictured here at the Southwest Women's Educational Empowerment Project Mentor meeting in November are, standing left to right, Lisa Lopez, Guadalupe Serrata, Carmenita Bueno, and mentor Angelina Espino. Seated left to right are Maria Paulina Nazare, Myrna Maria de Leon.

HCC's Hispanic Committee Names Members

Sixteen people were recently named to Hillsborough Community Colleges (HCC) first Hispanic Advisory Committee.

Chosen to represent their communities were Angie E. Black, Jose Cabrera, Ana Crespo, Hecena De Leon-Devan, Margarita Gonzalez, Lyda Medrano, Tony Moreno, Rosalva Moreira, Fernando Nunez, Maria Pinzon, Brenda Santos, Carmen Sorondo, Jose Valiente, and Marc I. Vila.

During the inaugural meeting of the committee, Ricardo Rour (Esq.) was elected chair and Miriam Navarro was elected vice chair (both pictured above).

The stated mission of the Hispanic Advisory Committee is to increase the educational level of the Hispanic community in Tampa.

Sones de Mexico at St. Augustine

A concert by Mexican folkloric group Sones de Mexico was one of the latest cultural events to take place at St. Augustine College in Illinois.

St. Augustine College is the only bilingual institution of higher education in the Midwest. Since 1980, the college has served as a bridge to the future for Chicago's Hispanic community. Ninety-two percent of the students are Latino, of which 74 percent are women. Eighty percent of them are mothers.

The college is committed to providing an academically challenging yet comfortable multicultural environment.

Minority Engineering Program at CU-Boulder

The Success in Engineering through Excellence and Diversity (SEED) program, formerly known as the Minority Engineering Program at the University of Colorado-Boulder, has received national recognition in The Shape of the River (Princeton University Press, 1998), a book written by William Bowen and Derek Bok, former presidents of Princeton and Harvard universities, respectively.

A 25-year-old program that assists in the recruitment, retention, education, and career placement of underrepresented minorities in the College of Engineering and Applied Sciences, SEED was cited for its effectiveness in supporting students to achieve high academic marks.

The program has an average retention rate of 87 percent, nearly double the national retention rate of minorities in engineering.

Pictured here using computers donated by Lockheed Martin and Hewlett Packard to the SEED Resource Center are engineering students Michael Diaz and Yasmine Bryant, with Mark Espinosa in the background.
USF Celebrates Feast of Three Kings

The University of South Florida's (USF) Latin Community Advisory Committee and Major League Baseball’s Tampa Bay Devil Rays teamed up to host a feast of Three Kings picnic in January. The Feast of the Three Kings is the focal point of Christmas festivities in Latin America.

The annual picnic is held for committee members and students who receive the group’s four-year scholarship.

This year, the Devil Rays sponsored the event, and several players, including manager Larry Rothschild, attended the picnic. Devil Rays owner Vince Naimoli donated $500 to the committee’s scholarship program. Enjoying the festivities were, left to right, pitcher Wilson Alvarez, USF student Danna Host, Danna’s sister Sonia, and catcher John Hoherty.

M-DCC Elects Calderin and Diaz

Miami-Dade Community College Foundation, Inc., has elected Carolina Calderin and Victor H. Diaz, Jr., as vice chairs.

Calderin, who is a civil trial lawyer specializing in aviation and personal injury litigation with Podhast Orseck, Josephs-Bekman, Eaton, Meadow, Olins & Perwin, PA, is active in the Miami Beach Chamber of Commerce, Miami Beach Community Development Corporation, and Miami Design Preservation League.

New Mexico Tech Hosts Rep. Wilson

New Mexico Tech Vice President for Research Van Romero joined Tech administrators and faculty members in giving a technical briefing and overview of several ongoing projects when U.S. Rep. Heather Wilson (R-NM) visited the campus recently. The congresswoman was said to be duly impressed with the university’s extensive involvement in research of national interest.

Unc Child Center Using Spanish

The Frank Porter Graham Child Development Center at the University of North Carolina-Chapel Hill is reaching out to the Spanish-speaking community by translating two new assessment tools into Spanish.


These instruments can be used at Head Start, evaluation centers, specialized classroom programs, and early intervention programs.

RHC Expands Online Classes

At Rio Hondo College (RHC) in California, its Virtual College general education classes have been up and running this semester, each of which transfers to both the University of California and California State University systems.

A number of new, full-time faculty have joined the Borough of Manhattan Community College (BMCC) this semester. Among them is assistant professor of ethnic studies, has a bachelor’s from Franklin College, and a masters and doctorate from City University of New York (CUNY) Graduate School.

Francisco Campos, instructor in business management, has an associates from BMCC and a bachelors and masters from Baruch College.

New Fort Worth School of Public Health

A new School of Public Health has been unanimously approved by the Texas Higher Education Coordinating Board for Fort Worth’s University of North Texas (UNT) Health Science Center. The board recommended that the legislature fund the school.
Romero has a bachelor’s from Cornell University and a doctorate from the RAND Graduate School.

**UTEP Science Scholars Win Awards**

At the Rio Grande branch meeting of the American Society of Microbiology, three students from the University of Texas-El Paso were awarded prizes for their outstanding research presentations on the science of the region.

Gautiha Castillo and Melissa Tarango won first- and second-place honors, respectively, in the graduate student category for their research on parasitic and infectious diseases endemic along the U.S.-Mexico border.

Nichole Pérez earned first prize in the undergraduate student category for investigating techniques of bioremediation.

At a separate meeting of the American Geophysical Union, environmental science graduate student Fania Espinoza was granted an outstanding student paper award.

**AU Honors Huaita and Rioseco**

At a January dinner, American University’s Washington College of Law (WCL) honored Marcela Huaita of Peru and Liz Rioseco of Chile, the first graduates of its LL.M. Gender and Law specialization.

Huaita and Rioseco are the first women to complete the specialization, which is offered through the International Legal Studies Program at WCL. The specialization, inaugurated in 1997, is the first graduate law degree in the United States to focus on gender. The Gender and Law LL.M. consists of courses incorporating international, comparative, and domestic approaches to legal issues of importance to women’s lives.

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**Cleveland State Embraces Romero**

Dr. Philip J. Romero, former chief economist to the governor of California, became the new dean of the James J. Nance College of Business Administration at Cleveland State University (Ohio) in January.

Romero, a professor of finance, served as chief economist and deputy cabinet secretary to California governor Pete Wilson from 1991 through 1998 before coming to Cleveland.

Cleveland State President Claire Van Hammersen praised Romero, citing his outstanding record of leadership and successful strategic and economic planning.

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**Tejano Empire: Life on the South Texas Ranchos**

by Andrés Tierno

Andrés Tierno portrays the daily lives of South Texan of Mexican descent, particularly the Tejano ranch community following the Texas Revolution. Accompanied by colorful and detailed drawings, this book addresses the values, folklore, music, and beliefs of the Tejanos.

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**Pilgrim Stories: On and Off the Road to Santiago**

by Nancy Louise Frey

Each year thousands of men and women from more than 60 countries journey on foot and bicycle across northern Spain, following the medieval pilgrimage road known as the Camino de Santiago. Their destination is Santiago de Compostela, where the remains of the apostle James are said to be buried. These modern pilgrims and the role of the pilgrimage in their lives are the subject of this book.

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**Torn Lace and Other Stories: An English Translation**

by Emilia Pardo Bazán

Written a century ago, the 16 stories by Emilia Pardo Bazán collected in this volume are strikingly relevant to contemporary concerns. Noted for narrative complexity, stylistic variety, and feminist themes.
Bazins stories explore many aspects of the relationships between men and women.

Translation by Maria Cristina Urruela

141 pgs.
ISBN 0-88352-784-4
$7.95 paper

Modern Language Association
(212) 644-6382

Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900
by Olga Jimenez de Wagenheim

This comprehensive 291-page history is written with information and insights from the author's own extensive research, as well as from the latest work by a new generation of Puerto Rican scholars. Topics neglected in most previous histories—such as the role of the working class and of women in society—are given new emphasis.

1998
291 pgs.
ISBN 1-55861-122-5
$16.95 paper
Markus Wiener Pub
(212) 259-2753

Cuentos Chicanos: A Short Story Anthology
by Rudolfo A. Anaya and Antonio Márquez, eds.

The 21 stories in this collection typify the phenomenal growth Chicano literature has undergone during the last 20 years. Included are such established authors as Rudolfo A. Anaya, Bruce Novoa, and Sergio Elizondo, along with the best of the emerging new writers, including Denise Chavez, Carlos Navarrete, Himes, and Mario Suarez.

186 pgs.
ISBN 0-8263-0772-8
$14.95 paper

University of New Mexico Press
(505) 277-277

Aztlán: Essays on the Chicano Homeland
by Rudolfo A. Anaya and Francisco Lopez, eds.

This collection of articles written over a 20-year period helps the reader to understand the social and political aspects of life for Mexican Americans. It discusses the relationship between the Chicano Movement and Aztlán.

1997
248 pgs.
ISBN 0-8263-1261-6
$15.95 paper

University of New Mexico Press
(505) 277-277

Chicano Politics: Reality & Promise, 1940-1990
by Juan Gomez-Quiñones

This political history of Mexican Americans analyzes and interprets the last 50 years in the movement. Written by a leading Chicano historian who spent many years as an activist, this study evolved from Juan Gomez-Quiñones' participation and reflection.

1998
205 pgs.
$16.95 paper

University of New Mexico Press
(505) 277-277

The Cutter
by Virgil Suarez

When young Julian Campos attempted to leave Cuba five years ago, the Castro regime allowed his parents to travel on, but kept him back at the last moment. Julian was forced to become a cutter, laboring day after day in the mudd and sugar cane fields. Now it seems he might have found a way out—but is it impossibly dangerous? Julian has reached a point at which hope and forgiveness seem to be his enemies, and the shadows his only friends.

September 1998
224 pgs.
ISBN 1-55885-240-2
$12.95 paper

Arte Publico Press
(505) 633-ARTI

by Henry A. J. Ramos

This book produced with funding from the Ford Foundation, provides timely and important insights on the occasion of the American GI Forum's 50th anniversary. At a time of renewed public discussion of domestic policy issues such as immigration, bilingual education, affirmative action, the book reminds us of America's historic civil rights struggle.

September 1998
224 pgs.
ISBN 1-55885-202-6
$14.95 paper

Arte Publico Press
(505) 633-ARTI

1020
José Martí’s “Our America”: From National to Hemispheric Cultural Studies
Jeffrey Belnap and Raúl Fernández, eds

Jeffrey Belnap and Raúl Fernández present essays from Latin American, Caribbean, and U.S.-based scholars who consider Martí’s rich and underexplored oeuvre, and position Martí as an emblem of New American studies.

February 1998
304 pgs.
ISBN 0-8223-2205-1
$75.00 paper
Duke University Press
(919) 684-3305

Collegial Professionalism: The Academy, Individualism, and the Common Good
by John B. Bennett

John B. Bennett offers a provocative and thought-provoking argument on ethics in higher education. He presents a philosophical model that reflects the academic in its current state, and then tenders an engaging alternative throughout the book, he offers a variety of thoughtful suggestions on recovering and strengthening the collegium.

208 pgs.
ISBN 1-57586-093-6
$52.00 cloth
W.L. Owen Press
(800) 220-6799

What Business Wants from Higher Education
by Ann Freeville and Diana G. Oblinger

Both business and higher education are continually challenged to adapt to changes brought about by globalization and technology. This book is intended to stimulate a dialog between the business and academic communities to determine what higher education can do to better prepare students for their future careers.

September 1998
106 pgs.
ISBN 1-57586-206-8
$29.95 cloth
W.L. Owen Press
(800) 220-6799

RESPONDING TO THE REALITY OF AMERICA'S ETHNIC DIVERSITY

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Contact Prism Publishing, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, Calif. 90024-4999

In search of Contemporary Spain—The Legacy of Franco

What is the role of the military in modern Spain? This program focuses on a captain of the elite parachute regiment who believes his job to be the moral manipulation of the conscripts who come to serve their time with his regiment. One thing becomes clear—the legacy of Generalissimo Franco endures.

All 52 min. (color)
Item #84906

In Search of Contemporary Spain—Andalusia: Cradle of Stereotypes

Andalusia, home of bullfighting and flamenco dancing, is the focus of this program, which looks at the changes wrought during and since the fall of Franco and its impact on the bull ranch and its employees. What is the relationship between the tourist and the real people who live in Andalusia today?

All 55 min. (color)
Item #84905
In Search of Contemporary Spain—The Image of Modern Spain

This program is set in Madrid and looks at the changes in Spain to determine whether they are deep-rooted or merely cosmetic and superficial. The focus which is on a young editor of a magazine, neatly reflects the difficulties Spain is currently facing and will continue to face in the years to come.

(52 min. Color) Item #FHI 2808

Conversations with Latin American Writers: Gabriel García Márquez

This program features a rare interview with the man some consider the finest Latin American writer of the 20th Century—Colombia’s Gabriel García Márquez. He discusses his life and work on a highly personal plane.

(Spanish 45 min. Color) Item #FHI 7006

Conversations with Latin American Writers: José Donoso

José Donoso, the Chilean writer, ranks high in the pantheon of great Spanish American novelists. In this interview, Donoso, now in his seventies, speaks about his work and his literary technique.

(Spanish 30 min. Color) Item #FHI 7005

Conferences

NACADA - National Academic Advising Association Regional Conferences

April 22-23: Region 2, Atlantic City, NJ
April 20-23: North Central Region 6, Des Moines, Iowa
April 20-23: Rocky Mountain Region 10, Ogden, Utah
May 19-21: Mid-South Region 3, Lexington, ky
May 19-21: Northeast Region 1, Tulsa, Okla.
Contact: NACADA at Kansas State University, (785) 532-5707, Web site: <www.ksu.edu/nacada>

Florida Community College-Jacksonville - College Teaching and Learning

April 10-11
Contact Bill Martin, (904) 280-2850, e-mail: cmartin@fccc.edu. Also, Jack Chambers, (904) 432-3241, e-mail: jchamber@fccc.edu. Visit conference Web site at <http://www.teachlearn.org>

International Mentoring Association - Strategic Summit on Mentoring

April 15-17
Twelfth annual international conference on mentoring will look at best practices in higher and K-12 education, business and industry, and community-based organizations. In Atlanta, Georgia.
Contact IPA, (404) 387-4717

CSC - Central States Conference on the Teaching of Foreign Languages

April 18-19
The 34th annual CAC, Central States Conference on the Teaching of Foreign Languages, will be held in Ft. Smith, Arkansas.
Contact The Conference, 402 S. 50th St., Ft. Smith, AR 72903, Phone: 501-683-5020, e-mail: csc@arkansas.org, Web site: <www.csc.cc.arkansas.edu>

CSCI-Dominguez Hills - Retention of Latino Students in Higher Education

April 16
Fourth annual conference, presented by California State University-Dominguez Hills, "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.
Contact: Dr. Miguel Dominguez, (310) 245-8658, e-mail: <mdominguez@csudh.edu>

National Multicultural Institute National Conference

June 3-6
The 11th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.)—"Embracing an Inclusive Society: The Challenge of the New Millennium." Three half-day, two-day, and four-day workshops will include Training of Diversity Trainers, Building Cultural Competence, Evaluating and Assessing Diversity Initiatives, Building Diversity Skills for Managers, Conflict Resolution Workshops, and Cultural Competence in Health Care.
Contact: NMI, (202) 485-0700, e-mail: <nmi@nmi.org>, Web site: <www.nmi.org>

NCORE National Conference

June 3-7
The 12th national conference on Race & Ethnicity in American Higher Education will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. The event will be the leading and most comprehensive national forum on issues of race and ethnicity in American higher education.
Contact: (405) 282-1172, Web site: <www.ceoecs.ou.edu/ncore>

AAC&U - Summer Institute

June 9-13
Contact Erin C. Jacobs, (508) 287-3700 x238, e-mail: <mc417@wellesley.edu> or < Jacobs, Erin@wellesley.edu>

1022 BEST COPY AVAILABLE
LACC - Summer Dance Institute

June 19-26
This Latin American and Caribbean Summer Dance Institute is sponsored by the Latin American and Caribbean Center at Florida International University in Miami, FL, among others. Featured are technique classes, scholarly seminars, academic classes, and performances.
Contact: Andrea Mantell-Deidel, (305) 348-2894; e-mail: <amdami@fiu.edu>.

NACADA - National Academic Advising Association

June 27-July 2
The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, VT.
Contact NACADA at Kansas State University, (785) 532-5717; Web site: <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 25
The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, at the University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, PA. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workplace.
Contact: Betsy Metzger, (303) 871-6866; e-mail: <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1
Heritage College in Lopperush, Wash., is sponsoring “Gathering ’99: an Immersion Experience in Cultural Inclusiveness in Higher Education.”
Contact: Irma Pretto, (509) 865-8830; e-mail: <deprieto@heritage.edu>; Web site: <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16
This summer institute will explore “Teaching Global Issues: Ethnicity, Race, and Violence—Connections in the Post-Cold War Era.” In New Haven, Conn.
Contact: KAS Center, (203) 432-3410; e-mail: <pier.resource@quickmail.yale.edu>; Web site: <www.yale.edu/pieris>.

ECS-Education Commission of the States, National Forum and Annual Meeting

July 11-14
1999 national forum and annual meeting of the Education Commission of the States “Reshaping Education for a New Century.” Will gather in Denver, Colo.
Contact: ECS, (303) 299-8400; e-mail: <ecs@ecs.org>; Visit Web site at <www.ecs.org>.

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Book Review

By Ivania del Pozo


In recent years, there has been a major resurgence of interest in ethnography, both within anthropology and among diverse fields in the humanities. Not only has ethnographic study been revitalized in critiques and new perspectives originating in other disciplines, but its real substantive contributions to social and cultural knowledge are now being employed by social scientists in humanities disciplines such as history, comparative literature, and women’s studies, and by professional schools such as education, law, and business.

As the limitations of survey research and quantitative approaches are being recognized, ethnography also is gaining prominence in many social research fields. Two distinguished critics of educational policy, Bloome and Egan-Robertson, seek to sweep away the distortions, half-truths, and myths that cloud our understanding of ethnographic studies and multiculturalism in our society. They argue in this book that engaging students as ethnographic and sociolinguistic researchers involves fundamental questions about the knowledge base of classroom learning, about the nature of ethnographic and sociolinguistic research, and about the nature of writing. This is because ultimately, through their inquiry, these students become anthropologists and sociologists helping to define and explain how culture and language work.

In today’s passionate debate about teaching methods, this book represents a much-needed new direction in classroom education, generated by using ethnographic and sociolinguistic data. This compilation of insightful essays helps to frame the discussion. A volume in the series “Language and Social Processes” of the University of California at Santa Barbara, the book provides a much-needed forum for scholarly discussion as it seeks to illuminate one of the most stimulating new directions in classroom education: students as ethnographers.

The book has three sections. The first highlights the integration of students as community researchers of culture and language with concerns for academic learning. The second describes projects in which students studied language as sociolinguistics, and the last describes how students research on issues of culture and language was either part of or led to their taking social action.

A good introduction to ethnographic theories and methods can be found in the articles by Egan-Robertson and Watten entitled “Students as Ethnographers, Thanking and Doing Ethnography.” A Bibliography Essay on very pertinent additions are Carmen Mercado’s “When Young People from Marginalized Communities Enter the World of Ethnographic Research: Writing, Planning, Reflecting, and Sharing.” and Rose Andrade’s “Life in Elementary School: Children, Ethnography, Reflections.”

Many of the articles have an ethnographic perspective, and they use a holistic, textual, and comparative style to describe in many instances this new kind of learning environment formed of inner-city youths and university student-teachers, administrators, and teachers.

Several of the projects outlined use multiple methods to try to elicit the group members’ views of reality. Surveys and observations assess the degree to which all participants’ acquisition of knowledge and skills has increased. The essays present direct daily observations that document changes, augmented by a combination of journal records, parent interviews, self-evaluation, and portfolios as primary sources.

In the opening essay, by Victor Huyzendvulken, and entitled “Learning to See Learning in the Classroom: Developing an Ethnographic Perspective,” the authors examine how the theme of ethnography was used by fifth and sixth grade students to construct an inquiry-oriented classroom community.

In my university classes, I like the writers, emphasize that “knowledge is constructed, rather than given, and that learning is primarily a matter of inquiry and interpretation, rather than memorization or reproduction of known facts.” As a teacher, I am interested in exploring the relationships between among teaching, learning, culture, and language. One of the authors, Judith Green, has been engaged in exploring such questions guided by theories on the social construction of knowledge. Her goal is to identify principles of practices that teachers and other professionals can use to support equitable access for all students.

This collaborative dialogue among practitioners of ethnography as a commonly shared research methodology, cultural theory as a pluralistic field of scientific debate and critique, and applied research as a policy-oriented aspect of ethnographic work, will ensure the vitality of the book’s focus. While its center of gravity will be in classroom education, it will also promote the use of ethnographic methods and perspectives in other areas of research.

My conclusions are these:

1. This series provides one of the most astute assessments of the purpose of ethnography yet written, which is to “help people create better worlds.”

2. This text helps identify principles and practices that teachers and administrators can use to support equitable access for all students.

3. The educational techniques presented in this book have helped my students to write and research the subject matter using an ethnographic perspective.

But the most valuable aspect of the volume is the realization that students research on issues of culture and language can lead to taking social action.

Ivania del Pozo, associate professor, teaches in the Department of Foreign Languages and Literature, at Youngstown State University, Youngstown, Ohio. She also works with an after school outreach project called Mariposa (Butterflies) to symbolize the transformative power that education can have on young children.

It interested in submitting a book review, please e-mail me at outlook@edu.com for Book Reviewer’s Guidelines.
National Institutes of Health
National Institute of Mental Health
Division of Mental Disorders, Behavioral Research and AIDS (DMDBA)

Division of Mental Disorders, Behavioral Research and AIDS (DMDBA), National Institute of Mental Health, invites applications for the following position in its Office of AIDS Research.

- **Biologist/Virologist, GS-12/13**

  The incumbent will serve as a Biologist/Virologist supporting a major research program, the goals of which are to further understanding of the cellular and molecular mechanisms underlying the CNS dysfunction associated with HIV infection, and the subsequent identification of potential therapeutic interventions to prevent or reverse this CNS dysfunction. Incumbent will analyze current research activities and program needs to expand research on HIV-associated motor cognitive dysfunction.

  Basic qualifications for the position include an M.D. or Ph.D. in Biology, with some experience in molecular and cellular mechanisms underlying HIV effects. GS-12/13 Civil Service positions have a salary range from $48,796 to $82,481. Salaries include locality pay and the special salary for Medical Officers. Physicians may be eligible for a Physician’s Comparative Allowance (PCA) between $5,000 and $11,000 a year. This position may also be filled through the Commissioned Corps.

  The full text vacancy announcement is available via the World Wide Web at http://www.nimh.nih.gov/orb/pmh/jobs.htm. Interested candidates may contact Ms. Malca Glibin, NIMH Personnel Management Branch, at (301) 443-9094. Applications will be accepted if postmarked by April 30, 1999 and received within 5 working days.

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Iowa State is located in Ames, a community recently ranked as the second most livable city in the nation. More than 25,000 students from all 50 states and 115 nations are enrolled. The university is ranked as one of the top 30 public universities in the nation and has a national reputation for science and technology disciplines as well as highly acclaimed interdepartmental, broad-based programs. Visit our Web site at www.iastate.edu for more information about Iowa State.

The primary responsibilities of this position are to create and manage initiatives to attract and enroll minority underclassmen, develop meaningful partnerships with the university’s colleges and departments, assist in the recruitment of academically talented students for such programs as the George Washington Career Scholarship, and participate in a full complement of admissions duties including extensive travel and management of a territory. This full-time position reports to the director of admissions.

Candidates must have a bachelor’s degree and five years experience in a master’s degree and three years experience in student services. Duties include coordinating student recruitment; developing and implementing a plan for the recruitment of underclassmen; assessing the effectiveness of recruitment efforts; and providing leadership, direction, and support to staff. Applicants must possess excellent written and oral communication skills, strong organizational skills, and a valid driver’s license. Preferred skills for the successful candidate will also include experience in minority student counseling and recruitment.

Iowa State offers competitive salaries and an excellent benefit program.

Send letter of application resume and the names, addresses, and phone numbers of three professional references to: Enrollment Services Search #383 Student Hall Ames, IA 50011. To guarantee consideration, applications must be received by May 1, 1999. Application review will begin May 1 and will continue until position is filled. Contact Dr. Howard at 515-294-8011 or e-mail inhur@mail.iastate.edu if you have questions about this position.

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People of Color in Predominantly White Institutions

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**Deadline:** June 1, 1999

**Notice of acceptance by:** July 1, 1999

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- Lincoln, NE 68588-0707
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The Department of Economics and Finance invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Finance and International Finance. Ph.D. in Finance required. Candidates are required to conduct research that leads to publication in recognized journals and professional conferences. Forward letter of application and resume to: Peter J. Tobin, Dean, College of Business Administration. Or email to: tobinp@stjohns.edu.

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The Department of Marketing invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Advertising and Purchasing and Supply Leadership. Ph.D. in Marketing required. Candidates are expected to also demonstrate evidence of excellent communication skills and demonstrated potential to conduct applied research. Rank and salaries for these full time positions are competitive and based on qualifications and experience. Forward letter of application and resume indicating position of interest to: Peter J. Tobin, Dean, College of Business Administration. Or email to: tobinp@stjohns.edu.

SCHOOL OF EDUCATION AND HUMAN SERVICES
Tenure Track Positions

Division of Human Services and Counseling
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The Division of Human Services and Counseling invites applications for a position in Reading/Literacy Education. Responsibilities include teaching graduate courses in theory and practice of literacy instruction, diagnosis/remediation of literacy problems, application of technology in literacy instruction, and teaching literacy to students with special needs. Working cooperatively with field-based personnel to improve literacy instruction in schools, conducting reading literacy research. Earned doctorate in reading or a literacy-related field is required. Classroom teaching experience with children and youth is also required. A record of research and publications and presentations at scholarly meetings in literacy-related areas is also required. The applicant must demonstrate highly desirable qualities in the following areas: leadership, communication, and interpersonal skills. The successful candidate will teach undergraduate and graduate courses in literacy, conduct research, and supervise MA students in the program. Ph.D. in Reading/Literacy Education is preferred. Send curriculum vitae and references to: Dr. Nancy McGarr, Chair, Department of Reading/Literacy Education.

Division of Administrative and Instructional Leadership
Assistant Professor of Elementary Education
The Division of Administrative and Instructional Leadership invites applications for a position in Elementary Education. The successful candidate will teach graduate and undergraduate courses in curriculum development, guide faculty development in schools; and conduct research and training to create and evaluate school programs. Earned doctorate in elementary education or a related field and classroom teaching experience with early childhood/elementary age students required. Publications on elementary methods and elementary supervision required, as well as potential to write proposals for external funding. Forward letter of application, curriculum vitae and three letters of reference to: Dr. Gene Gisler, Chair, Division of Administrative and Instructional Leadership.

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES
Tenure Track Positions

Department of Chemistry
Five Assistant/Associate Professor Positions
The Department of Chemistry invites applications from candidates with a Ph.D. in either physical, inorganic, or organic chemistry. Successful candidates are expected to have excellent potential to teach graduate and undergraduate classes in their specialization and also to participate in the core program of general and/or organic chemistry. Development of an active, funded research program involving graduate (MS) and undergraduate students is expected. Candidates with research interests in biochemically related topics are especially welcome. Forward curriculum vitae, statement of teaching philosophy, current publications and proposed research and three letters of recommendation to: Chair, Department of Chemistry.

Department of Speech, Communication Sciences and Theatre
Two Assistant Professor Positions
The Department of Speech, Communication Sciences and Theatre invites applications for a position in Speech, Communication Sciences and Theatre. Applicants must be able to teach public speaking and interpersonal communication. Opportunity to develop courses in area of expertise. Ph.D. and evidence of research required. Send curriculum vitae and references to: Dr. Vickie Harvey, Chair, Department of Speech, Communication Sciences and Theatre.

Division of English
Assistant Professor
The Department of English invites applications for candidates with a specialty in American Literature prior to 1900. Candidates must demonstrate secondary interests in cultural studies and literary theory. Ph.D. and evidence of research required. Send curriculum vitae to: Chair, Department of English.

English as a Second Language (ESL) Program
Assistant Professor
The ESL Program invites applications for candidates with a Ph.D. or Ed.D in TESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.D. or Ed.D in ESL/ESOL. Experience in the field of applied linguistics or related fields. Requires candidates to have a Ph.
St. John's University, New York, invites applications for the following positions for fall 1999.

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS
Tenure Track Positions

Department of Clinical Pharmacy Practice
Assistant/Associate Clinical Professor
The Department of Clinical Pharmacy Practice of the College of Pharmacy and Allied Health Professions seeks applicants for a position as an Assistant/Associate Clinical Professor with specialization in Drug Information. Applicants for this 12 month tenure track/teaching position must possess the Doctor of Pharmacy degree. Preference will be given to candidates who have completed additional residency or fellowship training, or have equivalent experience in drug information. Pharmacy licensure in New York State or eligibility for licensure is preferred. Forward resume and three letters of recommendation to: Dr. Joseph Brocavich, Chair, Clinical Pharmacy Practice Department.

Assistant/Associate Clinical Professor
The Department of Clinical Pharmacy Practice of the College of Pharmacy and Allied Health Professions seeks applicants for a position as an Assistant/Associate Clinical Professor with specialization in Community Pharmacy Practice. Applicants for this 12 month tenure track/teaching position must possess the Doctor of Pharmacy degree. Preference will be given to candidates who have completed additional residency or fellowship training, or have equivalent experience in community pharmacy practice. Pharmacy licensure in New York State or eligibility for licensure is preferred. Forward resume and three letters of recommendation to: Dr. Joseph Brocavich, Chair, Clinical Pharmacy Practice Department.

Department of Pharmacy and Administrative Science
Assistant/Associate Professor
The Department of Pharmacy and Administrative Sciences invites applications for candidates with an earned Ph.D. (or equivalent degree) in the general area of Pharmacy Administration or Business Administration. Preference given to licensed pharmacists. The successful candidate will be expected to participate in undergraduate and graduate instruction and to develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: Dr. Somnath Pal, Chair, Pharmacy and Administrative Science.

Two Assistant/Associate Professor Positions
The Department of Pharmacy and Administrative Sciences invites applications for positions in Industrial Pharmacy. Elected Ph.D. (or equivalent degree) in pharmaceutics, biopharmaceutics, pharmaceutical technology or related area is required. Preference given to licensed pharmacists. The successful candidate is expected to participate in undergraduate and graduate instruction and to develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: Dr. Somnath Pal.

Department of Pharmaceutical Sciences
Assistant/Associate Professor
The Department of Pharmaceutical Sciences invites applications for a position in the area of Biomedical/Pharmaceutical Science. An undergraduate degree in pharmacy is desirable but not required. The successful candidate is expected to participate in undergraduate and graduate instruction and develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: Dr. S. William Zito, Chair, Pharmaceutical Sciences Department.

St. Vincent's College
Tenure Track Positions

Division of Computer Science, Mathematics and Science
Three Assistant Professor Positions
The Division of Computer Science, Mathematics and Science invites applications for three full-time positions for candidates with experience in teaching a variety of undergraduate courses ranging from introductory to advanced for majors and non-majors. Candidates should have a strong commitment to quality teaching, program development and professional growth. Schedules may include courses at Queens and Staten Island campuses during day, evening and weekend sessions. Knowledge of telecommunications, computer science and the ability to teach general mathematics is required. Master's in Computer Science or Telecommunications and appropriate doctorate is required. Equivalent industry experience will be considered. Novell or Microsoft certification desirable. The primary teaching responsibilities for one position will be on the Staten Island campus. Forward a letter of application, curriculum vitae, names and addresses of three academic/ professional references to: Dr. Anthony Gabb, Associate Dean, Indicate on the envelope your position of interest. No telephone calls please.

Division of Hotel, Restaurant, Sports, Travel and Tourism
Assistant Professor
The Division of Hotel, Restaurant, Sports, Travel and Tourism invites applications for candidates to teach undergraduate courses including, but not limited to: Introduction to Hospitality Management, Food and Beverage Service Operations, Cost Controls, Institution Food Service Management and Public Health and Safety. Industry experience in restaurant, food service or lodging management and earned doctorate required. Forward a letter of application, curriculum vitae, names and addresses of three academic/professional references to: Dr. Anthony Gabb, Associate Dean, Indicate on the envelope your position of interest. No telephone calls please.

Division of Criminal Justice and Legal Studies
Two Assistant Professor Positions
The Division of Criminal Justice and Legal Studies invites applications for two full-time positions for candidates with an earned doctorate in Criminal Justice, Criminology or Public Administration. A juris doctor or other law degree will not qualify. Candidates must demonstrate ability to teach in two of the following areas: Corrections, Police Administration, Criminal Investigation/Criminalistics or Juvenile Justice. Candidates with professional experience in the Criminal Justice System preferred. Teaching experience and a proven record of success in attaining and managing grant-supported research and demonstration projects will strengthen a candidate's application. The primary teaching responsibilities for one position will be on the Staten Island campus. Forward a letter of application, curriculum vitae, names and addresses of three academic/professional references to: Dr. Anthony Gabb, Associate Dean, Indicate on the envelope your position of interest. No telephone calls please.

Please send all applications, noting appropriate contact name, to:

St. John's University, 8000 Utopia Parkway, Jamaica, NY 11439
St. John's is an equal opportunity employer and encourages applications from women and minorities.
Indiana University
Bloomington Campus

Established in 1820, Indiana University has a rich and distinguished history of providing educational opportunities for people from all walks of life. Following a comprehensive review by a national panel, the Bloomington Campus is the process of restructuring its programs and services designed to retain and graduate Latinos, African Americans, Native Americans and other underrepresented students.

The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Planning; Academic Support; and Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support. Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achiever Program. Mathematics and Science Scholars. This new leadership team will also share responsibilities for student advocacy. Candidates are sought for the following positions:

**Associate Vice Chancellor for Academic Support**

The person selected will lead a team of professionals responsible for a wide array of academic support services primarily for undergraduate students. Reporting to the AVC are the directors of the Honors Division and Minority Achiever Program. The position is responsible for the strategic planning and development of academic support services to ensure that they are effective and efficient in support of student success.

**Associate Vice Chancellor for Multicultural Affairs**

The University seeks a collaborative leader who is committed to creating and maintaining a climate that respects and celebrates diversity in the broadest sense of the concept. Advocacy for students of color is a major aspect of the responsibilities associated with this position, particularly for undergraduate students. The AVC works closely with the deans of all colleges and the Office of Student Life to ensure that students of color are supported and encouraged to succeed.

**Associate Vice Chancellor for Student Services**

The person selected will lead a team of professionals responsible for a wide array of student services programs designed to support the academic success of students. Reporting to the AVC are the directors of the Honors Division and Minority Achiever Program. The position is responsible for the strategic planning and development of student services programs to ensure that they are effective and efficient in support of student success.

**Associate Vice Chancellor for Administrative Services**

The person selected will lead a team of professionals responsible for a wide array of administrative services programs designed to support the academic success of students. Reporting to the AVC are the directors of the Honors Division and Minority Achiever Program. The position is responsible for the strategic planning and development of administrative services programs to ensure that they are effective and efficient in support of student success.

**Human Resources**

Poplars 121
Indiana University
Bloomington, Indiana 47405

http://www.indiana.edu/~hcmcampus
COLLEGE OF ARTS AND SCIENCES

SOCIOLGY

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for two 2-year, one-year term positions at the Assistant Professor level, anticipated to begin in the Fall 1999.

Teaching responsibilities: While areas of specialization are open, we are particularly interested in candidates with teaching experience in sociological theory, research methods, social psychology, gender and sexuality, social inequality, and poverty. American society and globalization. Normal teaching load for term positions is four courses per semester.

Qualifications: University teaching experience, evidence of scholarly activity, and a commitment to excellence in teaching and scholarship are required. Applicants must have a Ph.D. in Sociology and a commitment to maintaining a diverse and inclusive environment. Women and minority candidates are encouraged to apply.

Applications should be submitted to:

Michael J. Webber, Chair
Sociology Search Committee
Department of Sociology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by May 1, 1999, in order to ensure full consideration.

DIVISION STUDENT AFFAIRS

- COORDINATOR CAMPUS PROGRAMMING -

Qualifications: Bachelor's degree, with Master's degree preferred and demonstrated experience working with college students. Qualifying candidate will oversee and coordinate all aspects of student events and activities. This position is responsible for scheduling, planning, and monitoring programming in two campus centers; residence halls, and other venues. Candidates must have excellent oral and written communication skills, strong organizational and management skills, and an ability to work well with faculty, staff, and students.

Salary: $30,000

For consideration, apply to:

Vocational Technical Campus Health Services
1-624-0328

- HEALTH CARE PROVIDER -

Qualifications: Admission to the University of California's program requires completion of the University of California's program. The position is full-time, 40 hours per week.

Responsibilities: The position requires the ability to work well with people from diverse backgrounds and to maintain a positive attitude in challenging situations. The successful candidate will possess strong interpersonal and communication skills, excellent organizational skills, and the ability to work independently and as part of a team.

Salary: $30,000

For consideration, apply to:

Human Resources, SUNY Alfred
Alfred, NY 14802

ASSISTANT VICE PRESIDENT
FOR FINANCIAL SERVICES/ TREAURER

Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Financial Services/ Treasurer, to begin on the Fall 1999 semester. The Assistant Vice President for Financial Services/ Treasurer is responsible for all aspects of the University's financial operations, including budgeting, financial planning, and the management of the University's financial resources.

Requirements: A Ph.D. in Accounting, Finance, or Business Administration is required, and a CPA preferred. Experience in state and federal financial regulations, accounting systems, and budgeting is essential. The candidate must be able to work well with faculty, staff, and students, and must have the ability to manage a large financial staff.

For consideration, apply to:

Human Resources, Southwest Texas State University
P.O. Box 5570
San Marcos, TX 78601

Applications will be reviewed beginning immediately and will continue until the position is filled. Applications should include a letter of application, a curriculum vitae, and three letters of recommendation. The search committee will begin reviewing applications on January 1, 1999.
PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

New York City Technical College/CUNY

New York City Technical College of the City University of New York invites applications and nominations for the position of Provost and Vice President for Academic Affairs.

New York City Technical College is the designated technical college of The City University of New York, currently offering both baccalaureate and associate degrees, as well as specialized certificates. The college, located in downtown Brooklyn adjacent to the Metro Tech corporate and academic complex, enrolls 11,000+ students in the technologies of the arts, business, communications, health, and engineering; human services and law-related professions; technical and occupational education; and liberal arts and science and has approximately 275 full-time faculty. The continuing education division serves an additional 10,000 students. There is an operating budget of approximately $45,000,000.

The programs offered by the college have been developed in response to the expressed needs of business, industry, government, and the professions. A City Tech education provides its students with the necessary skills in their respective career areas and the foundation for lifelong learning. Students are vital participants in the college’s mission to help promote a literate, healthy, economically and educationally viable community.

The Provost should have the following professional and personal qualifications:

- A significant and progressively broader record of academic leadership on the executive level
- An earned doctorate
- Undergraduate teaching experience and credentials appropriate for appointment as a tenured full professor and administrative experience on a divisional or departmental level
- Significant experience in the development of new degree programs and the administrative structures required to support them
- Entrepreneurial skills and a record of initiating and completing successful projects
- Experience in and/or commitment to shared governance
- Familiarity with a collective bargaining setting
- An understanding of the importance of new information technologies and their role in the curriculum
- A record of scholarly contributions
- Evidence of leadership in fostering excellence in teaching, learning, research or other scholarly endeavors
- Effective communication skills and the ability to promote collegial working relationships among diverse groups
- Substantial experience and understanding of fiscal affairs in an environment where resources are scarce
- Experience in obtaining and managing external funding
- A deep commitment to the role of higher education in a multicultural setting

Applicants should send a letter expressing their interest in the position, their curriculum vitae and the names of five references (references will not be contacted without the applicant’s prior permission). Nominators should send a letter of nomination and, if possible, the nominee’s curriculum vitae. Applications and nominations should be sent to:

Dean Thomas M. Carroll
Human Resources
New York City Technical College
300 Jay Street, Namm 321
Brooklyn, NY 11201
AA/EOE/ADA
Job Description For Environmental Position

Sarah Lawrence College invites applications for a one-year renewable term appointment in environmental studies to teach on environmental ethics and environmental policy issues beginning September 1, 1999. The position is on a half-time basis (2.5 FTE). It is not possible to combine this position with another full-time position. We seek applicants with teaching and research experience in environmental ethics and who have training and expertise in environmental policy. The main responsibility of the position is to teach one course per semester. The course will focus on the ethical and political dimensions of environmental issues. The ideal candidate will have a Ph.D. in a relevant discipline and experience in teaching environmental ethics. We are particularly interested in candidates who can integrate ethical considerations into their teaching and research. The salary is competitive with other institutions in the area. Applications should be submitted by January 15, 1999. The position will remain open until filled. Please send a letter of interest, a curriculum vitae, and three letters of reference to: Dr. Donna A. Price, Chair of Environmental Studies, Sarah Lawrence College, 18 Seagrave Road, Bronxville, NY 10708-1099.

INdiana University Kokomo
Kokomo, Indiana
CHANCELLOR

Indiana University Kokomo (IU Kokomo) is a community of learners integrated into the life and future of its north central Indiana community. IU Kokomo places maximum value on student success. One of eight campuses of Indiana University, IU Kokomo offers thirty associate and baccalaureate degree programs and master degrees in business and education. Indiana University Kokomo now invites applications and nominations for the position of Chancellor. The University enrolls approximately 4,800 full and part-time commuting students from a 12-county area. Additional information is available at: www.iuk.edu. The faculty-student ratio is 11:1. Located in a small town, Kokomo is located on a growing research campus. Candidates are encouraged to submit their applications by January 15, 1999. The position will remain open until filled. Please send a letter of interest, a curriculum vitae, and three letters of reference to: Dr. Donna A. Price, Chair of Environmental Studies, Sarah Lawrence College, 18 Seagrave Road, Bronxville, NY 10708-1099.

George Mason University

COMPUTATIONAL SCIENCES AND INFORMATICS
Research Scientist/Computer and Data Specialist

The Center for Earth Observation and Space Research seeks a Research Scientist in Computational Sciences and Informatics. The successful candidate will coordinate research in Earth observation and space research, lead a computational team in support of Earth science programs, and develop computer models for Earth science applications. The Center is seeking a Laboratory Associate to assist with computer models and support in the design and implementation of Earth science applications. The successful candidate will have a Ph.D. in a relevant discipline and experience in computational sciences and informatics. The salary is competitive with other institutions in the area. Applications should be submitted by January 15, 1999. The position will remain open until filled. Please send a letter of interest, a curriculum vitae, and three letters of reference to: Dr. Donna A. Price, Chair of Environmental Studies, Sarah Lawrence College, 18 Seagrave Road, Bronxville, NY 10708-1099.

Indiana University Kokomo
Kokomo, Indiana
Attention: Gary J. Posner/Dennis M. Barden
205 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the Position Questionnaire and opportunities to discuss this search may be directed to Gary J. Posner at 615-665-3388 or Dennis M. Barden at 630-990-1370 or via email at luke@emmm.com.

Indiana University Kokomo is an Affirmative Action/Equal Employment Opportunity Employer committed to enhancing the cultural and gender diversity of the campus. Applicants from persons who will contribute to this diversity are especially encouraged.
VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT
SANTA BARBARA, CALIFORNIA

Expressed is the expectation that the position of Vice President for University Advancement at the University of California, Santa Barbara, will be filled by a highly qualified candidate. The University of California is a comprehensive public university consisting of ten campuses, which serve approximately 250,000 students and an annual enrollment of about 225,000 students. The campus is located in beautiful Santa Barbara, a city that has a variety of cultural and recreational opportunities.

The Vice President for University Advancement, reporting directly to the President, is responsible for planning and implementing a comprehensive development and marketing strategy. The position offers a unique opportunity to build a strong development and marketing effort on a new campus.

The successful candidate would bring 10 years of comprehensive development experience, including raising substantial sums of money. A deep understanding of philanthropy and marketing gives, a proven ability to develop a strong brand and to lead a development program that is focused on strategic objectives and outcomes.

Letters of interest and nominations may be submitted to: Dr. Lee K. Gubser, Search Chair, Assistant Vice President for University Advancement, University of California, Santa Barbara, CA 93106. Email: lkgubser@uci.edu. Website: http://www.ucsb.edu/cathedral.

East Stroudsburg University of Pennsylvania

INSTRUCTOR
Foreign Language Department

The Foreign Language Department is seeking candidates for a full-time temporary position in Spanish for the Fall 2000-Spring 2001 semester. Responsibilities include teaching classes at various levels and conducting research. Salary based on qualifications. Applications should be submitted by April 15, 2000 to Professor Juan C. Mercado, Chair, Search Committee, Department of Foreign Languages, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

CAREER SERVICES COORDINATOR

Michigan State University, Career Services, Placement

The Career Services Coordinator will assist in the development and implementation of programs and services to support the Career Development Center. The Coordinator will be responsible for providing career counseling and advising to students and alumni. They will also be responsible for the development and implementation of programs and services that support the career development process.

The successful candidate will possess a Bachelor's degree in a related field and at least two years of experience in career counseling or human resources. Salary is commensurate with qualifications and experience. Applications should be submitted to: Dr. W. Bartles Hildreth, CEDBR, Search Committee, Michigan State University, 102 Student Services Building, East Lansing, MI 48824. Applications should be received by April 15, 2000. Review of applications will begin immediately.

Assistant Vice Chancellor for Financial Services
California State University, Long Beach, California

The California State University is the nation's largest university system with over 450,000 students at 25 campuses. A recent federal study indicates that the state's commitment to education is at a record high of $8.5 billion. The state's commitment has been supported by a $4.5 billion budget increase in annual FTE students. The University's current emphasis is on enhancing student success, improving campus facilities, and improving the quality of instruction.

The Assistant Vice Chancellor for Financial Services will report to the Chancellor and will be responsible for all financial matters. This position will be part of a broad management team that includes the Vice Chancellor for Student Affairs, the Vice Chancellor for Academic Affairs, the Vice Chancellor for Research, and the Vice Chancellor for Administration. The position will oversee the university's financial planning and budgeting process, and will be responsible for ensuring that the university's financial resources are used effectively and efficiently.

Applications are accepted through the University's online job application system. For more information, please visit the University's website at http://www.csulb.edu/employment.
**Associate Vice President for Human Resource Services**

West Chester University, founded in 1871, is the second largest in Pennsylvania's 14 state-supported universities. The University, part of the State System of Higher Education, is a comprehensive institution serving over 15,000 students of which 900 are graduate. The campus is located in West Chester, a historic community, 30 miles west of Philadelphia and 60 miles southwest of Center City, Philadelphia. The campus is located in the heart of Philadelphia and is easily accessible via public transportation.

The position of Associate Vice President for Human Resource Services is in charge of an administrative team that manages all aspects of human resource management, including recruitment, compensation, benefits, training, and employee relations. The successful candidate will possess a minimum of a Bachelor's degree in Business Administration, Human Resources, or a related field, and at least 5 years of experience in human resource management. The ideal candidate will have a demonstrated ability to develop and implement effective human resource strategies and policies, and to provide leadership and direction to the human resource team.

**Northern Essex Community College**

**Diesel Instructor**

Northern Essex Community College, located in Haverhill, MA, is seeking a full-time Diesel Instructor to teach courses in the Diesel Technology program. The position requires a minimum of an Associate Degree in Diesel Technology or equivalent, and at least 5 years of experience in the field. The successful candidate will be responsible for developing and delivering high-quality instruction, as well as coordinating and participating in program development activities.

**San Juan College**

**Diesel Instructor**

San Juan College, located in Farmington, NM, is seeking a full-time Diesel Instructor to teach courses in the Diesel Technology program. The position requires a minimum of an Associate Degree in Diesel Technology or equivalent, and at least 5 years of experience in the field. The successful candidate will be responsible for developing and delivering high-quality instruction, as well as coordinating and participating in program development activities.

**Nursing Faculty**

College of Health Professions

Nursing faculty positions are available in the following areas: Medical-Surgical Nursing, Obstetrics and Gynecology, Maternal Child Nursing, and psychiatric/mental health nursing. Positions are available at the Assistant Professor level with the possibility of promotion to Associate Professor or full Professor. Applications are encouraged from individuals with a Master's degree in Nursing and at least 2 years of clinical experience. Faculty members are expected to participate in the college's curriculum development and to engage in collegial and professional activities. The college values diversity and is committed to the principle of equal opportunity for all faculty and students. Applications should be submitted to the College of Health Professions, Northern Essex Community College, 1261 hated, Haverhill, MA 01830.
ASSOCIATE VICE CHANCELLOR
For Academic Affairs and Diversity Programs
UNIVERSITY OF NEW ORLEANS

The University of New Orleans invites applications for the position of Associate Vice Chancellor for Academic Affairs and Diversity Programs.

The University of New Orleans is a public research university located in the heart of New Orleans, Louisiana. The University is committed to providing a high-quality education to its diverse student body and to advancing scholarly research in a variety of disciplines. The University has a strong emphasis on academic diversity and inclusion, and seeks to foster an environment that values and supports the contributions of all members of its community.

The Associate Vice Chancellor will be responsible for overseeing the academic programs and diversity initiatives at the University. This includes developing and implementing strategic plans for academic excellence, diversity, and inclusion, as well as ensuring compliance with all relevant policies and regulations. The Associate Vice Chancellor will work closely with the President and other senior administrators to advance the University's mission and goals.

Requirements:
- A doctoral degree in a relevant field from an accredited institution.
- Significant experience in academic administration, including the development and implementation of strategic plans for academic excellence and diversity.
- Strong leadership and management skills, with the ability to build and maintain effective working relationships with faculty, staff, and students.
- Excellent communication and interpersonal skills.

The University of New Orleans is committed to diversity, equity, and inclusion and encourages applications from candidates who can contribute to these values.

Applications should include a letter of application, curriculum vitae, and the names and contact information of three professional references.

Dr. William P. Galle, Jr., Search Chair
Academic Affairs
University of New Orleans
New Orleans, LA 70148

State University of New York at
Syracuse College of Medicine
DIRECTOR OF STUDENT AFFAIRS

Seeking full-time Director of Student Affairs for the College of Arts and Sciences at Syracuse University. Responsibilities include directing and empowering Student Affairs staff, providing oversight for student development, and planning and implementing programs that support student success.

Requirements:
- A Master's degree in a related field
- At least five years of experience in student affairs leadership
- Strong interpersonal and communication skills
- Excellent organizational and time management skills

Applications should include a cover letter, resume, and contact information for three references.

Search Committee
Director of Student Affairs
Clinical Campus
425 Robinson Street
Binghamton, NY 13901

Architectural Engineering
Technology
SUNY College of Technology at Alfred
TEACHING POSITION

Pending new upper-division program approval, the State University of New York College of Technology at Alfred expects to have a new, tenure track faculty position beginning in August 2019.

Minimum qualifications include: M. Arch from an A.I.A. accredited school of architecture, valid license to practice architecture in any state or territory of the U.S., minimum of five years work experience in an architecture office or architectural engineering office and computer aided design experience. Salary commensurate with qualifications and experience. Submit a letter of interest, resume and names, addresses and telephone numbers of five references to:

Director of Human Resources
Alfred State College
Alfred, NY 14802-1196

An Equal Opportunity Employer
FACULTY POSITIONS
DEPARTMENT OF SYSTEMS ENGINEERING
AND INFORMATION TECHNOLOGY

The University of Arkansas at Little Rock invites applications for Faculty positions in the Department of Systems Engineering and Information Technology. The metropolitan campus of the University of Arkansas System has been authorized and funded to establish a new College of Information Science and Systems Engineering with an entering Freshman Class in the Fall of 1999. The College will include the Departments of Computer Science, Engineering Technology, Applied Science and Systems Engineering. The screening for the faculty positions will begin on or about April 1 and continue until all open positions are filled. Faculty appointments will be made as early as June 1 and will continue to be made throughout the next academic year.

The new Department of Systems Engineering will offer 2 BS options, one in Computer Systems and one in Telecommunications Systems and will move as expeditiously as possible to full ABET accreditation. The College will also offer a MS degree in Information Science, which will be a broad-based, inter-disciplinary program to develop professional information technologists for a variety of assignments in today's information-based industry. In addition, the College will offer a minor in Information Technology for those students who want to supplement their programs in other disciplines with the tools and knowledge base to allow them to function effectively in the 21st Century world of knowledge and information-based industries.

The new College and the curriculum for the Information Science and Systems Engineering programs have been created in concert with the knowledge-based companies in Arkansas and will have long-term interactions with knowledge-based information-oriented companies in Arkansas and outside of Arkansas. The relationship with Accenture, Alltel, Arkema, Bell Labs, the ESI Group, and others. There will be opportunities for collaborative faculty research and joint appointments. In addition, faculty in the new Department will be able to participate in graduate programs (including the PhD) with the series of Applied Science options related to the departments in the College. The administration of the University of Arkansas System and the University of Arkansas at Little Rock are committed to creating a nationally competitive academic environment for both faculty and students.

Little Rock and the Central Arkansas Region represent areas with an outstanding quality of life and remarkable housing and recreational opportunities.

Qualifications: Essential credentials for this position include a PhD in Systems Engineering, Information Technology, or a closely related area. Preference will be given to applicants with industrial experiences or evidence of a close working relationship with an industrial partner. Specific areas of interest include computer systems, telecommunications, information systems, including databases, Internet systems, etc., systems simulation and related fundamental areas of signal processing, electromagnetic theory, etc. Applications will be welcome in any of these areas.

Applications: A letter of application or nomination, a complete, up-to-date curriculum vitae, and the names, addresses, and telephone numbers of three references are requested.

The University of Arkansas at Little Rock will offer competitive salaries and an environment that is conducive to excellence. The screening for the faculty positions will begin on or about April 1 and continue until all open positions are filled. Faculty appointments will be made as early as June 1 and will continue to be made throughout the next academic year.

Applications and nominations should be sent to:

Dr. Mary L. Good, Interim Dean
College of Information Science and Systems Engineering
University of Arkansas at Little Rock
2801 South University Little Rock, Arkansas 72204-1099
(501) 569-0189

Augsburg University of Arkansas at Little Rock is an affirmative action, equal opportunity employer and actively seeks candidates of qualified minorities. Women and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authorization to work in the United States.
Georgia Perimeter College (formerly DeKalb College) is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

DIRECTOR OF LIBRARY SERVICES

The Director of Library Services/Learning Resource Center will be responsible for the management and supervision of the Campus library and Learning Resources Center and is expected to provide vision and leadership for a library that integrates information technology with traditional library services. The Director will bring an understanding of the library as a vital component of the teaching and learning enterprise. The individual should have the capability to provide vision and direction for a library of the future, including the creation of plans for ongoing growth and expansion, including ideas for construction of a new library.

Candidates should possess the following:
- Ability to assume leadership role in integrating new media technology and programs with traditional library collections and services to the faculty and student community.
- Ability to establish and maintain collaborative relationships with administrators, faculty, staff, and students to be an effective advocate for librarians.
- An ALA-accredited MLS in library/information science.
- At least 7 years experience in increasingly responsible positions as a library administrator in an academic or other educational environment.
- Successful experience in fiscal planning and management.
- A record of teaching and service commensurate with an appointment as an Assistant or Associate Professor.

Salary and rank commensurate with education and experience. Reference position #99-155 and send letter of interest, resume, unofficial copy of graduate transcript(s) and the names, addresses, and telephone numbers of 5 professional references. Screening of applicants will begin April 23, 1999 and continue until position is filled. Send materials to: Judy Chastain, Department of Human Resources, Georgia Perimeter College, 3251 Panthersville Road, Decatur, GA 30034.

AS ASSISTANT DEAN AND PROFESSOR

The Lincoln Institute, College of Undergraduate Studies, Sacramento Office, seeks a center administrator to administer the institution’s administrative and student life responsibilities. Primary responsibilities include student recruitment and enrollment, communication, and advising; advising of student and staff; and fiscal management of the office. The institution has a policy of equal opportunity and non-discrimination. Applications are encouraged from all qualified individuals, especially women and minorities. Individuals with disabilities are encouraged to apply. The Lincoln Institute is an equal opportunity employer.

Assistant Dean/Professor (Sacramento)
The Lincoln Institute
c/o 3604 Fair Oaks Blvd., Suite 250
Sacramento, CA 95864-7253

Equal Employment Opportunity

ASSOCIATE DIRECTOR OF ADMISSIONS/COORDINATOR OF STUDENT OF COLOR RECRUITMENT

As a member of a senior management group, will lead a team of admissions officers for one of three geographic regions in coordinating the process of recruitment and selection of applicants to achieve enrollment goals, including the diversity of the student body. Direct development of relationships with secondary schools and local communities, including the administration of an extensive alumni admissions program and coordinating special projects. The Associate Director will coordinate the process of recruitment and selection of applicants to achieve enrollment goals, including the diversity of the student body. Direct development of relationships with secondary schools and local communities, including the administration of an extensive alumni admissions program and coordinating special projects. The Associate Director will coordinate the process of recruitment and selection of applicants to achieve enrollment goals, including the diversity of the student body. 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DIRECTOR OF DEVELOPMENT

MIT's School of Humanities and Social Science seeks a development officer to work closely with the Dean of the School of Humanities and Social Science (SHSS). Will help plan strategy for MIT's new Capital Campaign and develop all phases of program to expand endowment and operating support for SHSS, including identification, cultivation, solicitation, and follow-up of prospects for major gifts from alumni, foundations and corporations. Requires close and frequent interaction with Dean, faculty members, and Office of Resource Development.

SHSS is responsible for graduate and undergraduate education and includes the following: Anthropology, Economics, Foreign Languages & Literatures, History, Linguistics & Philosophy, Literature, Music & Theater Arts, Political Science, Writing, Science, Technology & Society, Comparative Media Studies, Women's Studies, Knight Science Journalism Fellowships, and the Center for International Studies. Its development needs include endowed chairs, graduate student fellowships, and funding for new media studies program.

Minimum requirements include a bachelor's degree, advanced degree desirable, and 5 or more years experience in an educational or not-for-profit institution. Previous experience in solicitation of major gifts from individuals and foundations highly desirable. Excellent verbal, written and interpersonal skills required.

Send resume referencing Job No. 96-0188A and name of two references (include addresses and telephone numbers) by May 1st, to: Susan Mannett, School of Humanities and Social Science, MIT, Bldg. E51-255, 77 Massachusetts Avenue, Cambridge, MA 02139-4307.

http://web.mit.edu/shss/www/

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

COORDINATORS OF COLLEGE WRITING I AND II

Pending approval and funding, the University of San Francisco invites applications for two (2) one-year full time positions in Writing at the Assistant Professor level for academic year 1999-2000. The Writing Program is a communication and literature-based composition program housed in the Department of Communication Studies which is working to link the instruction of speech and writing.

Responsibilities include: working with the Coordinator of Writing to determine learning objectives and their implementation in College Writing I and II; teaching three sections per semester; being responsible for curriculum development, assessing learning outcomes in classes, and working with Coordinators of Writing. Public Speaking and Film to integrate speech and writing as communication skills.

Qualifications: A university teaching experience, a strong commitment to teaching, familiarity with assessment, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, statement of academic philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Rhonda Parker
College Writing I and II Search Committee Chair
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications and all materials will be screened until the positions are filled.

The University of San Francisco is an equal opportunity/affirmative action employer and is committed to diversity. The University offers employment without regard to race, color, religion, national origin, sex, age, marital or sexual orientation status, physical or mental disability, or any legally protected status. The University is committed to increasing diversity on its faculty, staff and student bodies.

COGNITIVE SCIENCE

The University of San Francisco invites applications from candidates with strong academic records for a full-time, tenure-track position in Cognitive Science at the level of Assistant Professor in the Department of Psychology.

Application materials should consist of a letter of application, a curriculum vitae, complete course and research descriptions, three letters of recommendation, one of which should be from a department head or other suitable person, and evidence of teaching ability, as evidenced by teaching evaluations. The Cognitive Science Department is interested in a broad range of areas, including those evens that are relevant to the study of human cognition and the role of cognition in behavior. The area of specialization is open.

Deadline for application: November 1, 1999.

SALARY: $34,000-$43,700

Send application materials to: COGNITIVE SCIENCE, University of San Francisco, 2130 Fulton St., San Francisco, CA 94117-1080.
ASSISTANT TO THE PRESIDENT
(Diversity/Equal Opportunity)

Southeast Missouri State University invites nominations and applications for the position of Assistant to the President for Diversity and Equal Opportunity.

Reporting to the President, this senior administrator will serve as one of the President’s key advisors, providing proactive, campus-wide leadership in the area of diversity and equal opportunity, and has responsibility for supervision, coordination, and development of practices designed to enhance the university’s community’s appreciation for cultural diversity, and climate of tolerance, respect for the rights of all persons, and its adherence to affirmative action and equal opportunity statutes, regulations, and policies.

The Assistant to the President shall seek to foster fairness, equity, justice, equality of opportunity, and respect.

The Assistant to the President will provide advice in policy and procedures development.

Primary Responsibilities
- Benchmarking with trend-setting universities to identify model programs and develops and facilitates the implementation of effective practices to increase the diversity of faculty, staff, and the student body.
- Serves as the University’s administrator responsible for implementing, as appropriate, suggestions of the President’s Commission on Minority Affairs.
- Provides leadership, proactive support and assistance to units at all stages of the employment process with special regard to developing pools of qualified individuals of diverse backgrounds from which a final selection may be made.
- Provides leadership to unit (college, departmental, etc.) diversity committees in planning and programming.
- Assures that the principles of equal opportunity are followed with respect to the hiring, promotion and involuntary termination processes at the University.
- Serves as the President’s chief liaison with, and chairs the University’s Affirmative Action Committee.
- With the advice of the Affirmative Action Committee, drafts a diversity strategic plan for submission to the President and oversees an annual report on Campus Climate, including complaints and issues and monitors the affirmative action program and related policies and activities, such as those dealing with increasing the diversity of the student body and faculty, and works with Institutional Research to prepare, review and update statistical reports on these subjects for internal and external use.
- Serves as liaison with the appropriate federal and state agencies charged with the task of compliance reviews and complaints of discrimination.
- Coordinates with the Southwestern Missouri Council for Development and Implementation of Equal Employment Opportunity policies and procedures.
- Develops and conducts training programs for employees and students in areas related to diversity and equal employment opportunity, including discrimination, harassment and related issues.
- Has approval authority in the employment processes of the institution in order to ensure compliance with federal, state, and local regulations.
- Performs other related activities as outlined in the Diversity and Affirmative Action Plans and other pertinent University policies and procedures.

Required Qualifications
- Bachelor’s degree
- Significant successful experience in areas such as diversity programming, conflict resolution, employee relations, human relations, and human resources
- Comprehensive understanding of the culture of higher education and the complex issues related to equal opportunity and affirmative action within that culture
- Experience with the principles of diversity, equal opportunity, and affirmative action practice and administration
- Evidence of experience as a successful facilitator of conflict resolution
- Demonstrated commitment to and a record of accomplishment in the area of affirmative action and the promotion of diversity
- Excellent written and oral communication skills
- Strong interpersonal skills, an activist orientation team orientation (i.e. the ability to motivate others, and creative and timely problem-solving skills)
- Evidence of strong organizational skills

Preferred Qualifications
- Terminal degree
- Successful experience in a higher education setting
- Appropriate knowledge of teaching and the curriculum in the higher education environment

Salary and Benefits
- Competitive and commensurate with experience and credentials. Position available August 1, 1999, or as soon as possible thereafter.

Application Procedure: Applications and nominations should be received as soon as possible. Review of applications will begin April 30, 1999, and continue until the position is filled.

Applications should be submitted to Debbi Cecil Robinson, Assistant Director, Personnel Services, Southeast Missouri State University, One University Plaza, Cape Girardeau, Missouri 63901.

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER
SPEECH/LANGUAGE SPECIALIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university. Tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus, or auto from the local metropolitan area.

Duties: Makes assessments, analyzes and classifications of students, communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language disabilities. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team. Participates in the planning of educational programs for children with communication disabilities.

Required: A Master's Degree in Speech-Language Pathology from an accredited institution, New Jersey Speech-Language Specialist certification or licensure.

Starting date: September 1, 1995

Application: Submit a letter of application, resume, three transcripts, certificates, work experience, names, addresses, and telephone numbers of at least three professional references.

Mr. Dennis Paparelo, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07306
(201) 200-3130

Applications must be received by April 30, 1995.
COORDINATOR OF INTRODUCTION TO COMPOSITION AND WRITING CENTER

PENDING approval and funding, the University of San Francisco invites applications for a one-year full-time position in Writing at the Assistant Professor level, for academic year 2023-2024. The Writing Program is a communication-intensive, composition-based component of the Department of Communication Studies, which is working to undo the destruction of speech and writing.

Responsibilities include: working with the Coordinator of Writing to determine learning objectives and then implementing in Introduction to Composition, teaching two sections per semester, curriculum development, working with Coordinators of Writing, Public Speaking, and E.S., to integrate speaking and writing as communication skills and directing the ESL Writing Center.

Qualifications: University teaching experience, a strong commitment to teaching, a record of assessment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability (including copies of teaching evaluations), and three letters of recommendation to Stephanie Vandrick, Introduction to Composition Search Committee Chair, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Considerations of Applications will begin on April 15, 1999, and continue until the position is filled.

The University of San Francisco is a private, Catholic, and Jesuit institution and particularly welcomes applicants who will positively contribute to an environment USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request.

We particularly encourage women and men of color to apply.

Pace University, a multi-campus, independent institution with locations in New York City and Westchester County, seeks applications for the following positions:

DEAN FOR STUDENTS

This position is located at our Pleasantville campus. The Dean will be an educator and innovator, leading all aspects of student experience and engagement. He or she will develop and supervise student services, student life, and academic programs. The Dean will work closely with students, faculty, and staff to develop a comprehensive approach to student development.

Responsibilities include: planning and implementing student programs, student life, and academic programs; developing and implementing policies and procedures; working with faculty, staff, and students; and working with student organizations. The Dean will be responsible for the overall development and implementation of the student life program.

Applicants should submit a letter of application, curriculum vitae, and three letters of recommendation to the Office of Human Resources, Pace University, 100 West 100th Street, Pleasantville, NY 10570.

Pace University is committed to a diverse, inclusive, and supportive environment. Women and minorities are encouraged to apply.

UNIVERSITY OF ROCHESTER

(www.rochester.edu)

This highly regarded research university, located in scenic upstate NY, with a progressive health system, is seeking experienced professionals for two openings. Both positions report directly to the Senior V.P., Chief Operating Officer.

DIRECTOR OF FACILITIES

Responsible for all facilities and services for the health system and academic campus. Total staff of 550 with an operating budget of $73.8 Million. Requires experience as an Associate Director, or Director of Facilities at a research university with a teaching hospital.

DIRECTOR OF PROCUREMENT

Responsible for all purchasing activities for the health system and academic campus. Manage a staff of 36, with annual purchases of $170 Million. Qualifed candidates will currently be an Associate Director, or Director of Procurement at a research university with a teaching hospital.

Please send resume to:
Search Committee
c/o Thomas Quinn, Wetters & Agnew
132 Allen's Creek Road
Rochester, NY 14618
or Fax: 716-241-9044
Email: tquinn@wetters.com

This university of Rochester is an equal opportunity employer.

Swarthmore College, an Ivy League liberal arts college located in suburban Philadelphia, seeks the following two Development professionals to contribute to the successful development of the Swarthmore Capital Campaign:

DIRECTOR: As a senior member of the Development staff, responsible for the direct solicitation, cultivation and solicitation of individual, corporate and foundation donors, the Director will be responsible for the development of a comprehensive plans. The Director will also be responsible for the development of a comprehensive development strategy, including the development of a comprehensive plan for the future of the institution.

Assistant Director: Responsible for the identification, cultivation, solicitation and management of major gift donors, the Assistant Director will be responsible for the development of a comprehensive plan for the future of the institution.

Swarthmore College offers competitive salary and benefits packages including health, dental and retirement plans. Interested individuals should submit letter of interest, resume, and three references to: Assistant Director of Development, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081.
DIRECTOR  
DIVISION OF EARTH SCIENCES  
NATIONAL SCIENCE FOUNDATION  
Arlington, VA 22230

NSF's Director for Geosciences seeks candidates for the position of Director, Division of Earth Science. The incumbent provides leadership and direction to NSF program activities supporting research and education in all core discipline programs (e.g., geology, paleontology, seismology, remote and geosystems, and hydrology, sciences, and multidisciplinary and infrastructure activities). This includes education, and research, teaching, and administrative experience, curriculum vitae, and a list of three references (complete with addresses and phone numbers). We will request letters of recommendation to be sent direct to: Roosevelt for a small number of applicants.

All appointments are made pending Board of Trustees approval. Positions require teaching at both the Down Town and Schaumburg campuses. Salary will be determined on the basis of qualifications, including experience. Applications will be reviewed beginning on April 30, 1999. The position will remain open until filled.

The College is committed to hiring individuals who demonstrate a significant interest in urban and suburban issues related to equity and social justice. We are a faculty who values diversity, critical thinking, and innovation. AA/EOE. This is a redrafting, those who have already applied need not reply.

Associate or Full Professor, Chair of the Ed.D Program

We are looking for a candidate with a record of publications that matches the emphasis of the Roosevelt University College of Education on transformational leadership, diversity, school-university partnerships, and education reform.

Responsibilities include administration of the Ed.D Program, including program promotion and continued program development; teaching graduate level administration courses; active pursuit of research: directing doctoral dissertations, liaison with public schools, institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; experience in public school administration, university teaching in a doctoral program in educational administration, supervision of doctoral dissertations; evidence of administrative leadership; record of refereed scholarship consistent with the position of associate or full professor; evidence of excellence in teaching. Experience in public school administration is preferred.

Visiting Assistant or Associate Professor

We are looking for an educator with extensive leadership experience in public education. The position is not currently a tenure-track position, but a multi-year contract can be negotiated.

Responsibilities include the teaching of graduate courses at the MA and Ed.D levels; the supervision of doctoral dissertations; establishing contact with schools and school districts to enhance student internship experiences; contributions to the field through scholarship and/or school improvement projects, and institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; extensive experience in public school administration at the principal and district levels in an urban area; experience of teaching in a program of educational administration preferred, and, a record of substantive contributions to the field of education through publications or leadership of significant programs.

Please Direct Correspondence to:  
Professor Albert L. Bennett, Chair  
AA&S Search Committee  
College of Education, Suite 362  
Roosevelt University  
430 S. Michigan Avenue  
Chicago, IL 60605

Positions Available

SCHOOL OF COMMUNICATION

The Annenberg School for Communication at the University of Southern California seeks applications from women who have demonstrated exceptional teaching, research, and/or administrative experience and who wish to be considered for tenure-track positions in our new program in International Communication and Culture. Tenure-track appointments will be at the assistant professor level and will range from the 11th to the 20th of the month.

The School of Communication, in conjunction with the Annenberg School of Communications, offers a full range of undergraduate and graduate programs. The School is a leading institution for graduate studies in media and communication, with an emphasis on the integration of social science and media studies.

Please send a letter of interest, curriculum vitae, and three letters of recommendation to: Dr. Karen M. Lewis, Dean, Midway College, 512 E. Stephens St., Midway, KY 40347-1120

Midway College 3-7501

Please note that applications must be submitted by April 30, 1999. Interviews will begin immediately and continue until the position is filled. Applications should be submitted by April 30, 1999.

Annexer, University of Southern California, Los Angeles, CA 90089-0281

A reference letter must accompany each application. Please include the names of three references, including the names of two women who have demonstrated exceptional teaching, research, and/or administrative experience.

Applications received by April 30, 1999, will be considered. Applications and letters of reference should be mailed to the address above.

Midway College 3-7501
RESIDENCE LIFE
California State Polytechnic University
Pomona, CA

COORDINATOR FOR RESIDENCE LIFE AND MULTICULTURAL EDUCATION
$2,870-$3,870 per month.

FT position for 12 mos to coordinate the multicultural education efforts, program development, and staff training for University Housing; serve as advisor to student leadership groups. Requires a Bachelor’s degree in one of the following areas: social science, public or business admin or related field and 2 yrs professional exp in one of the student services program area or related field. Refer to Job#99-SA-040.

AREA COORDINATOR
$2,530-$3,394 per mo.

Student affairs professional committed to diversity and student-centered philosophy. Responsible for: 1) leading 2-3 professional staff, and five resident advisors; 2) development of a co-ed educational community with 200 students; 3) front desk, 4) conduct; 5) program council; 6) administrative and operational functions; 7) student development programming; 8) safety; and 9) special projects. Bachelor's degree in related field PLUS 2 yrs professional exp in one of the student services program area or related field. Position involves an on-campus furnished apt & reduced meal plan. Refer to Job#99-SA-039.

RESIDENCE COORDINATOR
$1,876-$2,433 per mos.

Student affairs professional with a commitment to diversity and student-centered philosophy. Responsible for: 1) leading five resident advisors; 2) development of a co-ed educational community with 200 students; 3) front desk; 4) conduct; 5) program council; 6) administrative and operational functions; 7) student development programming; 8) safety; and 9) special projects. Requires Bachelor’s degree or current enrollment in one of the social sciences, public or business admin. Field AND 1 yr exp in the direction & coordination of group members. Position includes an on-campus furnished apt & reduced meal plan. Refer to Job#99-SA-041.

Application Deadline: 4/19/99. Call (909) 869-8725 to request application package.

www.csupomona.edu/hrq/AMOSADA

WESTERN CONNECTICUT STATE UNIVERSITY
Fall 1999 Faculty Openings - Searches Reopened

www.wcsu.edu

WCSU is located in Danbury, a city on Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancill School of Business.

WCSU invites applications for the faculty positions listed below.

RANK: The University anticipates filling many positions at the rank of assistant professor or below. Those positions where the University is anticipating filling the position at a higher rank are specifically noted.

APPLICATION MATERIAL: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts and three letters of recommendation. Priority applicants need not reapply.

SEND APPLICATION MATERIAL to the individual identified in the department listing of positions in the following order:

Western Connecticut State University
181 White St.
Danbury, CT 06810

APPLICATION DEADLINE: all the positions in April 23, 1999.

* ASTRONOMY *
Temporary, full-time, one year position. Position includes teaching undergraduate and graduate courses in astronomy, assisting with undergraduate and graduate students, and supervising student research. Research facilities include a 10-inch computer controlled Ritchey-Chretien telescope with a CCD camera, several computer workstations, and TIFRAF image processing software. Successful candidate must have a Ph.D. in astronomy.

SEND MATERIAL TO: Dr. Alice Chance,
Chairperson, Physical/Astronomy/Meteorology
Phone (203) 837-8669, Fax (203) 837-8769

* COMPUTER SCIENCE *
One tenure track position. Applicants should have a Ph.D. in Computer Science and experience in a closely related area. Teaching responsibilities include advanced computer science courses. The successful candidate will have experience with computer science software including C++. The successful candidate will also be responsible for the integration of the Computer Science curriculum with the University's curriculum. Candidates with experience in software development, computer science courses, and curriculum development are encouraged to apply.

SEND MATERIAL TO: Dr. Richard Jones,
Chairperson, Computer Science
Phone (203) 837-8607, Fax (203) 837-8769

* COUNSELOR EDUCATION *
One tenure track position. Applicants should have a Ph.D. in Counseling Psychology and experience in a closely related area. Teaching responsibilities include advanced counseling courses in the counseling area. The successful candidate will have experience with computer science software including C++. The successful candidate will also be responsible for the integration of the Counseling Psychology curriculum with the University's curriculum. Candidates with experience in software development, counseling courses, and curriculum development are encouraged to apply.

SEND MATERIAL TO: Dr. Thomas Cordy,
Chairperson, Education and Educational Psychology Department
Phone (203) 837-8625, Fax (203) 837-8769

* PHYSICS *
Temporary, full-time, one year position. Applicants should have a Ph.D. in Physics and experience in the introductory level lecture and laboratory courses in general physics. Teaching experience in research areas in electronics and energy is highly desirable. Teaching experience in research areas in research and laboratory courses in general physics is required.

SEND MATERIAL TO: Dr. Alice Chance,
Chairperson, Physical/Astronomy/Meteorology
Phone (203) 837-8669, Fax (203) 837-8769

Western is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.
HARRISBURG AREA COMMUNITY COLLEGE

FACULTY POSITIONS 1999-2000

TENURE-TRACK

Harrisburg Area Community College (HACC) announces tenure-track positions available for 1999-2000. Believing in a committed and diverse faculty to be the College’s most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania’s first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region’s workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College’s Wildwood Campus is located in Harrisburg, other campuses are located in Lebanon (25 miles from Harrisburg) and Lancaster (40 miles from Harrisburg), with the Gettysburg Campus located 42 miles from Harrisburg. Headcount enrollment (Fall credit) was 7,763 (Wildwood), 1,434 (Lancaster), 721 (Lebanon), and 558 (Gettysburg).

The College’s priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, a climate of personal attention, respect and inclusion, and high quality faculty and staff. The College, a multi-campus institution with over 10,000 credit students, seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

All positions require a related Master’s degree as specified in position announcement materials. Unless otherwise indicated, a demonstrated knowledge of and commitment to the community college mission. College teaching experience and knowledge of instructional technology are desirable. Competitive salaries and excellent fringe benefits. Application review begins April 5, 1999.

AVAILABLE JULY 1, 1999

12-MONTH POSITION

PROGRAM COORDINATOR/INSTRUCTOR, DENTAL HYGIENE, Wildwood Campus (264) - Manages the day-to-day operations of the dental hygiene program. Coordinates curriculum, provides instruction, evaluates/revises program as needed, facilitates admissions/transfer committees, develops manages annual budget, and supervises previous clinical experience. Teaching experience: computer literacy and PA dental/dental hygiene licensure or eligibility for licensure.

AVAILABLE AUGUST 1999

9/12-MONTH POSITIONS

INSTRUCTOR, COMPUTER INFORMATION SYSTEMS (CIS), Lancaster Campus (204-1) - Teaches entry level software classes as well as core concentration on hardware/operating systems, advises students, and participates in curriculum development and other departmental activities. Requires a related Bachelor’s degree (Master’s preferred), certification for on process in MCSE and/or A+, knowledge or experience in Windows NT server/workstation, and proficiency in a full range of current microcomputer software including Microsoft Office Professional, Computer operating systems, hardware/software LANTWARE TCP/IP and NOVELL NETWORK 4.0 experience and/or CE/NEC certification desirable.

PROGRAM COORDINATOR, CIVIL TECHNOLOGY

INSTRUCTOR CIVIL TECHNOLOGY/CAD, Wildwood Campus (246) - Coordinates Civil Technology Associate’s degree program, teaches civil technology and CAD courses; develops new and revises existing civil technology courses; advises students. Plans, implements, and coordinates a Master’s degree in Civil Engineering or related field, related Master’s degree or PE license preferred; five years of related experience in civil design, surveying, and/or computer-aided drafting proficiency in Microstation and/or AutoCAD; and a willingness to work flexible schedule including some evenings. Surveying experience preferred.

INSTRUCTOR, COMPUTER SCIENCE/MATHEMATICS, Wildwood Campus (247) - Teaches lower division courses in computer science and developmental mathematics; advises students, develops curriculum; serves on division/college committees, and cooperates with other faculty. Requires Bachelor’s degree in Computer Science and 21 semester credits in mathematics, interest and commitment to teaching lower division courses. Experience in one or more of the following: FORTRAN, Pascal, C, JAVA, and Visual BASIC; and must be willing to complete a Master’s degree in Mathematics or Computer Science within five years of appointment.

INSTRUCTOR, MATHEMATICS, Gettysburg Center (257) - Teaches a range of college mathematics courses with an emphasis on developmental level math and college algebra. Serves as lead math faculty member, advises students; serves on division/college committees, and coordinates math tutoring in the Learning Center. Requires computer proficiency.

INSTRUCTOR, DENTAL HYGIENE, Wildwood Campus (264-1) - Responsibilities include didactic, lab and clinical instruction, evaluation and revision, student advising, course development, and college committee participation. Requires a Bachelor’s degree in dental hygiene or related field (Master’s preferred), willingness to complete a Master’s degree within five years, three years of clinical experience, PA dental hygiene licensure (or eligibility), and computer literacy.

INSTRUCTOR, PHYSICAL EDUCATION, Wildwood Campus (273) - Teaches a variety of courses which may include aquatics, bowling, dance, fitness, golf, racquetball, tennis or skiing; advises students; serves on division/college committees, and participates in staff development activities. Requires experience teaching college-level physical education courses. Experience in teaching college-level physical education courses desirable. Send resume, letter of application, and unofficial transcripts to:

Human Resources Office
HARRISBURG AREA COMMUNITY COLLEGE
One HACC Drive
Harrisburg, PA 17110

In your letter please refer to the Position Identification.

Number/FILN that follows each title: 10441

DEAN, COUNSELING & MATRICULATION

Orange Coast College, Costa Mesa, CA 92626

www.occc.edu seeks qualified candidates for a full-time, 12 month position in Educational Opportunity Review (EOR) and Student Services. Orange Coast College is a community college in California dedicated to providing a high-quality educational experience to its diverse student population. The position is full-time, 12 months, with the possibility of renewable appointment. The successful candidate will work closely with academic and student services faculty, staff, and students to develop and implement programs that support the recruitment, retention, and success of underrepresented and disadvantaged students. The position requires a commitment to diversity, equity, and inclusion. Responsibilities include:

1. Establishing and maintaining effective relationships with faculty, staff, and students.
2. Coordinating and facilitating workshops and programs for faculty and staff.
3. Conducting outreach and recruitment activities.
4. Providing academic and personal support to students.
5. Collaborating with other campus departments to enhance student success.

Required Qualifications:

1. Master’s degree in counseling, student development, or related field.
2. At least 3 years of experience in counseling, student development, or related field.
3. Strong communication and interpersonal skills.
4. Experience working with diverse student populations.
5. Demonstrated knowledge of and commitment to diversity, equity, and inclusion.

Preferred Qualifications:

1. Experience working with first-generation, low-income, or other underrepresented students.
2. Experience working with community college students.
3. Experience with grant writing and administration.

If you are interested in applying for this position, please submit a cover letter, resume, and three references to:

Human Resources Office
Orange Coast College
82900 Ocean Center Blvd.
Costa Mesa, CA 92626

Applications must be submitted by September 1, 2023. Interviews with selected candidates will be scheduled in September and October. The position will begin on August 15, 2023.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position

SENIOR DIRECTOR OF INSTRUCTIONAL AND STUDENT SUPPORT

LAST DATE TO FILE: April 16, 1999

WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY

The Los Angeles Community College District is seeking a Senior Director of Instructional and Student Support to serve as the District Office's senior institutional representative who directs the pathway to learning and experience are invited to submit applications.

REQUIREMENTS

All applicants must have an earned master's degree or an advanced degree or at least equivalent standard from a recognized college or university, as well as three years or nine quarters of experience in administrative positions at the postsecondary level. A minimum of one year of administrative experience at the District Office. Applicants must have a strong commitment to diversity and be able to work effectively with administrators, faculty, staff, and students. The salary range is $75,000 to $95,000 annually. Benefits include health, retirement, and paid vacation and sick leave.

APPLICATIONS ARE WELCOME AND MUST BE RECEIVED BY MARCH 20, 1999.

DIRECTOR FOR DIVERSITY ENHANCEMENT
South Dakota State University

POSITION: Associate Director for Diversity Enhancement

SALARY: Competitive

QUALIFICATIONS: Minimum of an M.A. degree in a field related to diversity, educational leadership, or related field. Experience in developing and implementing diversity programs. Evidence of success in building and maintaining relationships with key stakeholders.

APPLICATION DEADLINE: March 20, 1999

PRESIDENT/Somerset Community College

Somerset Community College (SCC) seeks an innovative leader to build on its recent successes, to promote a balance between academic and technical offerings, and to further the College’s development into a comprehensive community college through strategic planning and institutional effectiveness.

SCC was founded in 1965 as part of the University of Kentucky Community College System. Today the College is under the governance of the Kentucky Community and Technical College System (KCTCS), which is made up of 13 community colleges and 15 technical colleges. SCC has an enrollment of 5,200 students; it offers a wide range of degree and certificate programs in various fields.

SCC is located on the former Kentucky Department of Corrections campus in Madison County, Kentucky. The campus includes several state-of-the-art facilities, including the Center for Technology and the Center for Health Sciences.

Please send letter of application, curriculum vitae, three current letters of reference, and copies of transcripts to:

Dr. Steve Murphree
Hilton M. Briggs Library
South Dakota State University
Box 2115
Brookings, SD 57007
Telephone: 605-688-5100
Fax: 605-688-6133
E-mail: murphree@gmail.com

Applicants are encouraged to submit applications before the deadline of March 20, 1999.

WESLEYAN CONNECTICUT STATE UNIVERSITY

Vice-President for Institutional Advancement

www.wcsu.edu

Wesleyan University is located in Middletown, Connecticut, and is home to the nation's first college to offer a degree in fine arts. The University is committed to providing a comprehensive education that is grounded in the liberal arts and sciences. Wesleyan offers 25 undergraduate majors and 12 graduate programs in a variety of fields.

DUTIES: The Vice-President for Institutional Advancement is a member of the University's senior administrative team and is responsible for the development and implementation of the University's strategic plan. The Vice-President oversees the Office of Institutional Advancement, which includes the Office of Communications, the Office of University Relations, and the Office of Alumni Relations.

QUALIFICATIONS: Applicants must have an earned master's degree or an advanced degree in a field related to institutional advancement, and at least five years of relevant experience in higher education. Demonstration of strong interpersonal skills and the ability to work effectively with a diverse range of individuals is essential.

APPLICATIONS AND NOMINATIONS ARE INVITED AND MUST BE RECEIVED BY APRIL 1, 1999.
Cleveland State University

Vice President for Human Resources Development and Labor Relations

Cleveland State University invites applications and nominations for the position of Vice President for Human Resources Development and Labor Relations. Reporting to the President of the University, this position provides strategic leadership for developing human resources plans necessary to support the University's mission. Working with faculty and administration, Human Resources implements initiatives and programs designed to improve the effectiveness of the University and enhance its ability to fulfill its mission and achieve its goals.

We are seeking a seasoned leader with a minimum of ten years of progressively responsible HR experience, at least three of which are in a director or comparable role, and with a Bachelor's degree. In addition, the successful candidate will have well-developed writing, speaking, and listening skills and a generalist HR background with working knowledge and experience in the areas of compensation, benefits, employee relations, labor relations, training, and employee development.

Preferred candidates will have a Master's degree in a related field and Senior Professional in Human Resources certification. In addition, they will evidence higher education HR experience, preferably in a medium size or larger public assisted university, as well as PeopleSoft experience in other IT functions and collective bargaining contract management experience. They will be effective team members who demonstrate an ability to work with diverse populations. A sense of humor and purpose are also desirable.

Cleveland State University is a public, comprehensive urban university serving Cleveland and the northeastern Ohio region, enrolling some 16,000 students and employing 800 faculty and more than 1,200 professional, classified, and other staff represented by four different unions. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational, and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live.

APPLICATION REQUIREMENTS: Applicants are encouraged to submit a current resume, statement of interest, and the names, addresses, and telephone numbers of three references to: Dr. Harold Allen, Chair, Vice President Search Committee, c/o Office of the President, Cleveland State University, Cleveland, OH 44115. Salary is competitive. Application review will begin on May 1, 1999. The position will be available July 1, 1999, and remain open until filled. Cleveland State University is an AA/EEO committed to non-discrimination. M/F/D/V encouraged.

AGNES SCOTT COLLEGE

AGNES SCOTT COLLEGE is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community with one of the longest endowments per student of any college or university in the country.

ECONOMICS

ONE-YEAR POSITION

The Department of Economics at Agnes Scott College invites applications for a one-year faculty position starting August 1999. The qualifications and experience of the successful candidate will determine the rank of the position. The teaching assignment is three courses per semester and includes principles of economics, microeconomics, labor economics, and comparative public policy. Candidates are expected to have completed the Ph.D. by July 1, 1999.

To ensure full consideration, applications should be received by April 15, 1999. Send letter of application describing teaching experience and excellence as well as scholarly plans, CV, and names, addresses and phone numbers of three professional references to: Rosemary T. Cunningham, Chair, Department of Economics, 141 East College Avenue, Decatur, Georgia 30030-3797.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer

www.AgnesScott.edu

DIRECTOR OF CAREER PLANNING AND PLACEMENT

University at Buffalo

University at Buffalo seeks a dynamic career planning and placement professional to provide leadership in program development and management, and to coordinate and implement career development, placement services, and related activities. The new Director of Career Planning and Placement will be responsible for overseeing the Career Center, and will report to the Associate Director of Student Affairs.

Minimum Qualifications include a Master's degree in student personnel administration, guidance, counseling, education, or related fields, with 3-5 years of experience in personnel management and placement services. The successful candidate will demonstrate a strong commitment to the education, guidance, and development of students. Salary is negotiable. Applications will be accepted until the position is filled. Review of applications will begin immediately. Submit a current resume and 3 letters of reference to: James S. Nadaschef, Assistant Vice President, 408 Capen Hall, Buffalo, NY 14260.

NURSING INSTRUCTOR

Mott Community College

For 75 years, the Charles Stewart Mott Community College in Flint, Michigan, has served the educational needs of business and the community. Our continued growth offers exceptional opportunities.

EVALUATING APPLICANTS... Exceptional opportunities for an excellent teacher who also has extensive, general, and administrative experience and ability to demonstrate skills in the following areas:

• Understanding the needs of the various components of the surrounding community.
• Evaluating the need to develop educational programs to contribute to the economic development of the community and to help students achieve new and improved goals.
• Interacting with the "end users" of the College's programs to develop a curricular needs assessment plan and meet the future needs of the community.
• Developing and implementing applied curricular programs, as well as the curriculum plan.
• Current in the use of distance learning and interactive classrooms.
• Developing and implementing successful courses and skills and training programs.
• Strong commitment to the documentation and implementation of student learning.

If so, we would be interested in hearing from you!

For full consideration, applications should be received by April 15, 1999. Send letter of interest, resume, teaching, and letters of reference to Mott Community College, 1401 E. Court Street, Flint, MI 48503. FAX: (810) 762-0594.
UNIVERSITY OF WISCONSIN-MADISON
College of Letters and Science
Student Academic Affairs

The College of Letters and Science at the University of Wisconsin-Madison invites applications and nominations for the position of Associate Dean for Student Academic Affairs. The College is the largest academic unit in the University, with 45 academic departments and professional schools and 250 areas, of other academic programs. The College enrolls almost 35,000 students, of whom more than 60% are undergraduate majors at UW-Madison.

General Objectives of the Office of Student Academic Affairs: To advise and counsel undergraduate students regarding academic and related decisions including career advising. To provide accurate and current information about curricular requirements and other procedures that surround academic progress. To provide orientation programs to students of_college_honor students and other selected student groups. To terminate monitor and maintain policies and programs on behalf of the faculty. The staff of the Office consists of 75 full-time and part-time employees.

Qualifications: Ph.D. or equivalent terminal degree. Preference given to candidates with leadership and management experience in large organizations. Preference given to applicants with disabilities in disciplines represented in the College. A tenured appointment is possible for faculty with appropriate qualifications. The successful candidate will possess an understanding and appreciation of undergraduate education at a large university and experience with the diverse disciplines and cultures of an increasingly multicultural academic body. May also include a commitment to the growth of the liberal arts college and the policies to achieve these goals.

Personal qualities include: a sensitive understanding of human behavior, the ability to work effectively with faculty, staff, and students, the flexibility to move within an environment that is both stimulating and a sense of humor.

Duties: The Associate Dean will be an active member of the dean's management team of the College. The successful candidate will demonstrate strong written and oral communication skills and effective research and interpersonal skills.

Specific duties include: advising the dean and other College administrators on matters of policy and organizational issues affecting undergraduate education. Representing the College with the various student affairs areas in the University. Developing and implementing policies and procedures that reflect the College's mission and that are consistent with the University's policies and procedures.

Position Availability, Salary, and Application Procedures: The position is full-time, and is available August 1, 1999. Salary is dependent on qualifications and experience. The deadline for applications is April 23, 1999. Applications and nominations should be sent to:

Inquiries should include: letter of interest, resume, including names, addresses, and telephone numbers of three persons who may be contacted for reference.

ASSOCIATE DIRECTOR OF PLANNED AND MAJOR GIVING
Office of Development & Alumni Relations

The Associate Director of Planned and Major Giving will be a major gift officer with a focus on planned giving. This position will develop relationships with individual prospect, primarily Grinnell College alumni, who are interested in making gifts to the college or parts of the college as a volunteer. The Associate Director will work closely with others in the department to prospect new prospects, cultivate relationships, set solicitation strategies, write proposals, finalize gift arrangements, and steward a portfolio of major and planned gifts. The Associate Director will also organize and implement planned giving seminars around the country for alumni and friends of the College and prepare individual planned giving materials. This position will report to the Director of Planned and Major Giving. The candidate will need to have a degree in business, preferably in fundraising or related fields. The candidate must be able to work independently, be a self-starter, and be a team player. Strong written and verbal skills, excellent attention to detail, and the ability to work under pressure are essential.

Qualifications: Bachelor's degree preferred. Experience in major gift giving or related field preferred. Experience in writing proposals or making presentations preferred. Knowledge of planned giving and be willing to learn. Must be able to work independently, be a self-starter, and be a team player. Must possess excellent writing and communication skills. Excellent attention to detail and be able to work under pressure.

Application Process: To be considered for this position, submit a letter of application, a resume, and a list of three references to Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112. The position will remain open until filled.

EXECUTIVE DIRECTOR
Illinois Campus Compact
ILLINOIS STATE UNIVERSITY
Normal, Illinois

Illinois Campus Compact (ICC), is one of 22 state compact networks affiliated with Campus Compact, a national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. ICC member institutions include 21 private and public colleges, universities, and community colleges throughout Illinois. The ICC Executive Director is responsible for providing leadership and support to the members of the Compact, as well as advising between Campus Compact and member institutions, managing the operating budget and raising funds for programs development on member campuses and for ICC. Salaried competitive and includes a state benefit package.

Requirements: Bachelor's degree required. Master's degree preferred with a minimum of three years experience in non-profit management and/or higher education. Excellent administrative and leadership and communication skills and commitment to higher education required. Qualifications candidates should send a letter of application, resume, and contact information for three references to Michael Schermer, 2700 Student Life Office, Illinois State University, Normal, IL 61790-2700 by April 30, 1999 to ensure full consideration.

ILLINOIS STATE UNIVERSITY IS AN EQUAL OPPORTUNITY/ACCESSIBLE ACTION/AFFIRMATIVE ACTION INSTITUTION ENCOURAGING DIVERSITY

EXERCISE PHYSIOLOGY

Eastern College, an evangelical Christian liberal arts college in the southeastern United States, is seeking applicants for a tenure or non-tenure track position, beginning fall 1999. Candidates should possess a master's degree in Exercise Physiology. A strong interest in teaching undergraduate students and proven leadership and administrative capabilities are critical. Applications from under-represented groups are encouraged. Review of applications will begin immediately and continue until the position is filled. Interested applicants should submit a letter of application, curriculum vitae, including names and addresses of three references and copies of undergraduate and graduate transcripts to:

Eastern College, Human Resources, Attn: Exercise Physiology Search, 1300 Eagle Road, S. Davids, PA 19888-3696

Eastern College is an equal opportunity/affirmative action employer.

PERALTA COMMUNITY COLLEGE DISTRICT

Full-time Faculty Positions

BUSINESS INSTRUCTOR
TEXTURED-TACK POSITION

For App/Brochure, visit our website www.peralta.edu or contact Peralta Community College District Personnel Office in Oakland, CA (510) 468-7287. Deadline Date is April 21, 1999.

PERALTA COMMUNITY COLLEGE DISTRICT

Full-time Faculty Positions

BUSINESS INSTRUCTOR
TEXTURED-TACK POSITION

For App/Brochure, visit our website www.peralta.edu or contact Peralta Community College District Personnel Office in Oakland, CA (510) 468-7287. Deadline Date is April 21, 1999.
# Advertising Index

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TOWARD MEANINGFUL MENTAL HEALTH SERVICES FOR LATINOS

Behavioral health services, however effective, are useless for Latino children and families if the services are not used. True for any child or family, it’s particularly so for Latinos of various ethnic and racial groups within the United States. Latino children are referred here for behavioral health treatment more often than are majority culture children, and they too frequently leave these services prematurely.

Research identifies many contributing factors. A particularly important one: behavioral health providers are often indifferent to Latino cultural and language characteristics. Providers too frequently fail to note ways in which Latinos approach seeking help, how Latinos identify mental health problems, and the conditions under which Latinos are referred to behavioral health. That indifference can cause families of children with serious emotional and behavioral problems to turn away from treatment, even after they have overcome significant obstacles in order to obtain help.

When providers ignore a patient’s culture, they often fail to meaningfully engage that person in the treatment process. The first issue to consider is the client’s beliefs about mental health. A client’s culture might define personal problems as either physical or spiritual in nature rather than as emotional or behavioral. A culture might not have a mental health concept similar to what exists in the U.S. Many Latino immigrants who do not identify personal problems as related to their mental health are unlikely to try to access services—or will prematurely leave services they believe to be unrelated to solving their problems.

Sometimes Latino parents are coerced by the schools, social services, or juvenile justice system into a behavioral health referral. This situation creates an association between behavioral health and the coercive referral. It then becomes a greater challenge for the health provider to establish a trusting relationship.

Latino families from different cultural backgrounds have been found to differ in the degree to which they identify behavioral and emotional problems in their children as either related to or serious enough to require professional remediation. Differences exist too in beliefs about whether the problems are likely to improve without professional support. When providers ignore or fail to acknowledge and understand a family’s cultural beliefs regarding a problem, their services are likely to be experienced as irrelevant at best and threatening at worst. The likely result will be premature termination of a treatment that might have prevented a psychiatric hospitalization or incarceration.

The process of seeking help frequently involves Latinos’ families or other social supports. Participation by an individual’s support network in treatment, especially during initial contact with a provider, is often expected by Latinos seeking help. The interactions that result can either discourage or encourage both continued and future contact with the provider. If the support network is not acknowledged by the provider or asked to participate in the process, it is unlikely that many Latinos will meaningfully engage in treatment. Because this situation is a common experience in the U.S., only a portion of Latinos who need behavioral health treatment actually remain in services or later seek such help. Sadly, it takes an emotional problem of relatively high severity to prompt Latinos to overcome the cultural barriers to seeking professional help.

Clearly, there is a need for mental health service providers to understand cultural variables that influence help-seeking. A fundamental requirement of ensuring culturally appropriate services is for providers to work in partnership with the Latino communities they intend to serve. This work should transcend the typical behavioral health focus on the “identified client” and consider community, cultural, and familial contexts within which those individuals live.

Latinos are likely to view behavioral health services that are community-oriented as less threatening and less stigmatizing. Becoming aware of these natural supports and adapting formal systems that work in partnership with communities is the goal that providers should seek to make their services accessible and useful. Health care providers who don’t modify their services will find their clients less likely to view offered services as useful. This can create a negative cascade effect, beginning with prematurely leaving needed services, and a consequent worsening of their mental health problem.

The role of cultural influences and the manner in which Latino children and families approach and use mental health services must be understood if effective treatments are to be created and delivered. What might be seen as a helpful service in mainstream U.S.A. might be seen as inappropriate or even disrespectful by many Latinos.

Uncovering these differences in order to change how services are defined and delivered should be the goal of behavioral health systems on their path toward cultural competence in planning and delivering services.
The BEST Colleges for Hispanics

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Top Rankings reflect largest numbers of Hispanic graduates overall and by field, based on DOE figures.

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A veteran researcher emphasizes achievements and opportunities.

How Three Top Colleges Attract Hispanics

Special efforts to recruit, retain, and graduate Hispanics at Florida International University, University of Texas-El Paso, and University of New Mexico.

The Promising Practices of Arturo Pacheco

Praised by the U.S. DOE, University of Texas-El Paso fine-tunes its teacher training to reduce attrition and improve quality.

UC-Boulder Launches Latino Leadership Training

A start-up group of Latino students forges ties with faculty and administration in a new NSLHE program.

Latinos On and About Television

Tomas Rivera Policy Institute issues 2nd report on its groundbreaking study.

Latinas Speak Out at Princeton University Roundtable

Latina leaders in academia, government and corporate America share a meeting of the minds.

Landslide Win for NJIT in Academic Olympiad

NJIT A team of first-generation students takes the top prize nationally in a Latino engineering competition.

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Book Review: Between Two Worlds: Mexican Immigrants in the United States

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Educational Prospects for Latinos Post-Affirmative Action...
Sources You Can Access

BY GUSTAVO A. MELLANDER

How to keep up with developments in education that are relevant and useful to those concerned with Hispanics and higher education?

That’s a large undertaking. "Outlook on Washington" tries to aid this process by focusing on the many developments that have a Washington slant.

Most of these developments deal with the federal government and its many programs, commissions, and reports.

Web Sites

It is important that those concerned with Hispanics and higher education be aware of the many tools available—tools that will help them access useful information no matter where they might be throughout the nation. These sources are available through the World Wide Web.

One of the most important and useful sources is the Web site for the Department of Education, located at <http://www.ed.gov>.

This excellent first-step Web site should be "bookmarked" for easy reference. It alone has links to more than 20,000 Web pages. Clearly one challenge in using such a large Web site is finding one's way around.

Not everything on the site is specific to Hispanics in higher education. But a great deal is very relevant to them.

Financial Aid

Comprehensive information on the kinds of federal financial aid available to college students and details on how to apply for that aid is available through The Student Guide to Financial Aid, accessible from the DOE home page or directly at <http://www.ed.gov/prog_info/SAF/StudentGuide/>.

Visit this site frequently as changes are always posted.

The very latest Student Guide is now available at that site. There, too, is the Free Application for Federal Student Aid (FAFSA) that students can use to apply for federal aid and for many state student aid programs.

A good introduction to the DOE is found in the Teacher's Guide to the Department of Education, accessible from the home page under FAQs and guides or directly at <http://www.ed.gov/pubs/TeachersGuide/>.

Among other information, the guide provides a breakdown of the department's structure and programs.

Specific to Hispanics

Three offices whose programs are of special interest to Hispanics are the Office of Postsecondary Education Programs, the Office of Bilingual Education and Minority Languages Affairs, and the Office of Migrant Education in the Office of Elementary and Secondary Education.

In addition to descriptions of its programs and the legislative authorities behind them, the DOE Web site sets forth information on how to apply for grants involving many of its ongoing programs. Again, this information is accessible either from the department's home page or directly at <http://www.ed.gov/moneys.html>.

The Department of Education is now simplifying its grant process which should prove helpful to those seeking program grants. A useful guide to Department of Education grants can be found at <http://www.ed.gov/pubs/KnowAboutGrants/>.

The Department of Education is a major repository of reports and emerging ideas and research projects. It maintains an extensive library of online publications. Many of these are available at <http://www.ed.gov/pubs/index.html>.

Also available are many useful publications from the National Center for Education Statistics (NCES), accessible at <http://nces.ed.gov/NCES/indextable.asp>.

An annual NCES publication available online that could be of particular interest is The Condition of Education. Faced with the point of distraction, it is a current, accurate storehouse of information. One particularly interesting section focuses on "postsecondary persistence and attainment" and contains much useful information on this perplexing problem for those in our colleges and universities.

Presidential Initiatives

The Department of Education Web site also places a special focus on initiatives and priorities established by President Clinton and Secretary Riley. Of particular interest to advocates for Hispanics in higher education is the policy priority that by age eighteen, students be prepared for and be able to afford college.

A discussion of this priority can be found at <http://www.ed.gov/updates/priorities/part2.html>.

This priority holds announcements as part of its higher education efforts. The Department will launch an initiative aimed at encouraging early preparation for college.

The department's first step in promoting this initiative is to get students and their parents to think college early. This involves making students, parents, and middle schools aware of "the importance of going to college and of the steps that every student should be taking to get prepared for college.

Remaining Informed

Because new content is continually added, it is useful to visit the DOE's Web site on a regular basis. Like most large Web sites, ed.gov has a link on its home page to a page that lists major additions that have been made to the site in the recent past.

One last way of keeping up with changes is by subscribing to EDInfo. EDInfo is free, and it sends subscribers two or three e-mail messages a week on "reports, studies, fundings, opportunities and publications." The following instructions from the Department's Web site explain how to subscribe:

1. Address an e-mail message to: listproc@inet.ed.gov
2. Write this (and nothing else) in the message: subscribe EDInfo <yourfirstname> <yourlastname>
   (If you have a signature block, turn it off)

One can easily get lost amid thousands of commissions, reports, and initiatives in official Washington, but there is much useful information to be gleaned for those interested in Hispanics and higher education.

G Mellander is professor at George Mason University
Dear Colleagues:

Twenty-one states and the District of Columbia are home to the 100 colleges and universities granting the most bachelor’s, master’s, and doctoral degrees to Hispanics. They stretch from the Atlantic to the Pacific and from the Canadian to the Mexican borders. Several are in Middle America.

Nearly everywhere in the United States, educational and commercial entities are taking note of Hispanics as a significant present and future force.

Taking the top ten colleges and universities as an aggregate, bachelor’s degrees to Hispanics were up 14 percent, master’s up 16 percent, and doctorates up 6 percent over the figures reported by our magazine last year. As students at all levels of higher education, Hispanic women equal or exceed Hispanic men in earning degrees. Our TOP 100 data comes from the U.S. Department of Education’s Center for Education Statistics, with 99 percent reporting.

In this issue, a senior education analyst praises the College Board’s Equity 3000 program for raising math scores in pilot districts of secondary schools working cooperatively with schools and parents. A leading Hispanic think tank, the Tomás Rivera Policy Institute, explores anew the influential relationship between the bilingual Hispanic community and the world of television.

Chicano college students in Colorado speak of their compelling desire to give back to their communities. And what those students want to give back—what all of us are working toward—is change. Not change in our family values but change in the welcome and the opportunities afforded Hispanics and other minorities by the dominant culture.

These are exciting times to be Hispanic, or Latina, or Chicano, or Nuyorican. These times are fraught with possibility—for the educated. Only for the educated.

And so it is with pride and pleasure that we salute all who work toward this goal of education—the students who persist to graduation, those who teach, counsel, motivate, and inspire them—and the millions more whose advocacy and whose charitable gifts and tax dollars enable tens of thousands of Hispanic youths to share in the Hispanic American dream.

Bravo.

Jose Lopez-De La

José López-De La
BACHELOR’S DEGREES awarded to Hispanics

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For '96-'97 annual undergraduate charges for tuition, room, and board were an estimated $6,534 at public and $18,071 at private colleges.

Data from the U.S. Department of Education National Center for Educational Statistics

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Adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.
# Doctoral Degrees Awarded to Hispanics

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Students at University of California, Los Angeles
# Bachelor's Degrees Awarded to Hispanics by Academic Program

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### Additional Institutions

- Florida International University
- California State University-Los Angeles
- Nova Southeastern University
- CUNY City College
- Northern Arizona University
- University of New Mexico-Main Campus
- California State University-Fullerton
- University of South Florida
- New Mexico Highlands University
- BORICUA COLLEGE
- Arizona State University-Main Campus
- New Mexico State University-Main Campus
- Northeastern Illinois University
- Texas A & M International University
- Kean University
- Florida Atlantic University-Boca Raton
- Barry University
- Wayland Baptist University
- California State University-Northridge
- University of Central Florida
- Southern Illinois University-Carbondale
- Eastern New Mexico University-Main Campus
- Western New Mexico University
- CUNY Lehman College
- Florida State University
- Angelo State University
- University of the Incarnate Word
- CUNY Brooklyn College
- Sam Houston State University
- California State University-Sacramento
- Saint John's University New York
- California State University-Long Beach
# Bachelor's Degrees Awarded to Hispanics by Academic Program

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**English/Literature**

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BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

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(continued)

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14 UNIVERSITY OF CALIFORNIA-SANTA CRUZ 27
15 CALIFORNIA STATE UNIVERSITY-LOS ANGELES 24
16 CALIFORNIA STATE UNIVERSITY-NORTHRIDGE 23
17 RUTGERS UNIVERSITY-NEW BRUNSWICK 23
18 TEXAS A&M UNIVERSITY 23
19 UNIVERSITY OF MIAMI 22
20 CALIFORNIA STATE UNIVERSITY-FULLERTON 21
21 UNIVERSITY OF CALIFORNIA-IRVINE 21
22 UNIVERSITY OF ILLINOIS AT CHICAGO 21
23 SUNY AT ALBANY 21
24 TEXAS A&M INTERNATIONAL UNIVERSITY 21

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2 THE UNIVERSITY OF TEXAS AT AUSTIN 49
3 UNIVERSITY OF CALIFORNIA-IRVINE 44
4 UNIVERSITY OF CALIFORNIA-SANTA BARBARA 41
5 UNIVERSITY OF CALIFORNIA-LOS ANGELES 37
6 THE UNIVERSITY OF TEXAS-PAN AMERICAN 33
7 THE UNIVERSITY OF TEXAS AT SAN ANTONIO 33
8 SAN DIEGO STATE UNIVERSITY 32
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13 CUNY QUEENS COLLEGE 25
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16 CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS 22
17 CALIFORNIA STATE UNIVERSITY-FRESNO 22
18 THE UNIVERSITY OF TEXAS AT ARLINGTON 22
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26 SAINT JOHN'S UNIVERSITY NEW YORK 32
27 UNIVERSITY OF ILLINOIS AT CHICAGO 31
28 UNIVERSITY OF FLORIDA 29
29 CALIFORNIA STATE UNIVERSITY-LONG BEACH 28
30 TEXAS WOMAN'S UNIVERSITY 28
31 LOMA LINDA UNIVERSITY 26
32 SOUTHWEST TEXAS STATE UNIVERSITY 26
33 SAN FRANCISCO STATE UNIVERSITY 25
34 UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER 25
35 UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS 25
36 CALIFORNIA STATE UNIVERSITY-NORTHRIDGE 23
37 UNIVERSITY OF HOUSTON-UNIVERSITY PARK 23
38 CUNY HUNTER COLLEGE 20

HEALTH SCIENCES

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2 THE UNIVERSITY OF TEXAS AT EL PASO 88
3 UNIVERSITY OF NEW MEXICO-MAIN CAMPUS 84
4 THE UNIVERSITY OF TEXAS-PAN AMERICAN 82
5 UNIVERSITY OF MIAMI 65
6 THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO 62
7 THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON 59
8 CUNY LEHMAN COLLEGE 57
9 UNIVERSITY OF THE INCARNATE WORD 53
10 CALIFORNIA STATE UNIVERSITY-FRESNO 49
11 BARRY UNIVERSITY 45
12 UNIVERSITY OF CENTRAL FLORIDA 42
13 THE UNIVERSITY OF TEXAS AT AUSTIN 41
14 UNIVERSITY OF MARYLAND COLLEGE PARK 12
15 SOUTHWEST TEXAS STATE UNIVERSITY 12
16 COLORADO STATE UNIVERSITY 11
17 MONTCLAIR STATE UNIVERSITY 11
18 SAN FRANCISCO STATE UNIVERSITY 10

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3 NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS 22
4 UNIVERSITY OF NEW MEXICO-MAIN CAMPUS 19
5 CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES 17
6 FLORIDA STATE UNIVERSITY 16
7 TEXAS TECH UNIVERSITY 1
8 TEXAS A&M UNIVERSITY-KINGSVILLE 14
9 FLORIDA INTERNATIONAL UNIVERSITY 12
10 UNIVERSITY OF MARYLAND COLLEGE PARK 12
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### Bachelor’s Degrees Awarded to Hispanics by Academic Program

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<td>5</td>
<td>Florida International University</td>
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</tr>
<tr>
<td>6</td>
<td>The University of Texas at El Paso</td>
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</tbody>
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Image: Students at Texas Tech University
Bachelor's Degrees Awarded to Hispanics by Academic Program

Protective Services (continued)

7 Southwestern Texas State University 62
8 California State University-Fullerton 54
9 California State University-Sacramento 54
10 San Diego State University 46
11 California State University-Long Beach 45
12 San Jose State University 45
13 Texas A & M University-Corpus Christi 43
14 Sam Houston State University 40
15 Saint John's University-New York 39
16 University of New Mexico-Main Campus 34
17 Florida State University 31
18 University of South Florida 30
19 University of Illinois at Chicago 30
20 Arizona State University-Main Campus 29
21 Northern Arizona University 27
22 Texas A & M University-College Station 27
23 The University of Texas at Brownsville 27
24 Metropolitan State College of Denver 26

Psychology

1 Florida International University 201
2 University of California-Los Angeles 104
3 San Diego State University 94
4 CUNY Hunter College 89
5 California State University-Long Beach 74
6 CUNY Lehman College 71
7 The University of Texas at El Paso 69
8 University of Miami 67
9 The University of Texas at Austin 67
10 University of California-Irvine 64
11 University of California-Berkeley 60
12 California State University-Los Angeles 58
13 California State University-Northridge 56
14 University of California-Davis 56
15 CUNY John Jay College of Criminal Justice 55
16 The University of Texas at San Antonio 55

17 University of Houston University Park 49
18 Rutgers University-New Brunswick 48
19 California State University-Fresno 47
20 California State University-San Bernardino 44
21 University of California-San Diego 42
22 Mercy College-Main Campus 42
23 University of Illinois at Chicago 41
24 University of New Mexico-Main Campus 41
25 California State University-Fullerton 40
26 San Francisco State University 40
27 Park College 40
28 University of California-Santa Cruz 39
29 University of Central Florida 38
30 University of Florida 38
31 University of California-Riverside 36
32 Texas A & M University 36
33 California State Polytechnic University-Pomona 31
34 University of South Florida 31
35 CUNY City College 31
36 San Jose State University 30
37 Texas A & M International University 30
38 Montclair State University 29
39 Arizona State University-Main Campus 28
40 National University 28
41 Saint John's University-New York 28
42 California State University-Sacramento 27
43 SUNY at Stony Brook 27
44 Our Lady of the Lake University-San Antonio 27
45 California State University-Dominguez Hills 26
46 New York University 26
47 The University of Texas-Pan American 26
48 Florida State University 25
49 New Jersey City University 25
50 CUNY York College 25
51 Texas A & M University-Corpus Christi 25
52 CUNY Queens College 24
53 California State University-Hayward 23
### Bachelor's Degrees Awarded to Hispanics

**by Academic Program**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Students</th>
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<tr>
<td>Boston University</td>
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<tr>
<td>Texas A &amp; M University-Kingsville</td>
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<td>The University of Texas at Austin</td>
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<td>University of Illinois at Urbana</td>
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<td>Stanford University</td>
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<td>University of Washington</td>
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<td>Cluny John Jay College of Criminal Justice</td>
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<td>New York University</td>
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<td>University of Houston-University Park</td>
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<td>San Francisco State University</td>
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<td>The University of Texas at Brownsville</td>
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<td>University of Maryland-College Park</td>
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<td>Fordham University</td>
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<td>University of California-Riverside</td>
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<tr>
<td>University of Colorado At Boulder</td>
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<td>Florida State University</td>
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<td>Boston University</td>
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<td>The University of Texas at El Paso</td>
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<td>Texas A &amp; M University-Kingsville</td>
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<td>California State University-Fullerton</td>
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<td>San Jose State University</td>
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<td>University of Florida</td>
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<tr>
<td>CUNY City College</td>
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<td>University of California-Davis</td>
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<td>CUNY Queens College</td>
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<tr>
<td>Harvard University</td>
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<tr>
<td><strong>Visual and Performing Arts</strong></td>
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<tr>
<td>The University of Texas at Austin</td>
<td></td>
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<tr>
<td>New York University</td>
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<td>Florida International University</td>
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<td>University of California-Los Angeles</td>
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<td>University of North Texas</td>
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### Bachelor's Degrees Awarded to Hispanics by Academic Program

**Visual and Performing Arts (Continued)**

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<tr>
<td>11</td>
<td>School of Visual Arts</td>
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<tr>
<td>12</td>
<td>The University of Texas-Pan American</td>
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<td>13</td>
<td>University of New Mexico-Main Campus</td>
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### Puerto Rico Rankings

#### Bachelor's Degrees

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<tr>
<th>Rank</th>
<th>Institution</th>
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<tbody>
<tr>
<td>1</td>
<td>University of Puerto Rico-Piedras Campus</td>
</tr>
<tr>
<td>2</td>
<td>University of Puerto Rico-Mayaguez</td>
</tr>
<tr>
<td>3</td>
<td>Pontifical Catholic Univ of Puerto Rico-Ponce</td>
</tr>
<tr>
<td>4</td>
<td>Inter American Univ of Puerto Rico-Metro</td>
</tr>
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<td>5</td>
<td>Inter American Univ of Puerto Rico-San German</td>
</tr>
<tr>
<td>6</td>
<td>Universidad Del Turabo</td>
</tr>
<tr>
<td>7</td>
<td>University of Sacred Heart</td>
</tr>
<tr>
<td>8</td>
<td>Universidad Politecnica de Puerto Rico</td>
</tr>
<tr>
<td>9</td>
<td>Universidad de Puerto Rico-Humacao University Col</td>
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<tr>
<td>10</td>
<td>Inter American Univ of Puerto Rico-Arecibo</td>
</tr>
<tr>
<td>11</td>
<td>University of Puerto Rico-Cayey University College</td>
</tr>
<tr>
<td>12</td>
<td>University of Puerto Rico-Arecibo</td>
</tr>
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<td>Universidad Metropolitana</td>
</tr>
<tr>
<td>14</td>
<td>University of Puerto Rico-Bayamon</td>
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<td>15</td>
<td>Inter American Univ of Puerto Rico-Bayamon</td>
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<td>16</td>
<td>Inter American Univ of Puerto Rico-Ponce</td>
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<td>17</td>
<td>University of Puerto Rico-Medical Sciences</td>
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<tr>
<td>18</td>
<td>Bayamon Central University</td>
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<td>19</td>
<td>Inter American Univ of Puerto Rico-Aguadilla</td>
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#### Master's Degrees

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#### Doctoral Degrees

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<th>Rank</th>
<th>Institution</th>
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<td>University of Puerto Rico-Piedras Campus</td>
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<tr>
<td>2</td>
<td>Caribbean Center for Advanced Studies</td>
</tr>
<tr>
<td>3</td>
<td>Inter American Univ of Puerto Rico-Metro</td>
</tr>
<tr>
<td>4</td>
<td>University of Puerto Rico-Mayaguez</td>
</tr>
<tr>
<td>5</td>
<td>University of Puerto Rico-Medical Sciences</td>
</tr>
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**Note:** The document appears to be a list of rankings and institutions, with specific focus on degrees awarded to Hispanics in the United States, particularly in Puerto Rico.
Latinos in Education: Where Do We Go from Here?

Clifford Adelman on Statistics and Action Awards

By Michelle Adam

A report to the president of the United States, Our Nation on the Fault Line, called on this country to resolve the educational gap between Hispanics and non-Hispanics. "The education of Hispanic Americans is characterized by a history of neglect, oppression, and periods of wanton denial of opportunity," it reads. "The successful resolution of what has become nothing less than a crisis is embedded in the collective and collaborative response of the nation."

In The Condition of Education 1998, another report released by the U.S. Department of Education (DOE), the word "crisis" is used to describe the educational status of Hispanics: "Hispanic Americans are making progress at alarmingly low rates—from preschool through grade school, from junior high through high school, and on into higher education."

Although the Department of Education agrees that some measure of educational attainment is narrowing, it describes the achievement of Hispanic Americans in comparison to other Americans as intolerable. Fewer than 15 percent of all Hispanic Americans participate in preschool programs, according to DOE, and Hispanic students drop out earlier at unacceptable rates. Also, the total proportion of bachelor's degrees for Hispanic Americans has risen only slightly (from 5.5 percent in 1985 to 4.9 percent in 1993) since the 1980s, even though Hispanic student enrollment has modestly increased (from 5.5 percent in 1985 to 8.3 percent in 1993).

But sit back and talk to Clifford Adelman, senior research analyst for the DOE, and you might hear a different story. This man—described by co-workers as frenetic and outrageous—works nearly 10 hours a day to get a different kind of word out.

"Latinos are the only ethnic group to increase bachelor degree completion rates between 1972-82 period and the '82-'92 period," he said. And while he agrees that there are areas of concern in education for Latinos at other equally represent groups, he also believes that alarming reports, effective in whipping up the troops, are not effective in producing results and getting to the truth. "I have a political butt that says 'No more bull,'" he said. "Think a lot of the tensions encountered in higher education are the result of the lies we are told."

Since joining the DOE during the inception in 1979—first as a policy fellow and later as a senior analyst—he has worked on more than 50 publications and multiple studies. He was responsible for

<table>
<thead>
<tr>
<th>Table 1 - Percentage distribution of 1988 eighth graders according to postsecondary enrollment status in 1994, by Hispanic generational status</th>
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</thead>
<tbody>
<tr>
<td>No postsecondary education</td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>Total</td>
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<td>First-generation</td>
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<tr>
<td>U.S.-born</td>
</tr>
<tr>
<td>Second-generation</td>
</tr>
<tr>
<td>Third-generation or more</td>
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</tbody>
</table>

researching information for The Nation at Risk national report in 1983, followed up by a higher education report, Involvement in Learning, in 1984. His name has appeared in opinion editorials and articles from the New York Times and Los Angeles Times to The Chronicle in Higher Education. His study, Women at 30 Something: Paradoxes of Attainment, which focused on unequal treatment of women in the workforce despite their successes in education, became the occasion for a CNN and 20/20 television piece in 1991. This was later included as part of his 1991 book, The Lessons of a Generation.

Adelman most recently published an article, “The Rest of the River,” criticizing William G. Bowen and Derek Bok’s book, The Shape of the River: Long-Term Consequences of Considering Race in College Admissions, for neglecting the vast majority of minority students who do not attend elite schools. He also spoke on a panel about the paths of Latino students at the One Third of a Nation Conference in 1997.

As an analyst, Adelman has focused a lot of his attention on Latinos and their progress through higher education. Why? “You’ve got a group that is growing in numbers, that is well established, and coming to terms with a new status,” he said. “It’s a very interesting group.” But Adelman admits that his interest in Latinos is part of his overall concern for issues of equity in education, no matter who the individuals. “In higher education, we have to respect where they are coming from and help them along the best we can so the bottom line of equitable results is better than it is now,” he said.

While statistics clearly show discouraging numbers of Hispanics engaged in higher education, in Table 2, following the progress of students from the high school classes of 1972 and 1982 until they were 30 years old show that Hispanics were the only group to increase the proportion of bachelor’s or higher education degrees among those who attended four-year institutions. “There is still a big gap [minority vs. White degree attainment],” he admitted; “but Latinos are the only group closing the gap.”

Those responsible for closing the gap among Latinos are the women, noted Adelman. “We all know girls are smarter than boys, and more focused on valuing education,” he said. As we might also know, the community colleges are still a dominant institution for Latinos, who use two-year schools as doorways to four-year education. “I describe it as a Latino institution,” said Adelman, who said it’s sometimes hard for Latinos to transfer effectively to four-year colleges in some states.

Latinos have also significantly increased their enrollment in post-secondary advanced mathematics courses (from 10 percent in 1982/1983 and statistics for the high school class of 1972 to 30 percent and 21 percent respectively in the 1992 class). “It’s about time we stop telling horror stories that throw people into despair,” said Adelman.

As a meticulous statistician, Adelman also described how figures for Latino high school dropout rates are often misleading. Latinos ranked the highest among White and Black populations, with a high school dropout rate of 29.4 percent among 11- to 24-year-olds in 1996, according to the Digest of Education Statistics. However, said Adelman, this figure [29.4 percent] includes students.

| Table 2: Access, participation, and completion in postsecondary education for the high school class of 1972 as of 1984 and for the high school class of 1982 as of 1993 |
|---------------------------------|----------------|----------------|----------------|----------------|
| Percentage with a bachelor’s degree or higher degree among those who attended a 4-year institution and completed more than 10 credits. | Total | White | Black | Hispanic |
| 1972 | 66% | 68% | 49% | 44% |
| 1982 | 65% | 68% | 42% | 49% |
| % Change | -1 | 0 | -7 | +5 |

| Table 3: Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: April 1960 to October 1996 |
|---------------------------------|----------------|----------------|----------------|----------------|
| Year | All races | White non-Hispanic | Black non-Hispanic | Hispanic origin |
| 1960 | 27.2 | 3 | 4 | 5 |
| 1967 | 17.0 | 15.4 | 3 | 20.6 |
| 1970 | 17.0 | 15.4 | 3 | 20.6 |
| 1974 | 14.3 | 11.4 | 3 | 12.9 |
| 1975 | 13.9 | 11.4 | 3 | 12.9 |
| 1976 | 14.1 | 12.0 | 3 | 13.8 |
| 1977 | 14.1 | 12.0 | 3 | 13.8 |
| 1978 | 14.2 | 12.1 | 3 | 13.8 |
| 1979 | 14.6 | 12.1 | 3 | 13.8 |
| 1980 | 14.1 | 11.1 | 3 | 13.8 |
| 1981 | 13.9 | 11.1 | 3 | 13.8 |
| 1982 | 13.9 | 11.1 | 3 | 13.8 |
| 1983 | 13.7 | 11.0 | 3 | 13.8 |
| 1984 | 13.7 | 11.0 | 3 | 13.8 |
| 1985 | 12.6 | 10.4 | 3 | 13.8 |
| 1986 | 12.2 | 9.7 | 3 | 13.8 |
| 1987 | 12.1 | 10.4 | 3 | 13.8 |
| 1988 | 12.1 | 9.6 | 3 | 13.8 |
| 1989 | 12.6 | 9.4 | 3 | 13.8 |
| 1990 | 12.1 | 9.0 | 3 | 13.8 |
| 1991 | 12.5 | 8.9 | 3 | 13.8 |
| 1992 | 11.0 | 7.7 | 3 | 13.8 |
| 1993 | 11.0 | 7.7 | 3 | 13.8 |
| 1994 | 11.5 | 7.7 | 3 | 13.8 |
| 1995 | 12.0 | 8.6 | 3 | 13.8 |
| 1996 | 11.1 | 7.3 | 3 | 13.8 |
who were not born in the United States and, more importantly, did not attend school in the U.S. as children. "We can't take our tool box to Guatemala and Peru," he said. "We can only work on what happens in our borders."

Adelman, however, that the 18 percent dropout rate that remains for Latinos raised within our borders is still high—but not hopeless. Equalization of educational access, as he sees it, needs to be administered at the high school level. African Americans who drop out of high school are more likely than are Latinos to return to school and earn a GED. Among Latinos, the same needs to happen—to keep possible dropouts from becoming actual dropouts.

Although Adelman challenges negative and misleading statistics on Latinos, he recognizes that Latinos and minority students loom large in remedial courses and lag in degree completion in higher education. The one thing we know about four-year colleges is that somebody wants a degree at the end of the line," he said.

My question using all this data is—what does it take to get there, and what does this imply that we have to do in order to have a better outcome for minority students? Let's find out what really makes a difference, not just for getting there, but for finishing. Then we know where to take out the tool box and what tools to take when we go.

The main ingredients, said Adelman, start in secondary schools. "It has to do with providing an opportunity to learn, which isn’t there for lots of school districts." He listed several examples: high schools that don’t offer mathematics beyond algebra II or that fail to have laboratories for science.

"Minority students, particularly from poor districts, do not have the opportunity to learn this stuff. If they don’t have the opportunity to learn, we have to make sure it gets there," he said. Recent statistics give credence to his words: among 1988 Hispanic eighth graders, 24.6 percent rated below proficiency in math, 19.1 percent in reading, and 41.3 percent in science, according to 1988 figures from the National Center for Education Statistics.

"If the schools aren’t doing it, students could take remedial classes at a local college to make up for a limited high school curriculum."

A second area of concern for Adelman is the lack of advisory services for poorer students. "Students and their families need a lot more information... A lot of people have misconceptions about precisely what higher education is like. When we try to recruit minorities, we need to help them make better decisions."

Part of this process of informing minority students also involves letting them know about today’s alternative approaches to education. "We should not prepare the minority students for a world that has passed, while the world is changing," said Adelman. "There is a whole new world of providers and certifications that is emerging. If you say to minority students that the only thing that matters is this very traditional model of higher education, then..."

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**Table 4:** More Instructive ways of looking at the Latino Status Dropout Problem

<table>
<thead>
<tr>
<th>By place of birth and attendance in U.S. schools</th>
<th>Latino Number</th>
<th>Latino Dropout Rate</th>
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<tbody>
<tr>
<td>Born outside U.S., Never attended U.S. schools</td>
<td>626,000</td>
<td>76.5%</td>
</tr>
<tr>
<td>Born outside U.S., attended U.S. schools</td>
<td>261,000</td>
<td>23.7%</td>
</tr>
<tr>
<td>Born in U.S., attended U.S. schools</td>
<td>458,000</td>
<td>17.9%</td>
</tr>
<tr>
<td>All</td>
<td>1,345,000</td>
<td>30.1%</td>
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**Table 5:** Percentage of 1988 eighth graders below proficiency in mathematics, reading, and science according to subject, by Hispanic generational status: 1988

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<th></th>
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<th>Reading</th>
<th>Science</th>
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<td>Total</td>
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<td>First-generation</td>
<td>20.1</td>
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<td>24.7</td>
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<td>37.7</td>
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<tr>
<td>Second-generation</td>
<td>23.1</td>
<td>15.6</td>
<td>40.4</td>
</tr>
<tr>
<td>Third-generation or more</td>
<td>26.3</td>
<td>17.6</td>
<td>35.0</td>
</tr>
</tbody>
</table>

we are not doing minorities students any favors.

At California State University at Monterey Bay—where a majority of students are Latino and where degrees are given based on competence rather than credits—Latinos are doing well. Other students are benefiting from alternative degrees and certifications through distance learning and corporate learning centers.

Adelman and his colleagues hope their hard work will be followed up by reasonable educational policies and programs. Every year, he travels to a dozen college and university conferences, as well as workshops, advocating more effective methods aimed at the equalization of educational access and attainment.

Although the Clinton Administration has placed high priority on educational issues all along, it only recently seems that the results of extensive studies might be paying off. "A lot of us have been pounding the table. They are finally listening to us," said Adelman. A recently approved program, Gear Up (for information contact 1-800-USA-LEARN), will offer financial support to districts in need of course improvement, starting in middle schools.

While the need to better prepare underprivileged students for college has inspired a growth in school-college partnerships, not all of these programs are focusing well enough on academics. According to a Department of Education survey of the effectiveness of outreach programs, a majority of partnerships were concentrating on developing students' social skills rather than on improving course work. "It sure won't help them finish college," said Adelman.

One program that he is impressed with is Equity 2000, established eight years ago by the College Board, which created the SAs and PSAs. The College Board recognizes poor high school math and science curricula as key contributors to students' failures in higher education and has formed partnerships with districts to improve these areas.

The program coaches districts on curriculum standards necessary for improving student performance, and involves parents and local colleges in the mentoring and motivation of students. For the first five years, the program worked with six districts nationwide. After much success, it will expand annually into a dozen more districts.

Larry Dolan, coordinator of technical services for Equity 2000, believes it's a good time to expand programs like his. "We are seeing a lot of options in funding," he said.

While building effective programs for the betterment of education for all is a difficult task, there's no better time to begin. Schools and programs such as The College Board's have an opportunity to move beyond their role as gatekeepers and to provide the support and curriculum necessary to better develop student talent. And according to Dolan, the federal government is finally making funds available to support what he calls professional development—the building of staff and curriculum so all students can be best prepared for the educational opportunities ahead.

Hopefully, with the right information and support network, Latino students can continue to narrow the gap in educational inequalities, and years of collectine and analyzing data will pay off.

Source:
1991 Data: Pelavin Summative Rpt. 1247

1990-1991
1996-1997
How THREE Top Colleges Appeal to Hispanics

BY GARY STERN

Special Efforts at Florida International University,
University of Texas, El Paso, and University of New Mexico Research Council

Of the top 100 colleges awarding undergraduate degrees to Hispanics, Florida International University (FIU) prevailed again as the No. 1 college, awarding 1,973, according to the latest Department of Education 1996-97 statistics. Had the University of Texas’ four campuses at El Paso, Pan American, Austin, and San Antonio been treated as one entity, then UT would have been ranked first, not second through fifth, awarding degrees to 4,049 Hispanics.

Rounding out the top 10 were four colleges in California—the University of California at Los Angeles, California State University, San Diego State University, and California State University at Fullerton—and the University of New Mexico in Albuquerque.

Hispanic Outlook in Higher Education examined special programs at three of the top 10 colleges, Florida International University (FIU), University of Texas (UT), and University of New Mexico (UNM), that attract and retain Hispanics: an Honors program at FIU that recruits academically gifted students, an ethnic center offering support services at UT, and a USM program aimed at increasing minorities in science, math, and engineering.

Attracting Top Students to FIU

Launched 10 years ago, FIU’s Honors College enables it to attract some of the best and brightest students from Miami and internationally. Reflecting FIU’s population, 54 percent of its Honors College students are Hispanic, 8 percent African American, 18 percent White, 4 percent Asian, and 16 percent international—from the Caribbean and elsewhere.

“We wanted to offer student two related experiences: the opportunity to be in close contact with some of the university’s best faculty and the experience of being a part of a small college with all the advantages of a large public university,” said Professor Fernando González-Reigosa, dean of the Honors College.

FIU’s enrollment of 30,583 students—51 percent Hispanic—qualifies it as a large urban university.

To gain acceptance into the program, students must possess minimum 3.5 GP and 1250-1300 SAT scores. One in the program students can major in English business administra-

istation, hospitality management or any other discipline. But the program emphasizes smaller classes: averaging one faculty member to eight to 18 students, whereas FIU first-year students might be in a lecture class with 200 students.

The Honors College specializes in interdisciplinary teaching, said González-Reigosa, in which three or four professors co-teach classes th-
combine several disciplines. A class on “Origin of Ideas and Ideas of Origin” focuses on how knowledge is created, transmitted, and dispersed, and includes reading books, visiting museums, seeing related films. “Insight Into the Future” concentrates on the technology explosion, ecological damage, and political viability of the Third World. Students in their senior year can choose “The Everglades: From Beginning to End,” in which they travel to the Everglades and read about its history and endangered status, or opt for architect Jamie Canaves’ class “Miami: an interdisciplinary study of the city’s neighborhoods, planning, architecture, and service course; serving an internship for example, at Food Runners, which distributes food, goods, and services to the homeless. “A full citizen does not serve himself but recognizes the importance of being useful to the community,” said the dean.

Though Ivy League and top schools compete for the brightest Hispanic students, the Honors College enables FIU to recruit top Latinos who might otherwise have attended another school. The Honors College, said its dean, “creates a nucleus of top students, but these students are not isolated and are in contact with the rest of the university.”

Last year, El Centro assisted close to 3,000 students of the 24,000 undergraduates who attend UNM. El Centro helps students in six major ways: two mentoring programs, a cultural program, and academic, financial, and career advising. Funded in part by New Mexico’s state legislature, El Centro has a $250,000 budget, supporting four full-time staffers and 24 part-time students.

Many Hispanic students at UNM are of Mexican American heritage, are graduates of small rural high schools, and face adjustment problems acclimating to a large public university. Most are commuter students.

Acclimating the Hispanic student to college life is one of the key goals of its mentoring program, which begins in a student’s first semester. Upper-division students are trained as mentors to answer incoming students’ questions. Many Hispanic students, noted Mendez-Cruz, enter college with a stereotype that “college is meant for the student who wears penny-loafers and pink cardigan sweaters, and they don’t realize how the university benefits from diversity.” She describes mentoring’s major benefit as encouraging first-year students to “become comfortable with the university setting.”

Another student-initiated mentoring program involves eight UNM upper-division students tutoring 20 Hispanic high school students each in four high schools. “We’re not doing enough to help our fellow Latino students get through the high school system was the sentiment that led to the formation of this program.

To fit into a mainstream college, many Hispanics think that they have to relinquish their cultural identity. “I’ve got to give up eating burritos, learn to eat sandwiches, and give up my way of dressing,” believe many students, noted Mendez-Cruz. Cultural programs sponsored by El Centro show them that they “do not have to lose sight of their cultural background.” El Centro sponsors a Cinco de Mayo festival, a speaker series during Hispanic Cultural Month, and even mariachi workshops.

El Centro offers tutoring in science, languages, and math to supplement UNM’s tutoring services.
and offers special financial aid,
augmenting LXM's often
swamped Financial Aid office.
Short-term counseling addresses
a broad range of factors affecting
Hispanic students: handling family
issues, dealing with faculty who are
not always sensitive to the needs of
a minority students, juggling part-
time work and scholastic responsibili-
ties, and coping with stress.

Creating an environment that
feels like home is another goal. In a
break room, students can find a
refrigerator, TV, and microwave, and
can obtain free cups of coffee—just
like at home. Instead of maintaining
a 9 a.m.-to-5 p.m. schedule, El
Centro opens at 7:30 a.m. and will
stay open until 12 p.m. if students
want to continue working on its 10
computers and five printers.

Some LXM professors have criti-
cized El Centro for being "exclusionary." Méndez-Cruz comments
that El Centro and other ethnic pro-
grams "are trying to support stu-
dents and welcome them," noting
that "ethnic programs play a criti-
cal role in the success of students
attending universities."

**Attracting and Retaining Math,
Science, and Engineering
Students at UTEP**

Increasing the number of
Hispanics in the sciences is imper-
native if the country wants to pro-
duce enough scientists and engi-
ners in the coming years, said the
Hudson Institute's acclaimed
"Workforce 2000" study. The
Alliance for Minority Participation
(AMP) attracts first-year students
who are interested in pursuing
math, science, engineering, or tech-
nology and then provides a variety
of programs to retain them,
explained Dr. Pablo Arenaz, pro-
gram director of the Louis Stokes
Alliance for Minority Participation
at the University of Texas at El Paso.
AMP strives to create a "sense of
community for minority students," 
emphasized Arenaz. "If students
can develop a sense of community
and connection to the institution
early on, you will keep them," he
said. A grant from the National
Science Foundation helped to
establish the Model Institution of
Excellence (MIE) program, which
aims to retain students through an
intensive first-year student orienta-
tion program, clustering students
and training teachers.

Entering the sophomore year
for AMP students is often the criti-
cal juncture in determining
whether they stay in school or drop
out. Why is the second year so criti-
cal? "In their first year, students are
busy meeting math, English, and
history requirements and don’t take
courses in their major until their
sophomore year," said Arenaz.
Students who succeed in biology
might face more difficulties studying
microbiology, he said.

Student development specialists
at UTEP counsel students on their
career, study habits, and what it
takes to pass more intensive
science courses. Interest inventories
are conducted to ascertain specific
career goals. If students need aca-
demic assistance, they are referred
to UTEP's tutoring center. If stu-
dents can gain confidence and pass
their major courses in their sopho-
more year, those successes build
momentum that often enables them
to continue until graduation.

AMP also has introduced a
"new teaching paradigm" or a gate-
way course, noted Arenaz, that
stresses building blocks of learning
and more sequential courses. If a
student can master calculus, for
example, it builds a strong founda-
tion to advance to more technical
math courses. "If you can’t get
through chemistry, it’s hard to
become a physicist," the director of
AMP noted.

In their junior and senior year,
five research stipends are awarded,
and students have an opportunity
to conduct independent studies in a
research lab.

The Model Institution of
Excellence (MIE) is helping to
"redefine the college experience,
said AMP’s director. Rather than
students passively learning the sci-
ences in anonymous halls of 20
students, science students are clus-
tered in smaller classes of 35 to 40
students and take three classes
together and are encouraged to
become active participants in the
learning. These cluster classes
"both in socialization and academ-
ic activities, help them feel more a part of the college. It also introduces them
to faculty in their disciplines early.
They develop a sense of communi-
ties among themseves so that student become responsible for their ow
learning," said Arenaz.

More than 1,000 undergradu-
ates at nine campuses at the
University of Texas and at bridge
programs at 10 Texas commun
colleges have taken math, engineer-
ing, science, and technology cour-
es. "On a systematic level, we’ve
been able to look at a common
problem: retention. As a result of
this program, we’ve been able to
promote a change of attitude
among faculty, able to make them
more aware of retention issues an
the unique needs of minority indi
viduals," said Arenaz. Indeed, th
program has affected the ver
teaching of a science course. "Do
you deliver a course and how do
you approach teaching" can go a
lot further in determining whether
the class meets the needs of a student
said Arenaz.

1077
The Promising Practices of Arturo Pacheco

UTEP Dean Improves Teacher Education

First-year teachers walk into a classroom with lots of textbook theory to prepare them for the coming school year. But, as for many of their colleagues, those first few years are a shock. Thirty to fifty percent of new teachers leave the teaching profession within five years.

Critics say what is taught in many teacher education programs is not enough to prepare these idealistic young people for the rigors of teaching.

Arturo Pacheco, dean of the College of Education at the University of Texas El Paso, was concerned about the attrition rate. About six years ago, he started reaching out to local public schools for help on how to better prepare his graduates for teaching jobs. This task was vital as UTEP provides about 70 percent of the teachers for public schools in West Texas and southern New Mexico.

Public school leaders said the students in the teacher education program needed more field experience and they needed a better understanding of the dynamics of the majority Latino population in El Paso. He heard their message and made a number of changes, among them requiring students to undergo one year of field experience rather than the typical one semester and requiring them to take classes on multiculturalism and working with parents at the schools.

Pacheco’s efforts have not gone unnoticed. The U.S. Department of Education recently called the teacher education program at UTEP a “Promising Practice” in its report on teacher education. The department commented the university for requiring that student teachers spend “50 hours in public school classrooms their last year of study; and for encouraging adoption of newer teaching methods, such as launching group discussions in the classrooms and urging students to ask questions so they might draw their own conclusions, rather than the traditional ‘chalk and talk’ lecture format.”

“Don’t be a sage on the stage, be a guide on the side,” said student teacher Stephanie Hadley, summing up the new method of teaching that discourages teachers from merely standing in front of the classroom to lecture.

The college is continually fine-tuning its approaches to better prepare its graduates, part of an ongoing trend among teacher education programs nationwide to find ways to improve. Jorge Descamps, professor of education at UTEP said the program is not necessarily revolutionary or unique but that officials are impressed that such a strong teacher education program, with many links to the local schools, has developed in a city along the U.S.-Mexico border and with a large Latino population.

“They’re saying, it’s not only a nice program but it’s in a place where they usually don’t do things that well,” said Descamps.

Pacheco said that the key to the success of the program is the development of those strong ties between the university and the local public schools. Some 30 public schools get 10 to 15 student interns each semester, and they pair those student interns with classroom teachers for a year of intensive field training. The interns spend two days each week at the university taking classes and discussing critical issues that arise in their public school classrooms; the other three days of the work week.

University officials meet at least five times every semester with all participants, the public school officials, and student teachers to discuss progress and needed changes. Everyone plays an important role in making decisions that are best for the program, said Pacheco.

Dolores De Avila, principal of Ysleta Elementary School, which has 620 students, 98 percent of them Latino, has been an active participant in the UTEP teacher education program from the start. Her school has taken 10 to 15 interns per semester for several years. She prides the program and the student teachers who participate.

“This is such a wonderful opportunity for students to be given the support they need to be successful teachers,” said De Avila.

De Avila said that by making the students spend a year in the field, they have more time to reflect on the practice of teaching and it gives them more of an opportunity to interact with the teachers in the public school classrooms and participate in the teacher training that the public schools offer. Descamps said the students must maintain daily logs of their work and the challenges that arise. The year of field work gives them the opportunity to reflect more on the events occurring on a daily basis and how they can continually improve, he said.

“We’re trying to prepare professionals who are proactive in trying to figure out why a certain kid is not responding to them,” said Descamps. One of the challenges...
teachers face is having a difficult relationship with certain students. The natural tendency is to always blame the student, he said. "We are teaching them to ask themselves. What can I do [to improve this situation]?

Pacheco likens the internship to medical school training in which student teachers spend their first three years learning the basics and then are sent to hospitals or, in this case, public elementary, middle, and secondary schools for the real-life application of what they learned in the classroom.

Vital components of the program include the following:

- A community component requires students to participate in activities such as PTA meetings and, in some cases, to visit families at their homes.
- The program sends 10 to 15 interns to each school rather than the one or two sent previously. Pacheco said that under the prior method, "they were often lost in the woodwork. Now they have an impact on the school. They bring fresh ideas and fresh vitality to the schools."
- Students are required to take certain courses, such as "Critical Pedagogy," in which they learn how to work with parents and cover critical issues such as gender diversity, equality, fairness and more. "These classes create an awareness in students that parents are great partners to have, particularly as students learn to read," said De Avila. Pacheco adds that these types of courses give students a better understanding and more thorough awareness of the students they are teaching. "It's very important that a teacher understand where their students are coming from so they don't approach the students with stereotypes or ignorance," said Pacheco.
- Student teachers are required to take two years of college Spanish since nearly 80 percent of the children in the public schools are Latino, Pacheco said.
- De Avila said the student teachers are not the only ones who benefit from the experience. The schools, the youngsters, and the veteran teachers grow from the yearlong internship.
- "I tell the students that they aren't the only ones learning," said De Avila. "The [veteran] teachers learn from the students too."

But Lucy Keising, a third grade teacher at Fannin Elementary School in Northeast El Paso, who was a student intern last year, said an individual student interns success depends on the strength of the relationship with the public school teacher to whom she or he is assigned. That interaction can make for a successful year or not-so-successful year.

"It's great if you get a good teacher who lets you teach, but I didn't get to teach on my own," Keising said. She admits, though, that the experience diminished the shock of being a first-year teacher.

Pacheco said another key to the success of the program is the collaborative relationship that has developed to better prepare the teaching graduates. The university's departments have joined forces to work together to create stronger graduates, he said. In fact, faculty of the different departments join the teacher education faculty and teachers from the public schools for 10 days of annual mini-retreats to discuss issues of teacher preparation.

"We as an institution are committed to preparing teachers," said Descamps. "That is one of the aspects that makes the program so strong."

The Department of Education report said that U.S. K-12 public schools will need to hire more than two million teachers during the next decade to match the enrollment growth in elementary and secondary classrooms. It also cites a finding from the National Commission on Teaching and America's Future report, What Matters Most: Teaching for America's Future, that fewer than 25 percent of America's teachers can be considered fully qualified. That is, they have studied child development and learning and teaching methods, hold degrees in their subject areas, and have passed state licensure requirements.

We must make sure that we are meeting strong standards with th teachers and that they know how to get their students to meet the standards," said Pacheco.

Pacheco said that UTEP has been successful in getting its teaching graduates to pass the stringer certification exam required by the state of Texas. More than 95 percent of UTEPs College of Educacio graduates do so. Also, the state requires that Texas' teacher education programs break down th exam results by race and ethnic and schools must show that more than 90 percent of each minority group taking the test passed. This makes the schools more accountable to the minority groups taking the test at the College of Education.

The university also has take steps to raise standards for admis sion. As have schools across the country. To be admitted into the education program and be allowed to stay in it, students must have minimum GPA of 2.5, up from 2.2. Students also are required to take additional math and science classes.

"We're sending out a tough breed," said Pacheco. "They know what they are getting into."
It takes a modern educational philosophy to land a university on the Hispanic Outlook Top 100 list. Having a noted philosopher at the helm of the institution doesn't hurt either. Last year, as San Diego State University celebrated its 100th anniversary, it was characterized by its philosopher/President Stephen L. Weber as "a wonderfully talented, diverse, energetic learning community" and "one of the nation's great universities." He renewed his dedication, he said, "to providing educational experiences, in and out of the classroom, which will embrace and develop the abilities of all individuals."

Weber is not a dilettante in this realm, but a student (and professor) of philosophy who has applied this knowledge in a number of administrative posts in higher education.

As the president of San Diego State, he finds his educational background in philosophy plays an important role in his approach to his job. "Philosophy is not a dogmatic science, and neither is running a university," says Weber. "There is a sense of humility common to both endeavors. At the start, you don't presume to know the questions, much less the answers. There's a logical, orderly progression toward the truth. There's a lot of questioning and a lot of listening." Indeed, asked about his plans for SDSU when his appointment was first announced, in late 1995, his answer was, "The first thing I plan to do is listen."

For listening to the needs of the community of learners and for 100 years of excellence as this university celebrates the distinguished history of the institution and embarks on the next 100 years, the Hispanic Outlook honors San Diego State University.

Established in 1897 as a Normal School, San Diego State University joined the California State College system in 1960 and was accorded university status in 1971. It is now classified as a Carnegie Doctoral II institution.
Honor Roll Facts in Brief

INSTITUTION
San Diego State University

LOCATION
San Diego State University
5500 Campanile Drive
San Diego, California 92182
(619) 594-5200

ESTABLISHED
1897

ENROLLMENT
30,776

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate (in conjunction with other institutions)

ANNUAL TUITION AND FEES
$927 per semester for California residents

NUMBER OF FACULTY
906 full-time
1,027 part-time

HISPANIC ENROLLMENT
Mexican American/Chicano 15.1%
Other Hispanic 4.1%

HISPANIC GRADUATION FIGURES, 1998
Bachelor's 86% (18%)
Master's 24% (11%)
Doctorate 9% (13%)

A FEW SPECIAL DEGREE PROGRAMS
Aerospace Engineering
Finance
International Security and Conflict Resolution
Mexican American Studies
Urban Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Educational Opportunity/Ethnic Affairs
International Student Center
MEChA (Movimiento Estudiantil Chicano de Aztlán)
SOL (Sociedad Latina)

INTERNET ADDRESS
www.sdsu.edu
1,413 full-time and 241 part-time staff, 212 management, 906 full-time and 1,027 part-time faculty, 474 teaching associates, 225 graduate assistants, and 1,085 student assistants. Bachelor's degrees are granted in 14 areas, master's degrees in 55 areas, and the doctorate (in cooperation with other institutions) in 10 areas.

SDSU is a teaching university with strong research programs. Research and scholarship strengthen the instruction that students receive in the classroom and laboratory. SDSU's faculty conducts more than $65 million in funded research each year. The university notes that these projects provide unusual opportunities for students to work alongside faculty using state-of-the-art equipment and techniques. The university now offers bachelor's degrees in 74 areas, the master's in 55 areas, and doctorates in 10.

There is a great deal new and exciting to choose from at SDSU, and not all of it for philosophy majors. One exciting program is a new dual degree that emphasizes law and child welfare. The program allows students to earn a law degree and a Master of Social Work concurrently. The new program is being offered in conjunction with the California Western School of Law. Although there are a few similar programs in the nation, the dual degree offered by the two institutions is believed to be the first to focus on public child welfare, a subject of increased concern nationally.

The program is also the first MSJWJD degree to be offered by the 23-member California State University System. Dan Finnegan, graduate advisor for SDSU's School of Social Work, reports, "The program is intended for students who know they would like to work at the policy level, probably in administration or for a public interest organization, where backgrounds in both disciplines would be useful."

The school reports that the MSJWJD dual-degree program provides graduates with a major advantage in the job market because most child welfare service providers are interested in hiring those who have skills in both law and social work. Another big plus is that the program takes one year less to complete than if the two programs were pursued separately.

For those who had been thinking that they were secure in their professional endeavors yet learned that was anything but the case, SDSU's new Defense Conversion Center is retraining displaced defense professionals for new careers in emerging industries. This is a response to the decline in the defense industry, which suddenly went bust after the boom years of the 1980s.

Last October, the U.S. Department of Defense awarded 5 million to fund the retraining programs, added to the original $4 million that launched the center in 1994. The center also receives $1.2 million in state and local government matching funds. The first group of learners—nearly 50 people—have already graduated from the program. The skills the participants gain range from telecommunications to health data information management to entrepreneurial management.

Local businesses have been very supportive, rallying to help the program with technical assistance, donations of equipment, and instructors. Among the biggest supporters have been the local office of Hewlett-Packard Corp. and Science Applications International Corporation.

Career counselors are available to assist all students in the exploration of their skills, interests, and values as they choose a major and develop a career plan. A variety of computerized instruments are used in the career counseling and job search process. An extensive Career Resource Library is available to provide information about potential employers as well as current job positions for graduates. Career fairs are scheduled each semester, allowing students to meet their employers in an informal setting. The on-campus recruiting program brings prospective employers and graduating students together for career employment interviews. Students are assisted in preparing for these interviews and all other aspects of the job search through workshops and individual career counseling.

SDSU's Language Acquisition Resource Center (LARC) is "Expanding the Vocabulary" of students at the university and is on the cutting edge in developing new ways in which language is taught. It is an outstanding example of how technology can be used to advance educational objectives in the teaching of foreign languages—and another example of SDSU's leading the nation. The university is one of the first three national language resource centers funded by the U.S. Department of Education's Center for International Education to enhance language learning and teaching in the United States.

SDSU's LARC, in the College of Arts and Letters, began operation in 1990 with the funding of a $1 million grant. The grant focused on three areas: language testing, new teaching methodologies, and advanced uses of technology. One major program now in its final stages of development is the Computer Assisted Language Multimdia (CALM) software package. The user-friendly program incorporates culture as a component for activities such as the practice of language skills. It provides educators with a straightforward program for integrating their teaching materials into multimedia activities, endeavors supporting and enhancing course objectives. The LARC has hosted workshops and summer institutes for SDSU faculty and representatives from all of the UC and CSU campuses, and for educators from throughout the United States.

As for President Weber, his energy and vision appear to match that of SDSU and of the west as he moves on his new home. He concludes, "My sense is that San Diego—and the state of California—are young and vibrant places, places where new ideas and new people are welcomed. I'm sure there will be challenges, but I'm an outrageous optimist. The greater the challenge, the more I enjoy it. I'm the kind of guy who actually enjoyed his Ph.D. oral."

Enjoyed his oral? Now, that's academic philosophy.
University of Colorado-Boulder
Developing Latino Student Leadership

USHLI Program Under Way

by Adalyn Hixson and Monteith Mitchell

"The first session was an introduction to the program, what kinds of questions to ask, not to attack. I know these deans do get attacked. We want to build up relationships. We are more laid back, asking more normal questions. What do you do? How does your job work? How do you deal with all this stuff?"

HO is talking with Víctor Hernández, now in his first year at the University of Colorado at Boulder (CU), about the first stage of a new student program sponsored by the United States Hispanic Leadership Institute and hosted by the university—the Collegiate Leadership Development Program: Building the Next Generation of Latino Leaders. The six-week course aims to cultivate potential Latino leaders by encouraging greater activism on campus and in their communities.

The course is designed to create a better understanding between Latino students and university officials through constructive dialogue and interaction. The three components are administration, operations, and academics.

Araceli Rascon, a senior at USHLI, scholarship recipient believes the course will be valuable. "Last year we had seven incidents on campus...There were sit-ins. I'm OCI that some of her colleagues fe other approaches might be more beneficial. I important to have a dialogue with administrators because once we know who they are, we can be more comfortable knowing who their positions are and what role is in the university," she says.

A senior majoring in political science and sociology, she is the current chair of LMAS into Mexican American Student. "UMAS was founded at the university," she tells HO. "We're the Mexican American Students in the United States. We have about 50 members."

"As a leader of a student group I think it is important for all leaders to know who administrate are, because the policies they ma affect students' lives."

The new program was open up to all the Latino groups on ca
“Over the last two or three years, I’ve taken about 100 of our Latino students. So they obviously felt that we were committed to being part of the Institute.

“The number grows each year. The first year I took a couple, the next 10 and so on up to 50. And last year we were right up to around 50 students again.”

**Latino/a Groups on Campus**

Asked who’s participating in the new program, Trevino says, “Right now we have about 15 student leaders—mostly seniors, and a lot of them, which is good, are sophomores and freshmen. I am a senior. I’ll be leaving in April.”

HO asks Rascon if she or her group had any particular goals for the program, especially for the initial session.

“We met briefly a couple of weeks ago—our initial meeting. Our first session will focus on administrative policy. One main goal is just for us to learn to work proactively with the administration, so we can begin to have a constructive dialogue. To seek new avenues for communicating with the administrators—beginning to talk with them at different levels.”

Dale Trevino, campus coordinator of the new program, says HO this is the first joint program between the university and the U.S. Hispanic Leadership Institute. He says, because of its commitment to developing young Latino leaders.

“I’ve been participating at the conference since ‘86,” says Trevino. I was probably one of the few people—there were fewer than five—from the state of Colorado who had gone to the conference that year. And I’ve gone every year since.

“A lot of it, historically, has been student run, student generated. And these groups are really pretty solid on our campus. UMAS and MECHA have been here since the ‘60s—late ‘60s, early ’70s. They’re really our strongest groups.”

**Dale Trevino, Alumnus, Counselor, Campus Coordinator of NHLI Program**

Society for Hispanic Professional Engineers—a SHPE chapter works with our campus—part of the minority engineering program. We have some students from that. We have a student from the Multi-Ethnic Media Organization (MEMO). We have a Latino fraternity, Sigma Lambda Beta, a Latino sorority, Pi Lambda Chi—which is a pretty good thing. Another option for students. We have a Mexican American engineering and scientists organization, a Latino law students organization.

Asked to what he attributes this rather large number of Latino or as “part of Latino advocacy—basically faculty and staff that are Latino. And the university gives us a budget through them for funding whatever issues we have.”

“Always at the beginning of the year,” she says, “we hold a Chicano History Week.” She and HO agree that large numbers of Americans, including people in border states, seem unaware of Mexican American history, and fail to realize that substantial regions of the U.S. were once part of Mexico. “Even in our classes, a lot of the students don’t find out. They really believe Columbus discovered America.”

**Mentors Past and Present**

“We started attending the U.S. Hispanic Leadership Institute Conference,” says Rascon, “through Dale Trevino, and Cleo also.”

Cleo is Cleo Estrada, a senior counselor at the University, also mentioned by Dale Trevino. “Oh gosh—I have a lot of mentors,” he tells HO. “Cleo has been here since the late ’60s, early ’70s, as a former student and as a counselor. She served as my mentor when I was a student—helped me through my own identity development as a Chicano student. And so I find it a pleasure now to work under her and learn from her. To now be her colleague is a wonderful experience for me on this campus.”

The university, says Trevino, has a Cultural Unity Student Center, and Cleo Estrada works there too. But Trevino has earlier mentors.

“My parents have been working long and hard,” he tells HO. “They’re from Greeley—farmworkers. They obviously provided the foundation for myself and all my siblings to go to school and complete advanced degrees.” Those siblings include, he says, two lawyers, a Chicano studies major, a sister with a teaching certificate, and a brother who is a funeral director.

His parents, he says, “provided the foundation for us to be very successful in working in the community—giving back to the commu-
Ulta They were the typical Mexican family—neither one finished elementary school—a really strong family... família... with really strong values about education—that it was the way—that education was not our excuse to leave the community, but a way to provide for the community. This just happens to be my outlet.

"My particular piece—the leadership piece. I tied into what my parents have been saying. These young Latinos coming up need to have that as part of their vocabulary. They are going to go back and make some changes."

Araceli Rascon seems imbued with a similar sense of purpose. "I've always wanted to represent the Latino community in whatever way I can. Right now I'm looking into getting a master's in social work administration.

"I see people in circumstances where they don't always have the voice. I see my father working 12 hours a day, weighing bales all day long. My mother works for the same company, cleaning up."

Her parents, she says, want options for her and for her six siblings. Two are already teachers she says.

Victor Hernández, too, stresses parental influences. "Mom and Dad—they really have a big influence on how we grow up and identify our culture. They are the ones who made me the way I am—culturally aware."

"My dad and mom met when she was 21 and he was 26. He was still living in Mexico. He came over when he was about 28, got his green card. They moved to Greeley, Colorado. We were poor, and lived in a trailer court. Dad needed a better job so we moved to Denver, and bought our first house—that I still live in. That was a real big step for all of us. The first time we ever owned a house. I give credit to my mom and dad. They struggled. They did what they had to do.

But it was Hernández's older brother, Hugo, who introduced him to the cultural organizations such as MEChA. "He got me into all that stuff when I was in the seventh grade—introduced me to all the organizations and invited me when I was in high school. I attended Holy Family High School, a Catholic school. There was none of that there, and too bad, because there were maybe 50 students of color. I had to do it on my separate time, outside the school—maintain my heritage, my culture. Hugo Hernández, age 22, is graduating from CU-Denver in political science and plans to enter graduate school. Victor's mother is a teaching paraprofessional and getting her teaching certificate. His dad earned a certificate for auto body two years ago.

Araceli Rascon says that she and three of her siblings were able to go to college. "One of my biggest mentors was my sister, Josefa. She is the one who pushed me," Josefa is seven years older than Araceli. "We were raised in a rural town. They didn't expect her to go to college. They expected her to be a waitress or something like that."

Josefa is now a bilingual teacher at a middle school in Albuquerque.

College didn't become a reality, says Rascon, until I was a senior in high school. I was barely accepted into this program, which I think is wonderful. My school didn't have the calculus or the physics. I got accepted through the Academic Access Institute. It accepts you to the university on a probationary basis. I had to take different math courses, writing courses, in smaller classes with a slower pace. They definitely helped me integrate into the wider community on campus."

The year before last, Rascon was co-chair, with Curtis Esquivel, of the Chancellor's Committee on Diversity, an experience she describes as "really good." Sitting on committees, she says, "gives me more of an urge. I'm hoping this program is going to be wonderful."

"This is the first time we are implementing this training. Many of the students on campus couldn't even begin to give you the name of the Chancellor. Even if we don't accomplish very much, they will know who we are, and we will know who they are."

**Obstacles**

"It is a predominantly White campus," says Trevo, "and so the climate for some of these students is difficult for them to get through. When you are two or three Chicanos in a lecture hall of about 150 primarily White students and sometimes feeling like you don't have a sense of belonging—that is an obstacle. Boulder is a very predominantly White upper-class community. Many students feel like they are not welcome around here."

"The other obstacle is retention if not comfortable, they leave, so it gives the other students fewer role models. An obstacle, again, is that we don't have enough Chicano or Mexican faculty. If you are not reflected in the faculty, it is kind of hard for some to see good models up there."

The financial aid situation is always a problem here. We are a pretty expensive place for out-of-state students. In financing education there have always been obstacles, especially if it is first generation."
obstacles. "College is definitely expensive. And we hold jobs at the same time. White students can't comprehend why we have to think our parents support us in believing that we need a good education, but they can't support us economically." Asked if she recalled any of the White organizations reaching out to Latinos, she cited a group of environmentalists with issues it felt pertinent to Latinos as well.

Achievements

"Our admissions office," says Trevino, "is doing better in terms of making this a more welcoming place for all students."

"What I am really proud of here on campus is the community, the network of people of color—professionals—other staff of color. Even though it is a small network, I am proud of the fact that we really work together. It keeps us going and provides some stability for our students. For students who are coming into their own in terms of identity development, there are folks on campus—despite all the obstacles—to be here for them and to guide them throughout this whole maze."

"This coming together, this coalition-building, is working more and more," says Trevino, speaking of the student and staff connection. "We on this campus have really come together—out of necessity, yes, but are coming into a real multicultural society. We have to work with other minority groups. These students are really doing a good job in providing that."

Even the leadership program looks to a multicultural future. Plans include enhancing the program to include other groups.

Session One

The first of the six three-hour program components, which took place March 10, put the students together with Chancellor Richard Bynny, who had expressed great enthusiasm for the project.

"Leadership training, along with intellectual development, is an important element of a good education," he said. "Our campus is a dynamic place where learning happens in many different and innovative ways. This course presents an excellent opportunity for me and other administrators to work with students on developing leadership skills."

Students met, too, with Phil DeStefano, vice chancellor of academic affairs, who had said he was "looking forward to very active and interesting dialogue with these talented students," and Ron Stump, associate vice chancellor for student affairs and dean of students, who helped the opportunity to involve students not normally included in the mainstream.

"One of the results is a group of student leaders who feel better connected to the university and who are working in concert with it on behalf of student diversity. Long term, the program should enhance our student-life environment and better prepare our students to take their roles as involved citizens in society," said Stump.

Student Hernández tells HO the first session was "Really good. We enjoyed each other's presence. All of us had a connection that night, and I think we have something to carry on to the next meeting with the dean."

Coming Up

Among the campus figures slated to meet with the Latino leadership group is Carl Jardine, the university's director of housing. HO asked Jardine how he sees the administrators helping the potential Latino leaders.

"Our role as complementing the educational development experience of students, by serving as role models and mentors. Such opportunities were extended to me," he tells HO, "during my college experience. It is years later that I see the significance of such support by several university faculty and administrators—as extremely meaningful."

Asked what the college officials can provide that they themselves might have benefited from as students, Jardine says, "In the larger sense, to share life experience. On a more specific level, the opportunity to pass on information about skills and techniques. On many occasions, these are skills and techniques that you may not get within the formal classroom experience."

Knowing the ropes, says Jardine, is "critical for success. Whether it relates to academics or to your professional career."

Regarding challenges he faced or faces in his own career, Jardine, born in Panama and of African descent, says, "If your question is what did I face, I would say the absence of sufficient models that would represent my ethnicity or culture in leadership/management roles."

Asked what has changed most for minority students over the past decade, Jardine says that he believes students of color "feel a greater sense of pressure to be successful. Considering the highly politicized rhetoric regarding affirmative action in higher education, I wonder if many students of color feel an increased sense of disenfranchisement within the university community."

He sees "many similarities between today's students and those of the '60s as it relates to a sense of commitment to citizenship, activism, and civil rights issues. Along with this commitment, there is a sense of genuine pride towards one's own ethnicity and culture. I believe it is our responsibility, as university faculty and administrators, that we celebrate and encourage this personal growth in all students. After all, we are raising a small and humble role in developing our future leaders."

The program is said to stress the importance of student participation in the university structure. The goal is for students to see the opportunities they have to influence and create positive results on their campus.

Teresa Estrada, a sophomore, is looking forward to learning how to apply the principles of the program. "Our goals as student leaders are to be proactive instead of reactive, to solve problems before they arise and to take care of campus issues," Estrada says. "It's very important for members of all different Latino student groups to come together to unite for a common goal."
Latinos On and About Television
Second Report of the Tomás Rivera Institute

By Joy Hofer
The author is with the Tomás Rivera Policy Institute, Claremont, California, which last fall published Talking Back to Television. Findings from its groundbreaking survey of Hispanic viewing habits. Hispanic Outlook is pleased to present a small portion of the Institute's newly released second report on the important findings.

The richness of the Latino audience in terms of numbers and habits of watching more television than other populations make it a rich prize for programmers. The results of the Tomás Rivera Policy Institute survey of Latino portrayals on television offer a baseline for measuring how Latinos use the medium and how they feel they are portrayed by it.

Latinos are a predominantly bilingual population and are thus able to access television in both Spanish and English. At the household level, the routine use of both languages is evident. The language in which television was most often viewed often differed between parents and children. In approximately one-third of households, nativity among the adults differed, and this probably contributed to different language needs.

Latinos are a "tuned-in population." Almost all own television sets and watch regularly. Reinforcing findings of previous studies, we found that Latinos watched more television than did non-Hispanic Whites. Most also have access to Spanish-language broadcasts. This combination of individual linguistic abilities and structural resources form the foundation for the viewing patterns that we have reported.

Three-quarters of Latinos routinely watch both English and Spanish television.

Presentation of Latinos on Television
When asked to evaluate television on a scale of 0 to 100, with 100 being a very negative view and 0 being a very positive view, Latinos rated television at between 59 (Texas) and 62 (California and Florida). This generally positive view was extended to Latinos' evaluations of the portrayal of Latinos on the television news program most frequently watched and on English-language entertainment television programs in general.

Variation among the five states was slight. Latinos in Texas had the strongest positive views of the portrayal of Latinos on news programs. Slightly more than two-thirds reported that the portrayal of the Latino community was either very positive or somewhat positive. Latinos in California were the least likely to have positive views. Nevertheless, six in 10 reported that news programs presented Latinos in a very positive or somewhat positive light.

Overall, Latinos reported that Spanish-language television portrayed Latinos positively. This attitude was held by most Florida respondents and near majorities in Illinois, New York, and Texas. Only in California did the perception that Spanish-language television presented Latinos positively drop below 40 percent. Few Latinos reported that Spanish-language television presented Latinos negatively (between 12 and 19 percent), with no significant variation among states.

Concerns Raised about TV Programs
Despite these generally positive evaluations, Latinos raised a series of concerns about television programs. These concerns related to news programs, entertainment programs, commercials, children's programs, sex and violence on television, the role of English-language television in facilitating social harmony, and the presence of negative stereotypes on television.

While these concerns were remarkably consistent in all five states, several variations are worth noting. Latinos in New York State were much less likely to have access to Latino news anchors and newscasters. Only 21 percent reported that the news show they watched most frequently had a Latino newscaster or anchor. Only in Texas did most respondents report that the news show they watched most frequently had a Latino in these roles.

In all five states, Latinos said that...
having Latinos on the news show staff improved the quality of the coverage of the Latino community.

The absence of Latinos on the news is part of a more general concern that Latinos are absent from television programs in general. Survey respondents also reported that Latino characters “never” or only “sometimes” appeared on English-language entertainment programs. This perception of absence was held at roughly uniform levels across the five states. Survey respondents also noted the absence of Latinos in commercials. Again, there was little variation among the states, with a slight exception in Texas.

Children’s Television

Latinos also raised two concerns about children’s television. Most respondents strongly agreed with the statement that there were not enough children’s educational programs on Spanish-language television.

English-language television also was a target of criticism. Latinos were divided on whether English-language television provides positive role models for Latino children. In most states, roughly equal numbers of respondents said that English-language television does and does not. The one exception to this pattern was New York Latinos, who were twice as likely to believe that there were positive role models for Latino children on English-language television.

Sex and Violence

Latinos, like the population as a whole, believed there was too much sex and violence on television. Majorities or near majorities in all five states said that there was too much sex and violence on both Spanish- and English-language television. Held media in both languages equally responsible. However, between three and four times as many respondents across the states reported that there was more sex and more violence on English-language TV than on Spanish-language TV.

The content of this violence was also a subject of concern. Approximately six in 10 respondents reported that they agreed with the statement that English-language television was more likely to present Latinos as violent than was Spanish-language television. California Latinos were most likely to agree with this statement, and Florida Latinos were least likely. Latinos were divided over the role played by English-language television in building bridges U.S. society. Slightly more than a quarter believed that English-language television built bridges; another quarter believed that it perpetuated negative stereotypes.

Florida Latinos were most likely believe that it built bridges California, New York, and Texas. Latinos were virtually evenly divided on this question. Illinois respondents were slightly more likely believe that television perpetuated negative stereotypes.

Pluralities of Latinos reported that they had not seen negative stereotypes of Latinos on television. In no state did the number of respondents who reported seeing a negative stereotype approach the number reported that they had not.

California and New York Latinos were the most likely to stop watching the show when they saw a stereotype. Nearly six in 10 viewers turned off the show.

Roles Played by Latinos on TV

The final set of concerns raised by Latinos about television had to do with roles played by Latino characters and subjects of stories on news programs that feature Latinos and the Latino community.

It is important to remember when thinking about these concerns that Latinos noted a general absence of Latino characters stories about the Latino community on television.

In stories on Hispanic me the news programs that respondents watched most frequently crime and immigration/ill immigration were by far the common topics. In four out of five states, crime was more frequently subject than immigration/ill immigration. In Illinois, on the other hand, respondents reported that the two topics were covered about equally. Topics that portray Latinos positively and the diversity of the L:
experience in the United States—such as education, politics and elections, or sports—were rare in any of the five states.

News programs about Latino women followed the same pattern. Crime and immigration/illegal immigration and women as victims of crime topped the list of story subjects. Victims of crime topped the list in Florida and New York. Crime was the most frequent subject in stories about Hispanic women in California and Illinois. And, immigration/illegal immigration topped the list in Texas. A few Latinos reported that television news did not cover Latino women at all. However, more reported that they did not know of subjects of stories on Latino women than did those who reported that they did not know the subject of stories about Hispanic men. Survey respondents also indicated that entertainment programs presented Latinos negatively, though perhaps not as negatively as news programs.

Programs with Hispanic male characters most frequently presented them as police and criminals. Programs with Latino women characters often cast them as maids, prostitutes, housewives, and victims.

In Florida, one in four respondents reported that Latinos in entertainment programs were presented positively. This far exceeded rates in other states. Just one in 16 California respondents, for example, offered the same evaluation about Hispanic men in entertainment programs.

APPENDIX ONE

The Survey

The survey consisted of 1,013 Latino adults in the five states with the largest Latino populations (California, Florida, Illinois, New York, and Texas) and was conducted over an 11-day period in August 1998. We selected telephone numbers randomly from a list of households with Spanish-surnamed members and listed telephone numbers. In each case, we verified that the respondent was Latino, a regular member of the household, and over 18 years of age. Our initial sampling goal was 200 respondents from each state. Since multiple surveys were conducted at the same time, we slightly exceeded this goal in several states.

All respondents had the option of conducting the survey in Spanish or English, and all survey staff were bilingual. Natives from several Latin American nations translated the survey from English to Spanish to ensure that the Spanish was appropriate for a respondent pool from all parts of Latin America and the Caribbean. Nearly 85 percent of respondents completed the survey in Spanish. The average survey took about 15 minutes to complete.

In order to be able to offer context and comparison for the survey of Latino television behaviors and perceptions of Latino portrayals on television, we also conducted a survey of non-Hispanic Whites in the same states. This survey included fewer respondents (60+) and a shortened questionnaire that focused on their perceptions of the portrayal of Latinos on television that took approximately nine minutes to complete. Our sampling goal for the survey of non-Hispanic Whites was 80 respondents in each state, which we again exceeded slightly in several states.

Among the subgroups that we analyzed were Latinos who watch programming in Spanish, English, or a combination of the two. Latinos from different states, and Latinos who watch quite a bit of television on a daily basis versus those who watch less.

The Respondents

Respondents to the Latino survey ranged in age from 18 to 89, with an average age of 40. Although 58 percent had earned high school degrees, the average number of years of education among Latinos was 10.5. Slightly more than 70 percent of Latinos were foreign born. The median household income was between $20,000 and $30,000, although one-quarter of respondents did not disclose their household income (which is customary in telephone surveys such as this). A slight majority of Latino respondents were of Mexican origin or ancestry, but the remaining 46 percent came from all parts of the Spanish-speaking Latin America and the Caribbean. Twelve percent were Central American; 11 percent, Cuban; 10 percent, Puerto Rican; 8 percent, South American; and 5 percent, Dominican. Nearly six in 10 Latino households included children under 18.

Topics that might portray Latinos positively and suggest the diversity of the Latino experience in the United States—such as education, politics and elections, or sports—were rare in any of the five states.
Latinas Speak Out at Princeton University Roundtable

In March, an intimate but newsworthy gathering took place at Princeton University—the Latina Roundtable. In response to the growth of the Hispanic population in the United States, developments and trends in education and employment, and the social and educational needs of young Latinas, Moderator Amada Sandoval, English and American literature Ph.D. candidate at Princeton, coordinated the event. Four panelists—Maria Echaveste, White House Deputy Chief of Staff; Dr. Patricia Fernández-Kelly, professor of sociology, Princeton University; Dr. Elsa Gómez, professor of Italian and former president of Kean University; Sara Martínez Tucker, president of the National Hispanic Scholarship Fund, and Elena Reilly, of The Centro Cultural Consulado de México en Philadelphia—led the discussion.

From dealing with issues of ethnic labeling, choosing and obtaining the right education, and getting the necessary credentials to mentoring, making career choices, marriage and family—these women covered it all.

Poenant issues of the day were discussed at length during this four-hour convocation, and a dynamic, candid, and raw exchange took place between the audience and the panelists. In addition to their expertise and professional views about the state of Latinas in education, academia, and society, the panelists added a personal touch by sharing individual experiences regarding their climb to success. As the speakers noted and many Latinas in the audience concurred, success doesn’t come easy.

Amada Sandoval, moderator, summarized the reasons for the roundtable: “We are here because of the growing Hispanic population in the United States. This is a way of showing our concern about the education needs of women. Also, because we hear about the division in the Hispanic community—that many socioeconomic groups are covered under this label, how many ethnic origins, people from different races. But I think that one thing is common: that we have in common is concern for education, the value education, and our concern for women, which is why we have assembled this group of inspirations.”

The New Civil Rights Issue

Maria Echaveste brought the group up to date on White House initiatives—what we are doing terms of K-12: why the president track record on focusing on education continues to be front and center; and regarding higher education—the continuing debate on diversity and affirmative action.

“Folks like myself have a special responsibility to share our perspectives, especially for young women as they try to decide what they are going to do with their lives”

“A qua education the new civil rights. A civil right to move the sanctuary of discrimination has been pretty much eliminated. But if you look around the country, you’ll find cities that...”
cuts, region after region, community after community, a very disturbing pattern—achievement disparity between minority children and majority children. And I keep asking the question, how could it be— that California’s public school system ranked in the top five in terms of per student expenditure in the ’60s and ’70s and now it is the bottom five at a time when the school population has become relatively blacker, browner, Asian, more minority children?

“Don’t want to say racism— because then you have to question where the intent, where’s the proof. On the other hand, it is pretty amazing that at the time when the state has become the most diverse, that commitment to a quality public school education seems to be disappearing.

Echaveste notes that the country as a whole should be asking itself— “Are we really going to limit the kind of education our children have based upon what their families can afford? We have poor communities. Are we as a society going to let the level of education these children are going to have will not be as good as those in more affluent neighborhoods?”

According to national statistics, she quotes, 40 percent of our population is under 24. This is a huge issue not just for Latinos but for the country, and our economic wellbeing depends upon how well we are going to educate these children,” she adds.

The nation’s Capitol is working on developing solutions. There is an interesting fight in Washington DC right now regarding accountability and class size. The Republicans have figured out that they have to do something on education. Free up competition, have vouchers for schools— this is how we are going to improve the public school systems. I think that what they have learned (since there are many Republican governors) is that you are never going to have enough money to provide every family with vouchers for private schools. Let adequate academic preparation creates barriers and ultimately, in higher education and beyond, fosters a negative attitude.

The Education Flexibility Act can be part of the solution. Continues Echaveste. “This act leaves school districts free to choose what is best for the school district. But if want to do something about racial relations in this country, improve access to a quality education.”

According to Echaveste, equal education opportunity is a key element. “We owe it to our own self interest to reduce achievement disparities. For example, she mentions that in Boston there are three magnet high schools. 94 percent of the graduate go on to four year colleges. In the remaining 10 or 15 high schools less than five percent of the students go on to further their education. She notes. “Guess what? It’s mostly white. In the three magnet schools and it’s mostly minority in the other schools. Part of it is that the don’t have access to calculus and algebra; the don’t have the advanced classes so they can prepare for the SAT, etc. that leads to higher education,” says Echaveste.

Economic resources would leverage the playing field. Patrici Fernández-Kelly, professor of sociology at Princeton, adds. “There isn’t such a thing as failing public schools in the U.S. Most public schools are doing really well. It is only some schools that are doing very tough job— those in the highly segregated neighborhoods, in environments in which people are just not Latino or African American. They are basically marginalized. impoverished...”

“Why do institutions like Princeton do better in terms of recruiting not just minorities? We do have on this campus a whole lot of people like myself (foreign-born or coming from the upper crust society but who nonetheless have Spanish surname). We do a better job here partly because Princeton has the resources to recruit an compensate. And you know this; there are more undergraduat

“College education is the minimum requirement to gain entry into society. If not on an AP plan, students won’t get into college if they are behind [in taking AP courses].”

SARA MARTÍNEZ TUCKER, PRESIDENT.
THE NATIONAL HISPANIC SCHOLARSHIP FUND
deans here than there are stones in the buildings of the university. Those do provide a tremendous amount of support, and as a result we have some remarkable success stories. The fundamental point I'm making is that it is all about resources.

Affirmative Action and Support Systems

Regarding higher education, Echaveste said, "Absent some type of affirmative action, you'll see segregation. That's what's happening in California, in Michigan. We can't have the president be the dean of admissions for all universities. On the other hand, we can't stay silent while there is an increased campaign to stop any sort of program that tries to ensure diversity of the student population. Private institutions, like Harvard (seem to be doing a better job of achieving some diversity) look through applications, grades, background, etc. They have a multi-factor analysis. It's not just grades, SAT scores.

"But not all schools have the resources to invest in a thorough admissions process. "I don't think any of us would want to be in a situation where we are given an opportunity solely based on race. But as I like to say, you get the whole package. And being Latina is part of what you get, and that's neither good nor bad, but it's part of the package, it's going to make you an interesting person," concludes Echaveste.

Fernandez-Kelly concurs. "All the factors that used to work against them, race, gender and ethnicity, are part of a bigger package that becomes attractive in many settings."

A critical issue that Echaveste and the other panelists discussed is support—financial as well as psychological support—especially for women. "Our community is for the most part still concentrated in low-income occupations with minimal education, and so the value of taking four years to get a college degree is not readily apparent.

"We need to be really supportive of those Latins and men who decide to go beyond and try a new institution, not necessarily the local JC junior college. When it comes to it, institutions like this, where you go to school, who do you meet, who was your roommate, who you worked with. All of it helps in achieving positions of leadership," she notes.

In discussing this, Echaveste brought up her background to underscore her point—"I get a certain level of respect, at least a willingness to see what I'm capable of, whether it was in my corporate law practice or another setting, because I went to Stanford. Because I'm a minority woman and the expectation, whether it's unspoken or subtle, is you're not quite as good. But you went to Stanford, you went to Berkeley, you practiced for a major New York law firm—you must have something there."

"In sum, we must hold our leadership accountable. And if we don't educate the community to demand quality education, higher education will have to continue to fight to preserve diversity and ensure that in the next decade we are educating a diverse leadership. It's conceivable that if you don't turn back this assault on affirmative action, then in two decades, there will be very few people of color in positions of leadership because they won't go to law school, they won't get their doctorates, etc., that allow them to serve in positions of responsibility in government and in corporate America."

Sara Martinez Tucker discussed her perspective regarding Hispanics in higher education as it translates into the corporate world. Martinez Tucker, who is now at the helm of the renowned Hispanic Scholarship Fund, was formerly the vice president of human resources and the first Hispanic female to reach the executive level at AT&T. Her experience in climbing the corporate ladder made her an ideal candidate to speak on these matters. She noted that the statistics regarding the number of Hispanics going on to college and completion rates are frightening, as these affect their level of success in the workforce upon graduation. Martinez Tucker recites, "In 1996, two million Hispanics graduated high school (only half of our kids are getting a high school diploma); only 70,000 choose to go to college; 56 percent of those go to community colleges, about 68,000 of the two million will have a college degree.

"At the Hispanic Scholarship fund, we are committed to improving the transfer rate from community colleges to four-year institutions. Affordability of a college education is another important issue as the cost of going to college has outpaced inflation. In the '80s, fees were much kept pace with inflation. Since the early '80s, the cost of education has risen at twice the level of inflation. And our medium income is in the $20,000 range."

Hispanic Scholarship Fund focuses on groups with families have revealed that there are many misconceptions concerning going to college. Parents and students alike underestimate the affordability of college by 20 percent." Consequently, the fund has launched a Web site to teach browsers how to get to college. Martinez Tucker adds that the site walks people through all the neces
sary steps to applying and financing a college education.

The fund's efforts are making a difference. Martinez Tucker offered some statistics concerning Hispanic Scholarship Fund scholars: "98 percent of our scholars have completed a college degree; 43 percent have gone on to get a graduate education; and 65 percent do volunteer work in their communities."

One of the key points Martinez Tucker couldn't emphasize enough is that "college education is the minimum requirement to gain entry into society." Taking advanced courses is one enabler for students to get into college. "If not on an AP plan, students won't get into college if they are [in taking AP courses]," she adds. Access to financial aid, the support of family and mentor are other enablers.

Martinez Tucker shares her own experience to illustrate the difference that a college education and an advanced degree made in her life. "It took me my MBA to create a destiny. My undergraduate wasn't enough. [College] was my journey to find my talent and my voice. Knowing what you don't know. The important thing is to demonstrate results."

Upon obtaining the right credentials, the learning doesn't end there. "You have to be able to translate the knowledge you have into transformational skills. You become successful in a profession when you are a lifelong learner," notes Martinez Tucker.

In the Trenches

Elsa Gómez, professor of romance languages and former president of Kean College of New Jersey, talked about access and retention, and also shared her experience in higher education—the career choices she made, how she handled being "one of the few" during her presidency, etc.

Twenty years ago, she noted, access and retention were the issues of the day, and ESL was crucial. Struggling to remain the optimist, she adds, "Well, not much has changed."

"There were no role models. And today, we have no real role models on campus. It's not just getting academic support—its psychological, financial, and social support that is lacking. The first job is to get tenure," notes Gómez. But there are no shortcuts. "You have to work your way up, go through the ranks,"

Gómez also raised the issue that Latinos—women, for personal and cultural reasons, in particular—like to stay close to home, which unfor-

acation [positions] is diminishing. The action is elsewhere. Consequently, you have to be willing to take that risk [and go out-

key mentor connections—successful Hispanic role models as well as older, non-Hispanic, academically savvy octogenarians—can go a long way, and Latinos should not b shy about seeking these connections.

"Two points I keep on bringing to the attention of my students: on of them is that to be White, an male doesn't necessarily mean that you are wrong. And while I actually respect the intent and the impulsion of people who have been labeled a minority, and we have accept uncritically that definition, that the do want to have role model around them, people that look like them—people of color—I would argue that is it important, to women in particular, to attach themselves to people who for ger-

eration have had a real understanding of how the system work to actually serve as mentors. It is actually they who have an understanding of the untangible forms of knowledge that are actually very important in order to mobilize populations, information, connections, networks."
Landslide Win for NJIT Team at Academic Olympiad

by Carla Anderson and Adalyn Hixson

“Students participating in this Olympiad are very conscientious. They want to represent NJIT well, but at the same time, they are also very concerned with what is happening with Hispanic youth. They know that they are the exception to the rule, not the rule. Most of them came through the Educational Opportunity Program at NJIT because their math and science background was so weak at the high school level.”

HO spoke with the impassioned Carlonapo Ontaneda of New Jersey Institute of Technology (NJIT) about a team’s first-place victory in the National Science Olympiad, a science competition among Hispanic students from colleges and universities across the country.

The team from NJIT’s Hispanic Organization for Science and Technology/Society of Hispanic Professional Engineers (HOST/SHPE) traveled to Los Angeles, Calif., for the competition, held February 14. Contestants were three first-generation college students: José Fernando Lopez, a senior in electrical engineering from Clifton, N.J.; Paul Samaniego, a senior in mechanical engineering from Iselin, N.J.; and Pena Ortega, a senior in chemical engineering from Union City, N.J. Traveling with them coaching them, encouraging them, was fourth team member Linda L. hernández.

Regional champions and the National champions; he says, with understandable pride “And last year, of course, the team received first place at Regional, and second place at the National in Orlando—against the University of Kansas—described by Ontaneda as “the wonderful president of the SHPE/NJIT chapter, the student organization.” She tells HO that the chapter has “too members—posing members.”

“She was the catalyst,” says Ontaneda. “To bring all these male students to compete at the Regional and National Olympiads. Credit goes to her as well.” Ontaneda accompanied the SHPE chapter to the Regional Conference in Alexandria, Va.

“I don’t know if you are aware that this year they were the University of Texas-Austin, University of California, both Long Beach and Berkeley, and University of Illinois, Urbana. NJIT teams placed second nationally in 1993 as well as 1998. “For so many years, the Hispanic students at NJIT have represented the school so well.”

“Historically,” says Ontaneda. “SHPE/NJIT has been a sort of landmark because no other student chapter from the United States has consecutively achieved so much. And against students from MIT, from UC-Berkeley, from Virginia Tech—you name it.”

“Of our goals for the team,” says Lemarie, “was simply to do the best we can.” They studied together the night before the competition, she says, and tried to talk through the enormous weight of all the previous wins by other teams from NJIT. This was a completely new team for the school because the members from last year all graduated. When we got there, we saw all these other schools—Cal Tech Berkeley.”

“We know these are big, big schools, but this should not intimidate us.” was their pre-game reasoning—a kind of whistling in the dark. “We had so much pressure. We’d been winning the Regional conference every year with everyone there saying ‘NJIT is the school to beat.’ I was a little bit scared. I’d never been with the team before...”
because I didn’t yet have the engineering classes,” says Lemarie.

At this year’s National Olympiad, they faced teams from the University of California, Berkeley; California State University, Long Beach; the University of Missouri-Rolla; Vanderbilt University; and New Mexico High Lands University. And they won by a huge margin, with a combined score of 1,200 points. UC-Berkeley and UC-Long Beach tied for second place with a total score of 401 points each.

“I was not certain that we were going to win,” said Ortega. “But we were confident as a team. NJIT’s engineering programs give you a solid educational program.”

H.O. asks Lemarie when she began to feel “They’re going to win the game.” “I think it was during the second round of the game. I was like—OK, we’re on track now. We’re gonna do this.”

The Academic Olympiad is sponsored by the National Technical Career Conference (NTCC), the largest Hispanic engineering and science event in the country, according to Jose Rivera, regional vice president of SHPE. It brings together more than 3,000 attendees annually.

This year’s conference was the largest in its 25-year history. Companies from across the country attended in search of engineering talent. NJIT’s team members were granted interviews for full- and part-time internship opportunities with Hewlett-Packard, Exxon, Boeing, Microsoft, Xerox, Lucent Technologies, IBM, Andersen Consulting, and many other highly regarded corporations.

“Normally you are the one who has to sell yourself when you are looking for a job. When companies heard that NJIT was the winner they were the ones asking for me.” said Ortega.

The Academic Olympiad is a competition consisting of two rounds. Questions are assigned a point value based on the degree of difficulty. Players have 15 seconds to answer and incorrect responses result in point deductions.

“Asked how the Olympiad is conducted and what kinds of questions are asked, Lemarie says, “It’s a game, like Jeopardy. Questions are presented to the participants on a screen. There is a proctor who reads the questions in different categories—general chemistry, physics, math. Some history of the organization—officers or people like that. It’s the second round where the questions go into more detail—from chemical engineering, electrical engineering, mechanical engineering.

“For example, a mechanical engineering question might be: Find the stress of a certain material, given certain dimensions or certain conditions. Formulas are not given to the participants, so you have to know your stuff and be able to calculate and come up with the right answer. You can use a calculator.”

Team members can confer before answering, but Lemarie says that when the questions fall within a specific engineering category, they are typically answered by the team member with that expertise, without conferencing. And how much time did she personally put into preparing for the National Olympiad? “About 40 hours.”

Carlmagno Ontaneda, a former banker, was drawn into academia through volunteer work in the community, and has been enthusiastically recruiting students to NJIT for many years. He works extensively with high schools throughout New Jersey, especially in less advantaged areas, encouraging them to enhance their math and science programs, and travels outside the U.S. as well.

“Linda Lemerie, she is a student that I recruited. She is from Our Lady of Good Counsel, in Newark, N.J. The other student [and team member] I recruited is Pentel Ortega. He’s from Union Hill High School, in Union City, N.J. All the students on the team come from families with modest incomes and all four are first-generation.”

When she knew that she wanted to go to college, Lemarie says, “I’ve always wanted to go to college. It wasn’t a sure thing because of the money—and because I’m first-generation. I didn’t have the guidance from my parents. They did think I should continue my education, should get as far as I can.”

Lemarie was born in Ecuador and lived there about 12 years. “When I came here, I went straight to the ninth grade.” School in Ecuador, she says, is very different from here, especially the high school environment. “Over there, they are much more strict. You take more classes, have more homework. You need to spend a lot of time. I used to take double the classes I take here—fourteen classes, and here I had seven.”

Her English fluency is excellent. Had she studied much English in Ecuador? “Just the basics. The numbers. Hello, Goodbye.” But by the time she’d been here about a year, when she was a sophomore, she felt “much more comfortable with it.”

Working now toward a bachelor’s degree in chemical engineering, she plans to go for a master’s in Chem-E and later a Ph.D in environmental engineering.

“Right now,” she says, “I’m doing research in the synthesis of explosives. So far I like it a lot.” The research entails both laboratory work and scientific reading. Is it hazardous study? “We take our precautions. It is d-gerous.” And what are its applications? “Basically used by the Defense Department, because right now the elements they use as explosives contaminate the environment and are very dangerous. They are trying to come up with new components that are not as polluting.”

Lemarie has a brother who is attending college now, too, one of the all-too-rare Hispanics in higher education studying mathematics. Ontaneda, in an interview a few years back, had told HO that while recruiting in Puerto Rico, he encountered so many women interested in math and science that he was embarrassed to try to recruit more females back in the States.

“That’s the same impression I got when I went to a conference in Venezuela, a chemical engineering conference,” says Lemarie. “And I and I were able to go represer NJIT. We were the only ones I the United States. We met people from Venezuela, Colombia, South America, and compa—what kind of courses you taking? We noticed a lot of females in chemical engineering there than here.”

Raised in Ecuador by grandparents, now deca Lemarie says they taught him “never give up your dreams or goals.” Both she and NJIT are beneficiairs of their wise counsel.

Lemarie and the three team members who came up with many right answers—Jose Fern Lopez, Paul Samaniego, and P. Ortega—are to be honored at a banquet on April 29, with Congress Robert Menendez as the key speaker. A man Ontaneda describes as very committed to youth.

And isn’t it encouraging future students will have an that level fighting to give them opportunities? he asks.

NJIT is a public research university enrolling nearly 8,200 bachelor’s, masters, and doctoral students in 76 programs through its five college Newark College of Engineering, S of Architecture, College of Science Liberal arts, The School of Manage and the Albert Dorman Honors College. Research initiatives include medical imaging, microelectromicros, multilevel transportation, computer science astrophysics, environmental engi and science, and architecture.

Yahoo! Internet Life magazine named NJIT the second most “wired” in the nation; U.S. News and World Report’s 1999 Annual Guide to America’s Best College Buts rate it as the sixth best value among science and technology schools n among the top 100 overall.

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Freedom Forum Recognizes Vásquez

David Leo Vásquez, a junior print media student at the University of Texas-El Paso (UTEP), has been named one of The Freedom Forum’s Chips Scholars for 1998.

The Chips Quinn Memorial Scholarships for Minorities in Journalism is the premier media diversity award of The Freedom Forum, a nonpartisan, international foundation dedicated to preserving First Amendment rights. Recipients of the scholarships represent some of the top minority journalism potential in the country.

Vásquez receives a $1,000 college scholarship and a 12-week professional newsmaking internship.

He is a sports editor for the student newspaper and works part time for the El Paso Sun Times’ sports department.

Kidd Directing Co-op Ed Office at University of Texas, Pan American

Enedelia Piña Kidd is the new director of the Office of Placement and Cooperative Education at the University of Texas-Pan American (UTPA).

As director, Kidd oversees career placement, the cooperative education program, and student internships. As interim director since late last summer, she has implemented changes and new programs that strengthen the services UTPA provides to its students, alumni, and employers, said T. Edward Mercer, vice president for institutional advancement.

She has a bachelor’s degree and a master’s from UTPA, then Pan American University.

Posada Exhibit at University of New Mexico

The University of New Mexico (UNM) has been host to the exhibit “Sensational Social: The Mexican Popular Prints of José Guadalupe Posada,” taken from the Fernando Gamboa Collection, this spring semester.

University of Kansas Professor Patrick Frank—the author of Posada’s Broadsheets, a UNM publication—opened the exhibit with a lecture entitled “Morality and Sensationalism in Prints by Posada.” Posada, according to Frank, is the most celebrated artist of his time. The broadsheets—which are prints and stories—were sold on Mexican street corners for a penny apiece around the turn of the century and were the most popular art form for the general public.

University of New Mexico Honors Miera

The University of New Mexico (UNM) School of Engineering honored alumnus Bill Miera at the 1st Annual Distinguished Engineering Alumnus Awards banquet.

Miera earned a bachelor of science degree in mechanical engineering in 1980 and a master of science in mechanical engineering in 1990. He is the founder of Fiero Industries, Inc., which won a “Prime Contractor of the Year” award in 1997. His accolades include New Mexico Flying Forty (1997), Pinion and Roadrunner Awards from Quality New Mexico (1996 and 1997 respectively), recognition as the founder of one of the nations largest Hispanic-owned companies in Hispanic Magazine (1995), and as a finalist in the local Chamber of Commerce Outstanding Business Award.

García Social Work Student of the Year

Delissa García, a senior social work major at St. Edward’s University, has been selected as Social Work Student of the Year in Austin, Texas, by the Texas Chapter of the National Association of Social Workers. “Social work is a field I see as very gratifying, and it gives me the opportunity to work with diverse groups of people,” said García. “I just try to give my all to my studies, work, and volunteer activities.”

García, who co-chaired the Student Social Work Association at St. Edward’s and mentored at Dawson Elementary School, has a 4.0 GPA. She currently works part time at The Settlement Home, a treatment facility for abused children in Austin, and is completing her senior internship with Representative Elliot Naisbit in the state legislature.

NACME Award Winners

FORUM ’98 provided The National Action Council for Minorities in Engineering (NACME) an opportunity to honor its donors and alumni and to pay tribute to individuals who have dedicated their lives to educating engineers.

Geraldo Esparza (profiled here) and Eduardo Goenaga-Díaz were among the ten 1998 Techforce PreEngineering Prize winners outstanding students who have demonstrated academic excellence and leadership skills and a commitment to engineering as a career.

The NACME Alumni Awards honor men and women who are making a special contribution to engineering diversity and encouraging others to do the same. Juan Laguna-Díaz, an engineer reliability engineer at GI Transportation Systems, was one such winner.

In a special FORUM ’98 address, General
Colin Powell challenged attendees to do more to mentor children, provide safe environments, set high standards, and prepare them for the technical workforce.

**Esteves Speaks at Grand Valley State University**

Caribbean poet Sandra Maria Esteves gave a personal insight on the theme of border crossings in an address titled "Samba Rumba Cha-Cha Be Bop Hip-Hop, One Step at a Time, Creative Communication and Transformation: A Latina Poets Journey Through an English-Speaking Universe." at Grand Valley State University (GSU) in Michigan in February.

Esteves—who describes herself as a "Puerto Rican-Dominican Laine-Borinquena-Quiqueyana-African-American author born and raised in the Bronx"—was the keynote speaker at GUS’s fourth annual Conference on the Americas.

The special emphasis of this year's conference, "Race, Culture, and Border Crossings," was on the myriad ways in which Latin American culture transgresses the rigid boundaries that typify notions of race, ethnicity, and nationality in the U.S.

**IUPA's Rocha Completes Internship**

Dr. Rosalinda Rocha, interim dean of the College of Arts and Humanities at the University of Texas-Pan American (UTPA), returned after a semester-long internship at Southwest Texas State University in San Marcos under the auspices of the prestigious American Council on Education Fellows Program.

The purpose of the program is to train people to become tomorrow’s leaders in the issues facing higher education,” said Rocha. "When I was in San Marcos, my job there was to observe and learn, and to listen to what was going on. We need those kinds of skills as administrators.

Rocha has a bachelor’s degree and masters from Texas-Pan American University and a doctorate from Texas Tech University.

**Rivera-Berg Leads MIP**

Dr. Salvador Santiago Nunez, president of the Caribbean Center for Advanced Studies (ULP), has appointed Dr. Jose M. Rivera-Berg chancellor of the university’s Miami Institute of Psychology (MIP) campus.

Rivera-Berg, who received his doctorate from the Eberlau Graduate School at Yeshiva University, previously was director of the Goodman Psychological Services Center at MIP and has held other administrative and professional positions in the mental health field, both in the United States and in Puerto Rico.

**Gordon Honored for Community Service**

Dr. Milton A. Gordon, president of California State University Fullerton, was honored by the Hispanic Bar Association of Orange County during the organization’s 21st Annual Installation Dinner and Awards Ceremony. Gordon was presented with the César Chávez Community Service Award, presented annually to an individual for his or her involvement in issues affecting Orange County’s Latino community.

Gordon is being recognized for his commitment that Cal State Fullerton has demonstrated to the advancement, education, and graduation of Hispanic students. HBA ranked Cal State Fullerton 15th in a listing of the 100 colleges and universities conferring bachelor’s degrees on Hispanics. Currently, 21 percent of its student population is Hispanic.

**Morrison-Rodriguez New University of South Florida Dean**

Dr. Barbara Morrison-Rodriguez has joined the University of South Florida’s Louis de la Parte Florida Mental Health Institute as its new associate dean, bringing with her nearly 20 years of experience in the mental health and social work fields.

As associate dean, Morrison-Rodriguez will help to form and implement a strategic plan for enhancing the institute’s role as a national and international leader in mental health services research. She is also responsible for developing and implementing policies and procedures for the research and educational administration of the institute.

She has a bachelor’s degree from Rutgers University and a masters and doctorate from Columbia University.

**De la Cruz to Chair University of Miami Board**

South Florida entrepreneur Carlos M. de la Cruz, Sr. has been elected chairman of the University of Miami Board of Trustees, effective May 1. The 13-member board governs one of the leading private research universities in the Southeast.

De la Cruz is the chairman of the Board and CEO of Eagle Brands, Inc., the franchisee of South Florida’s Central Honda, Central Hyundai, and Sunshine Ford automobile dealerships. He is on the Board of Directors of both LNR Property Corporation and Georgetown University.

He has a bachelor’s degree and a master’s from the Wharton School, University of Pennsylvania, and a Juris Doctor from the University of Miami School of Law.

**Castillo and Martinez Join UT/B/SC**

At the University of Texas-Brownsville and Texas Southmost College (UT/B/SC), Hector Castillo was named executive assistant to the president, and Dr. Javier A. Martinez was named assistant to the president.

Castillo specializes in recruiting and retaining both students and faculty from underrepresented groups. Currently, a doctoral student at UT-Austin, he expects to graduate this year.
with a degree in educational administration with an emphasis in community college leadership. He has a bachelor’s degree and a master’s from East Texas State University.

Martínez will run the day-to-day operations of the president’s office and assist in the writing, correspondence, and research for the institution. He has a bachelor’s degree from UT-Austin, a master’s from UT-Pan American, and a doctorate from Ohio State University.

Rodríguez to Chair Milano Program

The Robert J. Milano Graduate School of Management and Urban Policy (NYU) announced the appointment of Dr. Aida Rodríguez as chair of its Nonprofit Management Program and professor of professional practice effective August 1. Rodríguez comes to the Milano Graduate School with more than a decade of experience in the conceptualization, design, implementation, and systematic evaluation of social policies and programs aimed at reducing poverty in inner-city neighborhoods. She is currently deputy director of Equal Opportunity Programs at The Rockefeller Foundation, where her work promotes the basic rights of minorities in the U.S. and increased job access and job creation for the economically marginalized in urban communities.

She serves on a number of philanthropic boards, including Women and Foundations and Hispanics in Philanthropy.

NCLR’s 10th Annual Capital Awards

The National Council of La Raza—the nation’s largest constituency-based Hispanic organization—honored two members of Congress for their staunch support of the Hispanic community, at its 10th annual Capital Awards. Formerly the Congressional Awards, Senator John McCain (R-AZ) and House Minority Leader Richard Gephardt (D-MO) were recognized for their work on civil rights, immigration, education, and other issues affecting Latinos.

Soledad O’Brien, an MSNBC news anchor, and Nestor Carbonell, co-star of the NBC comedy Suddenly Susan, were co-emcees Florencia Lozano, from the ABC daytime television program One Life to Live, and Congressional Hispanic Caucus Chair Lucille Roybal-Allard were the award presenters. Performing were mezzo-soprano Susanna Guzmán and Broadway performer Perry Laylon Ojeda.

News from King Juan Carlos I Center

The King Juan Carlos I of Spain Center of New York University (NYU), with the generous support of the Coca-Cola Foundation, is offering: a public school teachers forum, travel grants for NYU grad and undergrads, a foreign study initiative for NYU students, and a Connections small-grant program for NYU professors, competitive curriculum development grants for NYU faculty, and Spanish-language tutoring for NYU students. Call (212) 998-3650 for further details.

The Center recently held a Centennial Celebration of Jorge Luis Borges—featuring an exhibit of some 50 photographic portraits of Borges by such photographers as Avedon, Arbus, Comesaña, Freund, Tacio, and Rivis. A film series about Borges and a lecture series on the experience of reading and re-reading Borges was part of the celebration.

Estrella de Diego, professor of contemporary art at the Universidad Complutense de Madrid, has been co-teaching a course on Salvador Dali and organizing various activities for the center this semester.

The “Excepción en Educación” Conferences

The White House Initiative on Educational Excellence for Hispanic Americans held a conference in Los Angeles, Calif. last month entitled “Excepción en Educación: The Role of Parents in the Education of Their Children.” It was the second such conference held in the last few months—the first taking place in San Antonio, Texas, in October.

Sarita Brown (pictured second from right) is the executive director of the Initiative.

The conferences aimed to advance a national dialogue on the essential role parents play in supporting the education of their children and to build upon the strong Latino and community support for education.

Community leaders in New York, Chicago, and Miami have been working to stage similar conferences in 1999.

Northampton Community College Assists Nicaraguans

Late last year, students and faculty of Northampton Community College (NCC) in Pennsylvania personally delivered more than $3,000 to children in Comarca El Canon, a remote area of Managua, Nicaragua. The money—raised by TEAM Act 101, a student organization—was to be used for medical supplies for children who are at risk for malaria and other parasitic diseases. A clinic previously had been set up by a volunteer team that included NCC faculty member Uriel Trujillo.

The people have it rough,” said Steve Rivera, (pictured at right) TEAM Act 101’s former president, who now attends Penn State, “Most of them live in wooden shacks with dirt floors. There’s no running water. No sewage disposal. It’s amazing there isn’t more disease than there is.”

Readers wishing to contribute through TEAM Act 101 should call 610-821-5355.”
Pima Community College Presents New Play by Villarreal

Chicago Milegro, a new play by University of California Los Angeles Associate Theater Professor Ed Villarreal, in association with the Borderlands Theater Company, was performed recently at Pima Community College (Ariz.).

The story, which takes place just after the turn of the century, revolves around a Mexican immigrant (played at Pima by Pablo de la Cruz, a PCC student) who encounters an Irish landlady. Said Villarreal: "I wanted to write a fictional story of what it might be like for a Mexican arriving in Chicago when no one had ever seen one. I chose the theme of healing in terms of nontraditional folk customs...I wanted to explore healing and its relationship to hope: whether it is imagined or real."

Tango Buenos Aires at Rhode Island College

Direct from Argentina, performance group Tango Buenos Aires, in its first coast-to-coast tour of the U.S., appeared at Rhode Island College in February.

The three-part show by the company of 25 dancers and musicians showed tango's roots, richness, and passion as it took the audience from one production number to another as presented through 1905 to the present.

The Argentine tango has a mixture of African and Spanish antecedents, and also a strong influence from the Argentine milonga, which is sung by gaucho the Argentine 'cowboy.'

Texas Honors Kingsville Bilingual Group

Texas A&M University-Kingsville's student organization, the Texas Association of Students in Bilingual Education (TASBE), was honored by the state TASBE organization in February. TASBE president Elsa Montante (pictured, left), a senior bilingual major, received the award.

The Kingsville group, the first bilingual education collegiate organization in the U.S., was established April 11, 1975, by Dr. María E. Morales (right), education professor. The date was chosen to coincide with that of the first Bilingual-Bicultural conference, which was planned, organized, and facilitated by TASBE students and Morales. The conference, still held annually, celebrates its silver anniversary this year.

Miami-Dade Community College Initiates Corzo Scholarship

A new scholarship at Miami-Dade Community College (M-DCC) in Florida will be named after young Cuban engineer Rogelio González Corzo, an anti-Castro leader killed by a firing squad during the time of the conflicts at Playa Girón, Cuba, in the early 1960s.

"This scholarship will bring back the memory of someone who fought vigorously for Cuba's liberty. Corzo's dream of a better world will live on in the students who will now be able to continue their studies because of the scholarship bearing his name," said Sandra González-Levy (pictured here), president of M-DCC Foundation, Inc.

Miami-Dade County commissioner Javier Souto agreed to help raise funds for the yearly scholarship.

News from University of South Florida

• Luis García-Rubio, chairman of the University of South Florida's (USF) Department of Chemical Engineering, has received funding from the National Science Foundation for the fifth consecutive year for USF's Engineering Research Center for Particulate Science and Technology. García Rubio helps students gain scholarships to assist him in conducting research to make drinking water cleaner, house paint safer, and blood problems easier to diagnose.

• A new documentary film, demonstrating the hope and vision of Cuban educators and students about their country and their future, was shown recently at USF. Children Are the Hope of the World—produced by Alicia Rodríguez Bowers and directed by Lázaro Farinas—takes an in-depth look at six Cuban schools.

• In March, a National Institute for Hispanic Library Education conference was held at USF. The conference featured California State University's Isabel Schon, a leading authority on bilingual, bicultural literature.

Arizona Researchers Study Minority Achievement

A University of Arizona research study presented by Arturo González (pictured here) Adela de la Torre, and John A. García says that certain members of the State of Arizona's culturally diverse population are not being prepared to fulfill the state's promising potential for economic growth. The study says that the educational attainment of Arizona's Hispanic, African American, and Native American workers falls far short of the level needed to reap the benefits of Arizona's growing economy.

The study, Minority Student Achievement and Workforce Success in Arizona, provides a wealth of evidence that increasing educational attainment will be crucial to reducing the significant earning disparities between minority workers and those in the majority population.

Loyola Marymount University Hosts Argentinean Activists

Loyola Marymount University (Calif.) recently held a public dialogue with the leaders of the Mothers of Plaza de Mayo (Línea Fundadora), an Argentinean organization.

Human rights activists Nora Cornejo

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Margarita Gropper and Olga Marquez de Arredondo came to the university representing women demanding justice for their own children and the 30,000 who “disappeared” at the hands of the military dictatorship that ruled Argentina from 1976 to 1982. The mothers talked about their own cases and the progress they are making.

New York University Presents “Elegant Chaos”

The Asian Pacific American (APA) Studies Institute of New York University presented “Elegant Chaos,” a provocative evening of spoken word and performance, at the Joseph Papp Public Theater in February. The event was a component of the larger “Vestiges of War” project also sponsored by the Institute.

The event featured APA artist-in-residence Jessica Hagedorn’s human drama Dog eaters about searching for love, justice, and identity in the Philippines.

Multimedia artist, cultural critic, and author Guillermo Gomez-Peña presented Borderstasis, a spoken word performance. Having performed nationally, Gomez-Peña has received numerous awards, including a MacArthur Foundation Fellowship and the Prix de la Parole. He is pictured above, right, in “The Mexico/Border Project.”

University of the Incarnate Word Mentors Migrant Worker Students

Students from the University of the Incarnate Word (UIW) in Texas are participating in Project Estrella, which has them acting as Cyber Mentors to migrant secondary students from Texas working in Montana, Illinois, and New York. The migrant students and UIW student-mentors are equipped with laptops, modems, and e-mail addresses enabling contact regardless of where the migrant students work takes them.

UIW is the only university in the country participating in Project Estrella, which will hopefully lessen the impact of the migrant worker lifestyle on the workers’ children and increase the number of migrant students pursuing a postsecondary education.

University of Texas-San Antonio’s Women’s History Week

The University of Texas-San Antonio Center for the Study of Women and Gender chose “Mujeres de chispa/Chispas de mujer: Forging Communities” as the theme of Women’s History Week in March. Several events focused on Latina issues and contributions to their communities.


News from TACHE

Dr. Arturo Madrid and Dr. Michael Olivas won 1998 Texas Association of Chicanos in Higher Education (TACHE) Distinguished Faculty Awards for their academic work and helping to better the Chicano/Latino community.

Irma Rangel, the first Mexican American woman elected to the Texas House of Representatives and the first Mexican American elected as chair of the House Committee on Higher Education, was recognized at the TACHE 24th Annual Conference for her outstanding work as a legislator.

University of Texas at San Antonio Professor Joe L. Martinez, Jr. was named to the National Advisory Committee for the Decade of Behavior which promotes behavioral science research contributions to health, safety, and education.

Since last year, Southwest Texas State University’s Carlos Rodriguez has been enlightening the public as editor-in-chief of the Journal of the Texas Association for Bilingual Education.

San Antonio College’s Rosa Maria Gonzalez won the Chicana Educator Leadership Excellence Award, and Dr. Manuel Berrioza and Dr. Judge Valdez of the University of Texas-San Antonio won Educational Leadership Excellence Awards at a San Antonio TACHE Chapter scholarship fundraiser.

To help minorities, the National Institute of General Medical Sciences has granted St. Mary’s University School of Science, Engineering and Technology up to $17 million for five years.

The Texas Higher Education Coordinating Board has approved a doctor of education degree in educational leadership for the University of Texas-Pan American.

Allan Hancock Athletes Honored

In February, the Western State Conference and Allan Hancock College (Calif.) honored six student athletes from five different Fall 1998 sports for achieving a 3.0 or better GPA while playing a sport and maintaining at least 12 units.

Much of the students’ academic success is attributed to the college’s aggressive athlete retention program, which provides student athletes access to a complete education stress team—full-time counselors, faculty advisors, and a tutored study lab—as well as a series of classes that introduce students to college life and structure.

Some of the honorees included Lisa Ortiz, Alma Reyes, and Alma Rodriguez (pictured here with program coordinator Mardi Osbourne) —women’s soccer; Jorge Avila, Miguel Gamboa, Jesus Gutierrez, and Christian Maza —men’s soccer; Chris Rodriguez —men’s cross country; and Ibanos Brnell, Joseph Ogando, and Jeremy Aranzas —football.
Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900
by Armando C. Alonzo

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March 1998
357 pgs.
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University of New Mexico Press
(505) 277-6800

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by Joe Hayes, ed.

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September 1998
225 pgs.
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Arte Público Press
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Lewis Hanke and Jane W. Rauch, eds.

This reader on colonial Latin American history highlights eight important topics debated by historians. In addition to reading of the exploits of Bartolome de Las Casas, Antônio Vieira, Juan Garrido, Francisco de Toledo, Johan Mauritius, Sor Juana de la Cruz, and Alexander von Humboldt, readers will learn of nameless men and women of Spanish, Portuguese, Indian, and African persuasion.

1998
350 pp
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Clara E. Rodríguez and Virginia Sánchez Korrol, eds.

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1998
190 pp
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$11.95 paper
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(321) 225-227

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

April 29-30 North Central Region 6, Des Moines, Iowa
April 29-30 Rocky Mountain Region 10, Ogden, Utah
May 19-21 Mid-South Region 5, Lexington, Ky.
May 19-21 South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717 Web site: <www.ksu.edu/nacada>

1999 Global Majority Retreat

April 30-May 2 "Beyond Survival: Building Human Potential." Friday evening keynote address by Dr. Sara E. Melendez At The Hartford (Conn.) Marriott Farmington. Farmington, Conn.
Contact: Lourdes Cruz, Southern Connecticut State University, (203) 392-5313.

National Multicultural Institute National Conference

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Contact: NMCI, (202) 483-0700, e-mail: <nmci@nmci.org>, Web site at <www.nmci.org>.

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1103
Book Review

By Jorge A. Hernandez, Ph.D.


Gutiérrez incorporates several provocative essays in this book. The authors he includes deal with subjects ranging from the first massive migration of Mexicans to the United States in 1848, the 1920s Anglo-American debate over immigration from south of the border, the Bracero Program, the perspectives of Mexican Americans toward the border, and the problems generated between Mexican parents and their female offspring by acculturation. These subjects generally enthral students especially Mexican Americans, because most of them have never learned them in a systematic manner. To acquaint individuals unfamiliar with this notable work, the following briefly describes several of the essays.

Sister Mary Collete Standart provides an excellent discussion of the Sonoran migration. Beginning with the factors that caused this extensive relocation of Mexicans to California in late 1847, she provides insightful details that reveal the numbers of people involved in the exodus. She also writes of the animosity exhibited by Anglo Americans toward these newcomers, who only a few months earlier had regarded California as part of their nation. As explained by Sister Standart, Sonoran officials strove to halt the massive departure of their constituents by informing them of the problems they would face in the gold fields: to the north severe winters, outrageous prices, a lawless province, and intense Anglo American hatred. Their efforts failed because the problems in the Mexican state—Apache Indians, a cholera epidemic, and economic depression—exceeded those in California. The gold nuggets carried to Sonora in the winter of 1849 proved irresistible.

In another selection, Mark Reuter details the Anglo American perceptions of Mexican immigrants during the 1920s. He maintains that both defenders and opponents of immigration from south of the Rio Grande regarded these newcomers in the same manner, as docile, lazy, and backward Indian peasants. According to Anglo Americans, the passivity of Mexicans stemmed from their childish mentality, and their eagerness to cease working as soon as they saved some money demonstrated their indolence. NATIVISTS, the main adversaries of immigration from south of the border, strove to convince the United States Congress that the presumed defects of those inferior people endangered the country. They indicated that by accepting military wages Mexicans undermined the financial stability of small Anglo American farmers, the backbone of course of American democracy. They also resisted as products of extensive racial intermixing, these wardsy newcomers would interfere willingly with white women, ending forever the possibility of creating a homogeneous society in the United States.

Manuel García y Grosso contributes an outstanding investigation of the Bracero program. He asserts that Mexico held an advantageous position during the first phase of this international labor agreement, a period that extended from 1942 to 1947. Benefiting from a perceived labor shortage during World War II, officials in Mexico City induced their counterparts in the United States to accept several concessions. Braceros crossed the border with a written contract, their Anglo American employers paid their transportation and subsistence costs from the recruitment centers to places of employment, their government reserved the right to deny the importation of workers to areas in the United States that engaged in discriminatory practices, and government agencies in the two nations directed the program. All of these provisions changed after 1947 as officials in Washington endeavored to boost profits for agricultural companies in their country, forcing Mexican sometimes by unilateral action opening the border to illegal immigrants, to accede to several alterations to the original Bracero program.

In yet another essay, Mario I. García analyzes Mexican American attitudes toward the border. He achieves this goal by scrutinizing the ideas expressed in *La Opinión*, *El Espectador*, and *Suf Frenteras*. Started at a time when immigrants formed the majority in numerous Mexican communities across the Southwest, *La Opinión* urged its readers to regard themselves as visitors in the United States. This newspaper exhorted Mexicans to resist adopting Anglo American customs by isolating themselves in their barrios and by creating schools where students focused on learning Spanish and Mexican history and traditions.

*El Espectador*, in contrast, concentrated on the beliefs of the “Mexican-American generation.” Emerging in the 1930s when immigration from south of the border nearly stopped and an increasing number ofbrero residents comprised individuals born in the United States, this faction claimed that many of their countrymen and women never planned to return to their native country. Consequently, contributors to *El Espectador* counseled their readers to acquire prosperity in the United States by assimilating Anglo American customs and by participating in struggles for civil rights.

Finally, Chicanos radicals issued *Suf Frenteras*, in which they demanded political and cultural autonomy. Their objective included detaching the Southwest from the United States, incorporating this region to Mexico, and forging a workers’ state. They also called for the institution of a bilateral program that familiarized Mexicans with the Spanish language and their history and traditions.

Unquestionably, *Between Two Worlds: Mexican Immigrants in the United States* deserves perusal by individuals teaching courses in Mexican American history. The essays constitute important episodes that elucidate the past and that generally fascinate students, especially those of Mexican descent. The authors supply extensive, lucid accounts that enable teachers to discuss these subjects in detail and students to readily grasp the material.

Dr. Hernandez teaches in the Department of Liberal Arts at Sul Ross State University in Eagle Pass, Texas.
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Starting Date: August 1, 2016

Apply by: Submit a letter of application, complete resume, and names and telephone numbers of four references by May 15, 2016.

Send letter and resume to: Chair Search Committee Office of Institutional Advancement Montclair State University Box C116
3600 Laverne Avenue, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
Announcement of Position Vacancies

Three Positions: Two Assistant or Associate Professors of English and one Instructor or Assistant Professor of English Journalism

Description: First, the two nine-month, tenure-track positions in English will carry the rank of assistant or associate professor. The primary duty is teaching 15 hours each semester of composition, with some opportunities to teach survey courses in literature. These professors will also be responsible for academic advising, committee service, and special projects related to division and college goals.

The other position, for English Journalism, is also tenure track and will carry the rank of instructor or assistant professor. Duties include advising ABAC’s award-winning student newspaper, The Stallion, teaching introductory courses for journalism majors, and teaching two and three sections of composition each semester.

Qualifications: For the English positions, Ph D in English or rhetoric composition required. Instructional experience and desire to teach composition in a two-year college with a dynamic freshman-year writing program is a plus. For the English Journalism position, a MA in English and experience or training in newspaper production is required.

Salary: $32,000 to $35,000, depending on qualifications and experience.

Closing Date: May 3, 1999

Employment Date: August 1, 1999

Location: Abraham Baldwin Agricultural College, a residential college located on 390 acres in Tifton, Georgia, offers 53 different majors, including 31 college transfer programs and 22 career technology majors. The student body of approximately 2,500 is taught by a faculty of 101. Tifton is an attractive community known for its quality of life.

A Complete Application: A letter of application addressing the above responsibilities and qualifications, unofficial transcripts, resume, and names, addresses, telephone numbers, and e-mail addresses of three references should be sent to:

Dr. Oscar Patton
Abraham Baldwin Agricultural College
ABAC 20, 2802 Moore Highways
Tifton, Georgia 31794
Phone: 912-386-3091
Fax: 912-386-3099
Email: opatton@abac.peachnet.edu

ABAC’s Web Page: www.abac.peachnet.edu

ABAC is committed to the concept and reality of equal opportunity and affirmative action. Members of minority groups are strongly encouraged to apply.
Managing Director Employee Services

Elgin Community College is located in the Fox Valley, 35 miles west of downtown Chicago, with an enrollment of 10,000 and a staff of approximately 1,000. The Managing Director will provide strategic and tactical Human Resource leadership for the employees and administration of the College. Masters degree required in Industrial Relations, Business Administration, HR, or related field. Five years senior level HR management policy-making experience required, higher education experience preferred. Must have demonstrated skills in collective bargaining, contract administration, plus working knowledge of relevant laws and regulations, skills in advising, counseling, and conflict resolution. Must also have a proven record of implementing and maintaining organizational diversity. Salary commensurate with experience. Interested send resume by May 10 to

Peg Gorman
Director of Human Resources
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123

BAYLOR
DIRECTOR
OFFICE OF HUMAN RELATIONS

Be responsible for developing, implementing, and coordinating programs for the purpose of fulfilling the University’s diverse missions, providing support services for quality students, faculty, and staff, while promoting academic excellence, and promoting cultural awareness among all student, faculty, staff, and the Waco community. Masters degree in Sociology, Counseling, Multicultural Studies, Administration, Student Personnel, or a related field and 3 years of related experience strongly preferred.

To apply, submit letter of application, resume, and Salary History to Personnel Services, Baylor University, R.O. Box 79783, Waco, TX 76798-7833

Salary will be commensurate with experience and qualifications. Application will be accepted until position is filled. See Available Positions and Administration at www.baylor.edu.

Baylor is an Equal Opportunity/Affirmative Action Employer. Individuals with disabilities to apply.
The Roosevelt University College of Education is seeking nominations and applications for two positions in the Department of Educational Administration and Supervision.

We are looking for educational leaders who can make a significant contribution to a doctoral program that serves educators in a large metropolitan area. Applicants should provide a cover letter which describes research, teaching, and administrative experience, a curriculum vitae, and a list of three references (complete with addresses and phone numbers). We will request letters of recommendation to be sent directly to Roosevelt for a small number of applicants.

All appointments are made pending Board of Trustees approval. Positions require teaching at both the Downtown and Schaumburg campuses. Salary will be determined on the basis of qualifications, including experience. Applications will be reviewed beginning on April 30, 1999. The positions will remain open until filled.

The College is committed to hiring individuals who demonstrate a significant interest in urban and suburban issues related to equity and social justice. We seek faculty who values diversity, critical thinking, and innovation. AA/EEO. This is a redetermination, those who have already applied need not reapply.

Associate or Full Professor, Chair of the Ed.D Program

We are looking for a candidate with a record of publications that matches the emphasis of the Roosevelt University College of Education on transformational leadership and the development of partnerships with schools and school superintendents. Experience in public school administration is preferred.

Responsibilities include administration of the Ed.D Program, including program promotion and continued program development. Teaching graduate level administration courses is required.

Applicants must include an earned doctorate in Educational Administration or a closely related field, experience in public school administration, university teaching in a doctoral program in educational administration, supervision of doctoral dissertations; evidence of administrative leadership, record of research, record of sustained scholarship consistent with the position of associate or full professor, evidence of excellence in teaching. Experience in public school administration is preferred.

Visiting Assistant or Associate Professor

We are looking for an educator with extensive leadership experience in public education. The position is currently a tenure-track position, but a multi-year contract can be negotiated. Responsibilities include teaching of graduate courses at the MA and Ed.D levels, course development, and course evaluations. Establishing and maintaining contact with schools and school districts is required.

Computer and Network Systems Administration

We are seeking a highly motivated and motivated individual to help develop and teach in a new program that will train students in computer and network systems administration. Experience in computer administration at an NSL environment is required. Teaching experience and professional certification in related areas (MCSE, MCNE payment) is preferred. The successful candidate must possess hardware and software administration and an understanding of network administration.

Please Direct Correspondence to:
Professor Albert L. Bennett, Chair
E&S Search Committee
College of Education, Suite 362
Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605

The positions and materials applications are exempted in the absence of the candidates.

EXECUTIVE DIRECTOR

The Humanities Council of Washington, DC is the constituency of the National Humanities Coalition for the Humanities. The Council fosters leadership in the humanities by promoting the humanities as a vital force in education, culture, and society. It also encourages public and private support of the humanities by promoting the humanities as a vital force in education, culture, and society. The Council also provides funding through grants to support education, culture, and society. The Council is the recognized national organization of humanities leaders and educators and the national voice of the humanities.

Ms. Elizabeth Curtis Smith
Smith Chandler Associates
Box 21266
Alexandria, VA 22314

www.stevenstech.org
DIRECTOR OF INFORMATION TECHNOLOGY/CHIEF INFORMATION OFFICER

Founded in 1848, the University of Wisconsin-Madison is one of the largest land-grant universities in the United States. The university has approximately 2,000 faculty, 5,300 professional and administrative staff, 5,000 classified employees, over 40,000 students, and a budget of more than $1.25 billion.

The Director of the Division of Information Technology (DoIT), reporting directly to the provost, leads the university in developing and carrying out strategic plans for information technology applied to instruction, research, and administration; manages central information technology services at the university; and represents the university with industry, government, the UW System, and other academic institutions. The position is a leadership position in the Division of Information Technology and is responsible for providing leadership in the coordination, development, and use of information technology to support and enhance the university's instructional, research, public service, and outreach activities within a decentralized and diverse academic environment.

The position will be available after 1 July 1999. Applications and nominations must be received by 21 May 1999 to ensure consideration. Later applications and nominations may also be considered. The search committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor and the provost. Submit applications and nominations to:

Professor Gregory A. Moses, Chair
Search and Screen Committee for the
Director of Information Technology
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 262-5728

The University of Wisconsin-Madison is an Equal Opportunity Employer.

Wharton
Lecturer

The Graduate Division of the Wharton School invites applications for faculty positions in the Management Department to serve as faculty in the Leadership Program for the Fall 1999 semester. The successful candidates will be responsible for developing and teaching courses in leadership within the graduate curriculum and for related administrative responsibilities, initiating and participating in course planning and development, advising professional staff, supervising graduate fellows, possibly teaching in undergraduate, and other MBA and Executive Education Programs. It is expected that the Leadership Program faculty would be interesting in working with their colleagues on conducting R&D activities related to the teaching objectives of the Leadership Program (e.g., on methods of skill assessment) and on generating new teaching materials (e.g., instructional cases and videos).

Please submit a letter of application, a resume, and three letters of recommendations by May 15th to:

Dr. Stewart Friedman, Director
Wharton Leadership Program
3723 Spruce Street
318 Vanse Hall
Philadelphia, PA 19104-6358

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

The Wharton School
University of Pennsylvania

Illinois State University
Director of Fiscal Management and Planning
Student Affairs Division

Applications are being accepted for the Director of Fiscal Management & Planning. The position reports to the Vice President of Student Affairs and is the Chief Business Officer for the Division of Student Affairs with an overall budget of $70 million.

The duties include budgeting, planning, and policy studies and implementation. The Director develops and maintains a budgeting and resource planning system for the 11 departments within the student affairs. The Director is a senior member of the Vice President's Cabinet.

Other key responsibilities include:
- Serve as a key representative for the administrative function of the student affairs division.
- Represent the student affairs division in the development and implementation of University policies and procedures.
- Serve as a member of the University's finance committee.

Minimum Qualifications:
- A Master's degree in Accounting, Business Administration, or a related field.
- At least 5 years of experience in accounting or related fields.
- Demonstrated ability to coordinate and manage a diverse group of professionals.

Salary is competitive and is based upon education and experience.

Applications are due by May 14, 1999. Send a letter of application, a resume, and the names of three references to:

Michael Scherman, Associate Dean of Student Affairs, Campus Box 2700
Illinois State University, Normal, IL 61790-2700. Preferred date of appointment is August 1, 1999.

Illinois State University is an equal opportunity educator and employer.
UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS
Office of the Associate Vice President for Multicultural and Academic Affairs

INVITES YOU TO CONSIDER JOINING OUR COMMUNITY

The University of Minnesota Twin Cities campus is made up of 19 colleges and offers 161 bachelor's degrees, 218 master's degrees, 114 doctoral degrees, and 5 professional degrees in 373 fields of study. The University's Libraries System contains 5.5 million volumes and subscribes to more than 48,000 periodicals and journals. Our classic Big Ten campus is part of the culturally rich metropolitan area of Minneapolis and St. Paul.

OTHER OPPORTUNITIES INCLUDE:
- An inclusive and diverse campus
- Academic support and extracurricular programs
- Internships and extensive study abroad opportunities
- Chicano/Latino Learning Resource Center
- Latin American Studies
- Chicano Studies
- And more...

PLEASE CONTACT THE FOLLOWING OFFICES FOR MORE INFORMATION:
Admissions Office: http://admissions.umn.edu - Tel: 612-625-2008
Financial Aid Office: http://www1.umn.edu/tc/prospective/ - Tel: 612-624-1665
Chicano/Latino Learning Resource Center: http://www1.umn.edu/cllrc/ - Tel: 612-625-6013

The University of Minnesota is an Equal Opportunity/Affirmative Action Employer.
ITHACA COLLEGE
DIRECTOR OF MULTICULTURAL AFFAIRS

ITHACA College is committed to a multicultural and diverse campus environment and invites applications and nominations for the position of Director of Multicultural Affairs. The successful candidate will provide academic leadership and direction in creating and maintaining a campus environment conducive to racial and cultural diversity. This position reports to the Assistant Provost-Special Programs in the Academic Affairs Division.

The Office of Multicultural Affairs has a primary responsibility to students who identify as African-American, Latino, Asian-American or Native American (ALANA) and will work with all students to promote understanding and cooperation.

The director will work cooperatively with the campus community to establish and evaluate campus-wide multicultural efforts and to increase awareness. As an advocate for ALANA students, the director will serve as a catalyst for actions which enhance student retention and will interact cooperatively with the Office of Opportunity Programs and with the Division of Student Affairs.

A bachelors degree and significant experience are required. An advanced terminal degree in student personnel administration, counseling, ethnic studies, or other related field is preferred. Demonstrated success in multicultural initiatives and special programs is required. The successful candidate will have excellent administrative, interpersonal, counseling, and organizational skills with significant experience in the college setting.

ITHACA College has an enrollment of approximately 5,800 and is located in the beautiful Finger Lakes region of New York State. Ithaca College is an undergraduate comprehensive residential college consisting of liberal arts and professional schools and is one of several higher education institutions in the Ithaca area.

Review of applications will begin on November 15, 1989. The search will remain open until the position is filled.

ITHACA College is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

Applications should be sent to:
Dr. N. Saunders
Assistant Provost-Special Programs
312 Danby Road
Ithaca, NY 14850

UNIVERSITY OF PENNSYLVANIA
CHAIR OF THE DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE

Recommendations and nominations are invited for the Chair of the Department of Computer and Information Science at the University of Pennsylvania. The Department has outstanding programs and superb research facilities in algorithms and computational biology, computer graphics and animation, computer vision and robotics, databases, logic and computation, natural language processing, networks and distributed systems, programming languages, and real-time systems. In addition, the Department is central to several interdisciplinary initiatives across the University through the Institute for Research in Cognitive Science (IRCS), jointly sponsored with the School of Arts and Sciences, and the Bioinformatics Center, sponsored by IRCS and the Institute for Medicine and Engineering (IME).

The University seeks candidates with distinguished research backgrounds interested in leading a significant increase in the size and scope of the Department over the next several years. Since the Department has been selected as one of the six thrusts of the University's Agenda for Excellence, the Chair will oversee substantial growth in faculty size and construction of a new building.

The Committee will meet and review applications, the search will remain open until the position is filled. Recommendations and applications, accompanied by a CV and appropriate supporting materials, should be sent to:

Professor David Pope, Chair of the Search Committee,
c/o Department of Materials Science
and Engineering, School of Engineering and Applied Science,
University of Pennsylvania, 3231 Walnut Street,
Philadelphia, PA 19104-6272

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Institution.

Department Chairperson
Instructor/ADN

Houston Community College System is seeking an individual to oversee instruction in the Associate Degree Nursing Program, and maintain active teaching status for the program. As Chairperson, this individual serves a three-year term, subject to departmental peer review. After the chair term ends, if not re-elected to the position of chair, the incumbent will retain status of a full-time teaching faculty member.

Requirements:
- Must be a licensed registered nurse in Texas, and hold a Masters degree in nursing, or a Masters degree with a minimum of 40 hours of graduate level nursing courses relevant to the clinical area of responsibility, and hold a Bachelor's degree in nursing.
- 3 or more years of full-time work experience in the nursing field.
- One (1) year of teaching experience in a post-secondary institution, or one (1) year of supervisory experience in a discipline related business or industry.

HCCS offers a competitive salary and excellent benefits.

Application Procedure: Please refer to Job Vacancy Notice 84072 when making inquiries or applying for this position. An HCCS application is required. To request an application, please call (713) 118-8595, or fax a request to (713) 118-8595, or you may download an online application from the HCCS website at www.hccs.cc.tx.us. All completed application materials must be received in the Human Resources office by May 28, 1990.

Houston Community College System
320 Jackson Hill, HR Dept., Suite 220
Houston TX 77007

HCCS is an Equal Opportunity Employer.

Virginia Tech
Director of Institution Research and Planning Analys

Virginia Tech seeks an experienced professional to fill the position of Director of Institutional Research and Planning Analysis. The office of Institutional Research and Planning Analyses (IRPA) serves as the central source for information on institutional research and planning. The position is to be filled by a strong individual with a proven track record of success in conducting and disseminating research and analysis, and in managing the office to ensure that institutional research and planning needs are met. The Director reports to the Associate Provost for Academic Planning and Space.

The Director will be responsible for:
- Developing and implementing a comprehensive institutional research and planning program.
- Managing a staff of professionals to conduct research and analysis.
- Developing and disseminating information to support strategic planning and decision making.
- Coordinating the collection, analysis, and reporting of institutional data.
- Representing the office in the university community and in external forums.

Applicants should have a strong background in institutional research and planning, with a demonstrated ability to conduct research and analysis, and to present findings in a clear and comprehensible manner. A Ph.D. in a relevant field is required.

Applications will be accepted until the position is filled.Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities.

Individuals with disabilities desiring accommodations in the application process should notify Kathy Welle at (540) 231-6996, and TTY number, (800) 828-1120 by the application deadline.
Lesley College, a private institution located in Cambridge, Massachusetts that specializes in preparing professionals in the fields of education, applied social sciences, the arts and management, invites applications for positions in these areas:

CREATIVE ARTS IN LEARNING DIVISION
An interdisciplinary master's degree program, the Creative Arts in Learning Program integrates music, visual arts, drama, dance, storytelling, poetry and technology into a variety of learning environments ranging from classrooms and museums to community programs.

For the following two positions, candidates must have a Ph.D. or Ed.D., experience in graduate-level teaching, K-12 classroom work and/or teacher training, and personal involvement in creative/artistic work. Candidates must also have a record of applied research or artistic scholarship.

DIVISION DIRECTOR
The position of Division Director is a full-time faculty position available at the Associate or Full Professor rank. We seek candidates who possess the ability to assume an academic leadership role, which includes program development, the skill to supervise and work collaboratively with faculty and staff, and administrative experience in planning, budgeting and marketing.

FACULTY POSITION
This is a full-time, 12-month position at the Assistant or Associate Professor rank. For the above two positions, send your letter of interest, CV and three references to Kimberly Goff-Crews, Associate Dean, Creative Arts in Learning Search Committee.

EXPRESSIVE THERAPIES DIVISION
The Expressive Therapies Division prepares professionals to integrate the modalities of dance, music and art, and intermodal expressive therapies.

FACULTY/ACADEMIC COORDINATOR OF INTERNATIONAL PROGRAMS
The position is a half-time, 12-month faculty position at the Assistant or Associate Professor rank. The Coordinator will be responsible for planning and implementing the Israeli Extension academic programs on campus for international students including ongoing student advising. The skill to supervise and work collaboratively with faculty, staff and other educational institutions is necessary. The job entails some travel abroad.

Candidates must have a doctorate and be state-licensed in one of the allied mental health fields. Graduate teaching experience and clinical practice with diverse populations is expected. Personal involvement in creative/artistic work is also required. Candidates must have a record of research or artistic scholarship. Expressive Therapists who are credentialed/certified in dance or art/expressive therapies are strongly preferred.

Send your letter of application, CV, portfolio and three letters of reference to Julia Byers, Division Director, Expressive Therapies Division. Lesley College, 29 Everett Street, Cambridge, MA 02138. Visit our website: http://www.lesley.edu

Laredo Community College
Laredo Community College invites applications and nominations for the position of Dean of Institutional Effectiveness/Curriculum Development.

QUALIFICATIONS: Master's Degree (Doctorate Preferred in Educational Administration or Research and Planning); 5 years administrative experience at a similar level in higher education; demonstrated experience in institutional research, evaluation of contracts, planning, evaluation of curriculum, experience in Institutional Effectiveness preferred.

APPLICATION DEADLINE: OPEN UNTIL FILLED

WORKFORCE DEVELOPMENT SPECIALIST
QUALIFICATIONS: Bachelor's Degree (Master's Preferred) in Business Administration, Human Resources, or related education with 5 years experience in planning, implementation and evaluation of contract skills training and other education programs, bilingual skills (English/Spanish preferred)

APPLICATION DEADLINE: OPEN UNTIL FILLED

ACQUISITIONS LIBRARIAN
QUALIFICATIONS: Master's in Library Science from an American Library Association accredited institution, minimum of two years experience in library acquisition work preferred.

APPLICATION DEADLINE: OPEN UNTIL FILLED

Equal Opportunity/Affirmative Action Employer/M/F/D/V

WESTERN CONNECTICUT STATE UNIVERSITY
ASSISTANT TO THE DIRECTOR OF HOUSING/RESIDENT DIRECTOR
Western Connecticut State University is seeking an individual, and possesses the skills, knowledge and personality to serve as Resident Director. The AID/HD position serves as a leader within a multicultural community of learning, responsible for ensuring that the university's living environment is engaging and inclusive. The candidate should possess a demonstrated record of success in providing exceptional service, as well as personal qualities that are virtuous to the student population. Additional responsibilities include maintaining a safe dormitory environment, counseling and mediating student misconduct and disciplinary situations, and supervising and mentoring student leaders. The position requires both a bachelor's degree and a demonstrated commitment to the principles of fair housing, diversity, the elimination of discrimination, and the achievement of equal opportunity.

EDUCATION AND EXPERIENCE: Bachelor's degree in an area of interest in housing management and the potential to assume the responsibilities of a Resident Director. Prior experience in student affairs, residence life, community service, counseling, or a related field is preferred. The ability to work effectively with a diverse student population and demonstrate a genuine commitment to diversity is essential.

QUALIFICATIONS: Bachelor's degree in related field preferred. Must possess the ability to work effectively with a diverse student population and a genuine commitment to diversity. The candidate will be responsible for the management and coordination of housing and residence life programs.

APPLICATION DEADLINE: MAY 1, 2009

Equal Opportunity Employer/AA/Affirmative Action/Age/Disability/Minority/Women's/Title IX
HEALTH AND PHYSICAL PERFORMANCE
DePaul University
Greencastle, Indiana

Health and Physical Performance, Associate Professor Chair. The Department of Health and Physical Performance at DePaul University invites applications for a tenure track position. Applicants should have insight into contemporary changes in the discipline of kinesiology as well as an ability to relate to a liberal arts academic community. The person appointed to this position will also chair the department for at least a three-year period and manage the department’s academic and administrative aspects. This position is available for the fall 1999 semester. Additional responsibilities include serving on departmental committees, advising undergraduate students, and participating in service and professional activities at the local, national, and international levels. Ph.D. is preferred. Review of applications will begin immediately and continue until the position is filled. Salary is commensurate with qualifications and experience. Applications are available from the Chair of the Search Committee, Department of Health and Physical Performance, DePaul University, Lilly Center, Greencastle, IN 46135. Email inquiries to mbretsch@depau.edu. Applications are invited from women, minorities, and persons with disabilities. An equal opportunity employer.

Yakima Valley Community College
FACULTY POSITIONS TO BEGIN SEPTEMBER 1999

Yakima Valley Community College seeks innovative instructors committed to community college students and their success. The successful applicant will be broadly accomplished in the major discipline. The successful applicant will be culturally competent and committed to working with diverse populations. Salary will include a competitive salary with a comprehensive benefits package. Salary range for the faculty position is $30,500-$39,600. Review of applications will begin immediately and continue until the position is filled. Please submit a letter of interest, résumé, official transcripts, and the names and addresses of three references to: Yakima Valley Community College, 4501 University Avenue, Yakima, WA 98901-2520. Email inquiries to mbretsch@depau.edu. Applications are invited from women, minorities, and persons with disabilities. An equal opportunity employer.

Yakima Valley Community College is a multicultural community with a diverse student body. The College offers a wide range of programs and services, including associate degrees in a variety of disciplines. In addition to providing a quality education, the College is committed to community service and offers a comprehensive array of programs and services to meet the needs of the community.

DEAN
Temple University Ambler Campus

Temple University seeks nominations and applications for the position of Dean of the Ambler Campus. The Dean serves as the chief executive officer of the Ambler Campus.

The dean is responsible for managing the operations of the Ambler Campus, including undergraduate and graduate programs, faculty and staff, student affairs, and community relations. The dean also serves as a member of the University’s Board of Trustees and is responsible for ensuring compliance with University policies and procedures.

Candidates should have a master’s degree or higher, significant administrative experience in higher education, and excellent interpersonal skills. Strong leadership skills are essential, as are a commitment to diversity and inclusion. Candidates must also be able to provide strategic vision and direction for the Ambler Campus.

Applications are invited from women, minorities, and persons with disabilities. Salary is competitive. Applications should be submitted to the search committee by May 1, 1999, at the earliest.

DIRECTOR
STUDENT ORGANIZATIONS AND ACTIVITIES

Director of Student Organizations and Activities is responsible for overall administration of Student Organizations and Activities Office. Duties include supervising program planning, implementation, and evaluation; developing, implementing, and maintaining policies and procedures; and providing guidance and support to student organizations. The director also oversees the student organization budget, monitors financial transactions, and maintains accurate records.

Minimum qualifications include a bachelor’s degree in a related field, three years of related professional experience, and excellent communication and interpersonal skills. The ideal candidate will have a strong commitment to diversity and inclusion.

Salary range is $40,000-$50,000. Applications should be submitted by May 1, 1999, at the earliest.

Send resume and cover letter to: Dr. Mauricio Gonzalez, University of Cincinnati, PO Box 210193, Cincinnati, OH 45221-0193.
OFFICE OF DIVERSITY & AFFIRMATIVE ACTION

Assistant Director

Assist the Dean/Director with the planning, management and evaluation of departmental policies, goals and programs. Prepare and implement University Affirmative Action/Equal Opportunity information and compliance efforts, monitor AA/EO compliance and provide training. Process discrimination and sexual harassment complaints. Bachelor's degree (B.S./M.A.) in Higher Education, Executive Management, or related field preferred. Five to seven years demonstrated progressive experience and training in higher education administration of affirmative action, diversity, multiculturalism and/or related fields. Experience developing and implementing EEO/AA plans, diversity and affirmative action, sexual harassment and diversity training. Proven experience investigating, managing and resolving complaints, supervisory experience essential. Strong interpersonal (English and Spanish) and writing skills. Ability to use computer, and work with database and statistical programs. Send resume to: Donnie Perkins, 424 Columbus Place.

UNIVERSITY PLANNING AND RESEARCH

Senior Research Analyst

Responsible for ongoing research on demographics, student satisfaction and outcomes, benchmarking studies. Monitor trends and issues in higher education and assess their relevance to Northeastern University. Master's degree in social science discipline or M.B.A. including training and substantial experience in research methods. Expertise in the design and maintenance of relational databases. Extensive and demonstrable knowledge of statistics including multivariate analysis. Experience in statistical software, SPSS preferred. Two to five years of working experience in an academic institution. Thorough knowledge and experience with identification and analysis of indices of effectiveness and productivity of academic institutions highly desirable. Strong verbal and written communication skills.

Send resume to Edna Seanan, Director, 116 Hayden Hall. Email: seanann@eecu.edu

STUDENT FINANCIAL SERVICES

Assistant Director, Pell Grant/Verification

Administer and coordinate the Pell Grant Verification operations. Hire, train and supervise all staff. Perform all tasks associated with the financial aid office's daily operations. Coordinate all Pell Grant verification procedures. Qualify financial aid applicants, advise students/parents on eligibility for and award of financial aid. Bachelor's degree in minimum of three years of financial aid office experience. Experience with the administration of the Pell Grant program and procedures for the verification process strongly preferred. Working knowledge of computer systems, particularly with Pell aid transfer or PCT system required. Strong communication interpersonal and organizational skills. Demonstrated ability to work effectively with a student population.

Assistant Director for Athletic and Part-Time Aid

Administer and coordinate federal/state/Northeastern-based financial assistance for athletic and undergraduate Varsity Team. Assist students as well as NCAAs regulations and University policies and procedures. Monitor athletic compliance to Title IV design aid agreements and renewals for athletes. Monitor and assess program progress and use federal methodology to conduct financial aid workshops for coaches and staff of the athletic department. Meet weekly with the athletic department liaison for program management and conduct financial aid workshops for the part-time student population at satellite locations. Bachelor's degree of a minimum of three years of professional experience in a financial aid office. Familiarity with administration of athletic aid and NCAAs regulations preferred.

Financial Services Representative

Responsibilities for advising students on the availability of financial aid and the delivery system of receiving aid. Provide information to determine eligibility, and to formulate financial aid packages. Counselling students and counsel on financing options such as loans, work-study, and student aid. Participate in the administration of programs such as scholarships, grants, and loans. Maintain a minimum of three years of professional experience in financial aid at a financial aid office. Familiarity with financial aid planning or loan department.

Send resume and cover letter indicating desired position to: Susan Patterson, 356 Richards Hall. Candidates must have experience in counseling students in locating and applying for financial aid. One to two years of experience required. Submit resume and cover letter to: Susan Patterson, 356 Richards Hall.

Northeastern University
360 Huntington Ave.
Boston, MA 02115
Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer

COMMUNICATIONS SPECIALIST

Overseeing media relations and the "live" world. Leslie News, electronic newsletter, will be used for publicity releases, marketing communications and publicity for the college. Will also develop and execute strategies to attract and retain the interest of prospective students, parents and others. Must be able to establish and maintain positive relationships with external constituencies. Must have excellent writing, editing, organizational and communication skills. Extensive experience in electronic journalism a plus.

Send a letter of interest and resume to: Leslie News, Leslie News, Leslie College, 300 Emancipation Avenue, SUNY at Purchase, 10577.

I'm not sure if there's any job openings at Leslie College right now. You might want to check their website or contact them directly.

LESLIE NEWS

COUNSELOR
Community College Staff

Counselor: Community College Staff

Counselor: Community College Staff

OFFICE OF HUMAN RESOURCES

DIRECTOR

Grinnell College has reopened its search and invites applications and nominations for the position of Director of Human Resources. Reporting to the newly created position of Dean of College Services, the Director is responsible for the effective leadership, planning, and administration of the following areas: non-faculty recruitment, staff training and development, compensation and classification, employee relations, human resources information systems, and other administrative and planning duties related to the College's human resources functions.

Required Qualifications: include a bachelor's degree and progressively responsible human resource or analogous experience as a member of an administrative team. The position requires strong written and oral communication and presentation skills. A strong service orientation, the ability to collaborate effectively with diverse constituencies and a commitment to excellence in education for students in the sciences is essential. A thorough knowledge of applicable federal and state regulations is expected. Collective bargaining experience is preferred.

Fourth in 1862, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and integrated education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional comprehensive and opportunity-rich educational experience that has its heart on one interaction between students, faculty, and staff. Grinnell College is consistently ranked among the top ten selective liberal arts colleges in the United States and among the best values in college and university endowment resources per student. Additional information can be found at the College's website www.grinnell.edu.

Application Process: Submit a letter of application and resume, including a list of the names, addresses, telephone numbers and e-mail addresses of three employment references to Russell K. Osgood, President, Grinnell College, P.O. Box 805, Grinnell, IA 50112-0805. Applications will be reviewed upon receipt and will continue until the position is filled. To be assured of consideration, applications should reach the President by May 21, 1999.

Grinnell College

Grinnell College is an equal opportunity employer committed to employing a diverse and staff that reflects the diversity of our student body and the communities we serve and we strongly encourage applications from individuals on the basis of race, national origin, ethnicity, gender, sexual orientation, disability, and age.
HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF THE OFFICE OF INSTRUCTIONAL AND INFORMATION TECHNOLOGY HEQ

DUTIES: The Director of the Office of Instructional Computing and Information Technology (OICIT) is responsible for all computing operations and services as well as audio/visual services, voice and data telecommunications. The Director is responsible for overall technology planning for Hunter College, academic and instructional computing; administrative computing, including registration, admissions and financial aid systems; directing hardware and software acquisition and infrastructure support, including internet and clients server computing. The Director guides staff and faculty development; faculty, staff, and student educational programs; coordinates and supports new technologies such as multi-media, distance learning and web based instruction. The Director reports to the Provost.

QUALIFICATIONS: This individual must have a minimum of 8 years experience in computing, preferably in a college or university context, with at least 5 years experience in a management capacity of increasing responsibility. He or she must have strong leadership skills, including planning, budgeting, staff development and team building. A commitment to service collaborative problem solving, and the ability to communicate and work effectively with staff, faculty and students are critical. The successful candidate will have strong leadership and management skills and a deep understanding of all facets of computing in a university environment. A Bachelor's degree is required, a graduate degree in a related field preferred.

SALARY: $51,861 - $100,318

SEND RESUMES BY MAY 10, 1999 TO: Charles E. Hayes, Director of Human Resources, Hunter College, CUNY, 695 Park Avenue, E1502, New York, New York 10021.

Hunter College is an Affirmative Action/Equal Opportunity Employer. Women, Minorities, Veterans, and Persons with Disabilities are Encouraged to Apply for this Position.

George Mason University

GRADUATE SCHOOL OF EDUCATION
EDUCATION LEADERSHIP PROGRAM COORDINATOR

Education Leadership Program Coordinator (tenure track or tenured appointment). Serve as coordinator of both the on-campus program and the off-campus Cohort Outreach Principal Preparation Program. Responsibilities include teaching courses for prospective school leaders, supervision of administrative interns, and advising of Master's and doctoral students. Earned doctorate and recent practitioner experience in school administration required. University teaching experience in, including dissertation supervision, and an established record of research funding and significant scholarship desirability preferred. Posting will be open to candidates with a strong background in organizational change processes and education reform.

Applicant should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to Dean Gary Galluzzo, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444. Additional information is available at http://ges.gmu.edu. Please clearly indicate the position you are applying for in the top of your letter of interest. Review of applications will begin on April 26, 1999, and will continue until the positions are filled.

George Mason University is an Equal Opportunity/Affirmative Action Employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

TEXAS WOMAN'S UNIVERSITY

PRESIDENT

The Board of Regents for Texas Woman's University seeks applications and nominations for the position of President. Founded in 1901, Texas Woman's University is a comprehensive public university emphasizing the liberal arts, health professions, and specialized professional studies. The nation's largest university primarily for women, it has a main campus in Denton and clinical centers in Dallas and Houston for upper level and graduate studies in the allied health fields. TWU has eight schools and colleges and offers nearly 190 majors leading to bachelor's, masters and doctoral degrees. With an enrollment of more than 9,300 and a full-time faculty of almost 700, the university approaches its centennial with a renewed sense of commitment to innovative and distinctive education. The President must be committed to sustaining the mission of Texas Woman's University and will bring to the position a record of significant accomplishments and demonstrated leadership. The President is expected to have:

- Ability to expand and implement a strategic plan that encompasses a wide range of opportunities for the university's second century
- Ability to communicate persuasively the university's distinctive mission and achievements to diverse groups including alumni, donors, students, faculty, staff and the media in an effort to encourage and sustain support
- Ability to lead the university with a collegial structure in concert with all members of the university family
- Ability to recruit and motivate executive faculty, staff and administrators and to create an administration that supports collaborative decision making
- Record of successful tenure-level administrative achievement with evidence of experience in planning, fiscal management and fund raising

Nominations and application will continue to be received until the position is filled, and should be sent to:

Kay Williams Goodman, Chair, Presidential Search Committee
C/O Ronald T. Zara
Spencer Stuart
Suite 5600
1712 Main Street
Dallas, Texas 75201-4605

An equal opportunity/affirmative action employer.

HARRISBURG AREA COMMUNITY COLLEGE

HUMAN RESOURCES DIRECTOR

Responsible for planning and carrying out the objectives, policies, and procedures relating to all phases of human resources (HR) management and ensuring that those activities are implemented in accordance with institutional objectives. Requires a Master's degree from a regionally accredited institution in business or educational administration with concentration on HR development at least four years of HR management, preferably in education with progressive levels of responsibility; demonstrated knowledge of HR functions, including fringe benefits administration and compensation principles, and knowledge of EEO/AA regulations; understanding of and appreciation for a collaborative work environment that values shared governance and collegiality; excellent written/oral communication skills; ability to plan, organize/implement complex administrative systems to fulfill personnel services responsibilities; expertise in use of software applications and database management pertinent to HR functions; a commitment to faculty and staff diversity; and demonstrated ability to work effectively with a racially and culturally diverse faculty, staff and student body. Annual salary between $52,594 and $59,169 based on experience. Excerpts fringe benefits package. Submit letter of application, resume and unofficial transcripts to the Office of HR, PIN 101, Harrisburg Area Community College, One HACC Drive, Harrisburg, PA 17110.
CARLETON COLLEGE
NOTICE OF THREE POSITION OPENINGS
ADMISSIONS OFFICE
Nominations and Applications Invited

Carleton College is a highly selective, private, liberal arts college with a long and distinguished history. The college seeks to attract students who are leaders in their fields and who are committed to excellence in scholarship and service. The college offers a wide range of undergraduate programs in the arts, sciences, and social sciences. The college is located in northern Minnesota and is home to the Carleton College School of Business and the Carleton College School of Nursing. The college has a strong commitment to diversity and inclusion and is dedicated to providing equal opportunities for all members of the community. The college is accredited by the Middle States Commission on Higher Education.

ASSOCIATE DEAN OF ADMISSIONS AND COORDINATOR OF PREMIUM FINANCIAL AID
Carleton College seeks an associate dean of admissions and coordinator of premium financial aid. This position is responsible for overseeing all aspects of premium financial aid and the admissions process. The associate dean will be the primary advisor to the financial aid staff and will be responsible for managing the financial aid process and ensuring that all students receive the assistance they need to succeed academically.

QUALIFICATIONS:
- A minimum of a bachelor's degree is required. An advanced degree or equivalent experience is preferred.
- A minimum of 5 years of experience in financial aid or a related field is required.
- Strong leadership skills and the ability to manage a team effectively are essential.
- Strong interpersonal and communication skills are essential.
- Strong attention to detail and the ability to work independently are essential.

ASSISTANT ASSOCIATE DEAN OF ADMISSIONS
Carleton College seeks an assistant associate dean of admissions. The position is responsible for overseeing the admissions process and ensuring that all students receive the assistance they need to succeed academically.

QUALIFICATIONS:
- A minimum of a bachelor's degree is required. An advanced degree or equivalent experience is preferred.
- A minimum of 5 years of experience in admissions or a related field is required.
- Strong leadership skills and the ability to manage a team effectively are essential.
- Strong interpersonal and communication skills are essential.
- Strong attention to detail and the ability to work independently are essential.

ADMISSIONS COUNSELOR
Carleton College seeks an admissions counselor to assist in the recruitment and selection of new students. The position is responsible for working with high school students and their families to ensure that they understand the admission process and are able to make informed decisions.

QUALIFICATIONS:
- A minimum of a bachelor's degree is required. An advanced degree or equivalent experience is preferred.
- A minimum of 5 years of experience in admissions or a related field is required.
- Strong leadership skills and the ability to manage a team effectively are essential.
- Strong interpersonal and communication skills are essential.
- Strong attention to detail and the ability to work independently are essential.

DEAN OF COLLEGE SERVICES
Reports to the President of the College and oversees the operations of the College Bookstore, Office of Human Resources, Office of Security, Campus Mail Services, and the Service Bureau (copying operation). It is the responsibility of the dean to ensure that the areas of oversight are managed effectively and efficiently. The dean is responsible for managing the financial operations of the areas of oversight and ensuring that the services provided are of high quality.

QUALIFICATIONS: A minimum of a bachelor's degree is required. An advanced degree or equivalent experience is preferred. A minimum of 5 years of experience in financial management or a related field is required. Strong leadership skills and the ability to manage a team effectively are essential. Strong interpersonal and communication skills are essential. Strong attention to detail and the ability to work independently are essential.
Vice President
Finance and College Resources

Serves as the College’s chief business, financial, facilities, and human resources officer and is the President’s principal advisor concerning financial and business operations of the College. Responsibilities include overseeing management of Business Office and Human Resources Office operations, management and maintenance of College facilities, budget formulation and control, the College Bookstore, purchasing and risk management, and other related functions. Requires a graduate degree in finance/accounting or business OR Bachelor’s degree plus a CPA. Five years of administrative experience in business management, including facilities and human resource management, experience as chief financial officer in education preferred; demonstrated knowledge of policies/regulations in public financing, knowledge of and commitment to the mission of a comprehensive community college; understanding of and appreciation for a collaborative work environment that values shared governance and collegiality, commitment to faculty and staff diversity; the demonstrated ability to work effectively with a racially and culturally diverse faculty, staff, and student body; and the ability to plan and implement the following: a total system for financial, facilities, and human resources planning and management, current and accurate systems for recordkeeping of the College’s business functions; and a comprehensive operation that maintains liaison with all areas within the College and with appropriate State and Federal agencies, school districts and other educational institutions. Review of applications is expected to begin on April 26, 1999. Submit letter of interest, unofficial transcripts, and resume to the Office of Human Resources, Harrisburg Area Community College, PIN 102, One HACC Drive, Harrisburg, PA 17110

Cazenovia College

COMMUNITY COORDINATOR
Office of Residence Life

Cazenovia College, a two and four-year college for men and women located in a beautiful central New York village 20 miles southeast of the city of Syracuse, seeks energetic, committed professionals to further the development of its innovative residence life community development program. The Community Coordinator is a member of the Student Services team and is primarily responsible for the day to day operations of a residential community of approximately 130 students. Specific duties include supervision of undergraduate Community Advisor staff, advising individuals and student groups, community development, social and educational programming, enforcement of community rules and regulations, appropriate referrals and advisement responsibilities as assigned.

Each Community Coordinator will assume responsibility for the coordination of one or more of the following areas as advisor assignments serving as Coordinator of Multicultural Education, Health Education, Judicial Disciplinary Education, Summer Conferences and Adviser to Student Clubs and Organizations such as the Yearbook, Student Government Association and Residence Hall Association.

Head and Assistant Coaching responsibilities in a variety of NCAA Division III programs are also a possibility for the right candidate as is the possibility of teaching in our Freshman Focus program.

Community Coordinators also serve as part of the on-call duty rotation and participate in an inclusive governance model.

This is a twelve-month, live-in administrative staff position. At least two years of related experience on the undergraduate or post-graduate level is required.

A Master’s degree in a related field is preferred. Candidates must be able to demonstrate superior communication and programming skills.

Experience with multi-cultural populations and the ability to work well with students, staff and faculty is expected. Excellent written, oral, and interpersonal skills are required.

Compensation includes a furnished one-bedroom apartment, meal plan when classes are in session, a full benefits package and a base salary of $24,000.

Candidates should forward a letter of application, resume and the names and telephone numbers of three references to:

COMMUNITY COORDINATOR SEARCH
Cazenovia College
Human Resources Office
10 Seminary Street
Cazenovia, New York 13035

Applications will be accepted until the positions are filled; however those received prior to April 30, 1999 will be given priority.
OFFICE OF PUBLIC RELATIONS

Grinnell College is seeking to fill three positions in the Office of Public Relations. Each position reports to the Director of Public Relations. We seek individuals interested in working collaboratively with a team of professionals in an intense, egalitarian, diverse, and student-focused environment. Familiarity with and commitment to a private, residential, undergraduate liberal arts education and learning environment is strongly preferred.

PROMOTIONAL WRITER

Responsibilities: Write, edit, and coordinate the development of a variety of publications, including brochures, newsletters, programs, etc. This position will function as the "senior account manager" of projects for all campus clients - most frequently Academic Programs, the Office of Admission, the Office of Alumni Relations and Development, and the art gallery in the new Buckbaum Center for the Arts.

Qualifications, Skills, and Abilities: Bachelor's degree and five years of writing/editing experience for persuasive and promotional material. Proficient written, verbal, interpersonal, organizational, and time-management skills. Capacity to think broadly and creatively, coordinate multiple tasks, solve problems, and complete projects effectively under pressure and tight deadlines.

ONLINE MEDIA AND WEB COORDINATOR

Responsibilities: Coordinates the electronic media and marketing presence of Grinnell College, including the World Wide Web, internet-based direct marketing, CD-ROM, and other digital media. Maintains a high-quality graphic and rhetorical presentation consistent with the college's institutional identity in other media. Coordinates the production and maintenance of electronic media projects relating to the external image and market presence of the college, especially the college's official web site. Interacts often and collaboratively with multiple campus administrative offices, faculty, and students. This is a new position, so the appointee will have some latitude to shape its vision and configuration.

Qualifications, Skills, and Abilities: Bachelor's degree, three years of applicable experience, and demonstrable skills in technical and graphic design. Advanced working knowledge of HTML, Web browsers, PC/Macintosh, and related design/production software including PageMaker and/or QuarkXPress, Photoshop, PageMill, Illustrator, and other HTML editors. Experience with Unix, CGI programming, and Java useful. Excellent skills in graphic design and presentation, excellent written and oral communication skills, fluency in web site architecture. Thorough understanding of photographic imaging. Capacity to think broadly and creatively as a problem solver. Ability to work well independently and in a team environment with a variety of people.

PRESS RELATIONS SPECIALIST/DIRECTOR/COORDINATOR

Responsibilities: Plans, organizes, and manages a comprehensive media relations program; serves as the primary contact with local and state media; assists the director with regional and national media coverage.

Qualifications, Skills, and Abilities: Requires a Bachelor's degree and five years of public/media relations experience, preferably in higher education. Excellent oral, written, and interpersonal communications skills. Capacity to think broadly and creatively, coordinate multiple tasks, and solve problems demonstrated ability to think clearly under deadline pressure; understanding of and familiarity with the news media, a record of positive story placements. Must be energetic, enthusiastic, and persuasive.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top one percent of all colleges and universities in endowment resources per student, the top twenty in alumni gifts per student. Additional information can be found at the college's web site <www.grinnell.edu>.

Application Process: Submit a letter of application and a resume, including a list of the names, addresses, telephone numbers, and e-mail addresses of three employment references to: Ms. Jan A. Veatch, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112. Applications will be reviewed upon receipt; and will continue until the position is filled. To be assured of consideration please file an application by May 7, 1999.

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national origin, religion, color, age, gender, sexual orientation, marital status, "handicapped" or "disabled."
**ASSOCIATE DIRECTOR OF FINANCIAL AID**

**Anticipated Vacancy**

**DUTIES:** Serves as the deputy to the Director, assuming responsibility for the program and all activities in the office in the absence of the Director; Manages the day to day administrative operations of the program for optimal efficiency and optimal student service; Work with the Director in the planning, design and implementation of office operations, policies, procedures and compliance activities; Manage computer operations, including the design and implementation of mainframe and PC support systems.

**QUALIFICATIONS:** BA/BS required, Master's Degree preferred; A minimum of six (6) years financial aid experience in progressively responsible positions; Extensive knowledge of, and experience with, electronic processing and applications of technology to financial aid administration; Familiarity with federal and state financial assistance programs; Must possess strong administrative leadership skills.

Review of applications will commence on March 5, 1999 and continue until search is concluded.

**SALARY:** $40,173 - $64,266.

Send applications and nominations to: Kevin McGowan, Director of Financial Aid, Hunter College, 695 Park Avenue, N241, New York, New York 10021.

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled Persons, and Veterans are encouraged to apply for these positions.

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**George Mason University**

**Institute for Computational Sciences and Informatics**

**Assistant Research Scientist/Science System**

The Center for Earth Observation and Space Research, Institute for Computational Sciences and Informatics, George Mason University, Fairfax, Virginia. The Center for Earth Observation and Space Research (CEOSR) is seeking two positions at the Assistant Research Scientist level focusing on software engineering skills. Appropriate salary depends on experience of the applicants. Place of work will be the Goddard Space Flight Center. Experience to accomplish the following duties is desired:

- Leader of software engineering projects to develop cross system interoperability of applications research, science product subsetting, software science integration, Web based systems interfaces, and science data browse and search techniques.
- Provide systems level working knowledge in the above areas.
- Perform software engineering to develop operational products in the above areas. Required: 1. Programming knowledge of UNIX, C, Perl, and SQL.
- Perform system administration duties on Linux (UNIX) based computers.
- Provide operational systems and documentation for the following development projects:
  - OGSF DAAAC interoperability with ORNL.
  - Implementation of INTREPID data archive and distribution system.
  - On Demand Subsetting of EFS Data.
  - Install and request software on LINUX computers and maintain up-to-date security patches. Provide problem reports as appropriate.
- Prepare Monthly Status Reports to identify potential areas of concern.

Immediate hiring is desired. Review of applications will begin on April 30, 1999. Please your resume to:

Professor Menas Kafatos
Director, CEOSR
George Mason University
MSN 5C3
Fairfax, VA 22030

E-mail: mkaftos@gmu.edu
Fax: 703 993-36

GMU is an equal opportunity affirmative action employer.

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**Walden University**

155 Fifth Avenue South
Minneapolis, MN 55401

**MBA PROGRAM Core Faculty Positions Available Summer 1999**

Walden University, a leader since 1970 in distance graduate education, seeks qualified individuals for appointment as core faculty for a new MBA program which anticipates enrolling its first students in September 2000. These positions are for part-time independent contractors and allow individuals to work through online and distance communication from their present locations. Core faculty will participate in developing syllabi and other course materials during the first year of their appointments. Then, beginning with the first student enrollments, they will teach the courses they have prepared.

We anticipate appointing a core faculty members with each person working to prepare and potentially teach, one of the following courses:

- **MBA 6100 Management Practices**
- **MBA 6105 Organizational Behavior**
- **MBA 6110 Management Information Systems**
- **MBA 6120 Business Statistics**
- **MBA 6130 Principles of Marketing**
- **MBA 6140 Managerial Accounting**
- **MBA 6150 Managerial Economics**
- **MBA 6160 Managerial Financial Management**
- **MBA 6170 Global Management**
- **MBA 6180 Legal and Ethical Issues for Managers**
- **MBA 6190 Strategic Management and Planning (Capstone)**

Among Walden's current enrollment of more than 1,500 students, 55% are female and 55% come from under-represented populations. Our mission is to prepare scholar-practitioners who are effective agents of change in their fields, professions, and communities. As a virtual university, Walden uses a unique distance-learning model to deliver graduate programs to working professionals through ongoing electronic networking with faculty and library access provided through a partnership with Indiana University-Bloomington. Walden University is accredited by the North Central Association of Colleges and Schools and is an equal opportunity employer. Women and individuals from under-represented groups are encouraged to apply.

**Qualifications:** Candidates must hold an earned doctorate, have at least three years teaching experience in a graduate business program and/or a business management position; have experience in preparing course manuals and/or syllabi; be comfortable and effective in the electronic environment have outstanding communication skills, demonstrate the highest levels of academic integrity and be strongly student-centered. Preference will be given to candidates with experience in management, adult learning, distance education and/or instructional technologies. To be considered for a position at Walden University, applicants who are primarily affiliated with another institution must retain all appropriate approvals from that institution and be in compliance with its conflict of commitment interest policies.

Please send a letter of application and current curriculum vitae to Mr. John Allen at Walden University, 155 Fifth Avenue South, Minneapolis, MN 55401 or email applications to jallen@waldenu.edu.

DePaul University, the nation's largest Catholic University, currently has an opportunity available for an Assistant Director to assist the Director to develop and execute the long range plans and vision of the Center for Latino Research (CLR).

Responsibilities:
- Work in close collaboration with the DePaul University Development Office and the faculty to actively search and present grant proposals for CLR research projects.
- Serve as the Managing Editor of all CLR publications (Dialogo and Nuestra America). Responsible for the production, marketing, and distribution.
- Supervise CLR student workers.
- Act as community liaison to establish working relationships with community organizations and individuals to develop projects.

Requirements: Master of Arts in the social sciences, humanities, or journalism, proven grant writing ability, editing experience, strong interpersonal skills, English/Spanish speaking, and good computer skills. Salary range 30-36K.

We offer an excellent benefits and compensation. Interested candidates should forward their resume indicating a job number to: DePaul University, Human Resources, Job Code XHHX1093HO, 25 E. Jackson Blvd., Chicago, IL 60604 E-mail: depaul@isearch.com

DePaul University, an employer of choice, is committed to diversity and equality in education and employment.

CENTRAL FLORIDA COMMUNITY COLLEGE
DIRECTOR LEARNING RESOURCES CENTER

MINIMUM REQUIREMENTS: A master's degree in Library Science, supplemented by training in audiovisual systems and administration experience, commensurate college experience preferred. The Director will provide strong leadership, management, and direction for the Learning Resources Center to serve the college community. The Director is expected to guide the Articulation Committee for the CLC and to serve on the college's staff development committee. The Director is responsible for the activities of the support staff and for the development of the learning resources center. The Director is also responsible for planning, implementing, and evaluating the educational programs of the Learning Resources Center. The Director is responsible for the implementation of the Learning Resources Center's strategic plan. The position is salaried and is offered on a 9-month basis.

APPLICATION DEADLINE: MARCH 10

APPLY PROCEDURE: Submit a letter of application, a current résumé, a list of three references, and a position statement to the Chair, Search Committee, Director, Learning Resources Center, 25 E. Jackson Blvd., Chicago, IL 60604. The letter should state the candidate's qualifications and indicate the preferred area of specialization. All applications must be submitted by the deadline date of March 10. No applications will be accepted after the deadline date.

DIRECTOR WEST REGION
CENTRAL MICHIGAN UNIVERSITY

College of Extended Learning: Provisional position is located in Kalamazoo, Michigan. Needs a creative position due to program expansion. This position will be responsible for fiscal performance, staff performance, marketing, accreditation, compliance, sponsor relations and communication of all programs in CEL's western region. Assists faculty recruitment and mentoring results in quality faculty hires and student training experience, etc. Requires a master's degree in a related field, experience preferred, minimum 12 years experience in administration of academic programs in higher education. Preference for an adult learner focus, budgeting expertise, resource and supervisory management experience. Demonstrated ability to communicate, to coordinate, and provide a positive working environment. Requires a bachelor's degree from an accredited institution. Starting salary range: $50,000 - $60,000.

APPLICATION DEADLINE: MARCH 10

ADMISSION COUNSELOR/ASSISTANT DIRECTOR OF ADMISSION OFFICE OF ADMISSION

The position requires a proven record of success in college administration, particularly in the area of student services. The candidate will be responsible for developing and implementing admission strategies that will increase enrollment and enhance the overall quality of the student body. The position will also involve overseeing the admissions process, including student recruitment, application processing, and student registration. The ideal candidate should have a minimum of five years of experience in college admissions, preferably in a complex and diverse institution. A bachelor's degree is required, and a master's degree is preferred. Experience in working with a diverse student population is essential. The candidate should possess excellent communication and interpersonal skills, as well as the ability to work effectively in a team-oriented environment. The position is located in the southwest region of the state of Illinois.

QUALIFICATIONS:
- Bachelor's degree or equivalent in a related field.
- Experience in college admission and student services.
- Strong interpersonal and communication skills.
- Strong organizational and leadership skills.
- Ability to work independently and as part of a team.
- Knowledge of admission and recruitment processes.
- Experience with student recruitment software.
- Experience with student information systems.
- Experience with college admission policies and procedures.
- Experience with college admission software.
- Experience with college admission marketing.
- Experience with college admission counseling.
- Experience with college admission evaluation.
- Experience with college admission assessment.
- Experience with college admission placement.
- Experience with college admission retention.
- Experience with college admission finances.
- Experience with college admission scholarships.
- Experience with college admission grants.
- Experience with college admission loans.
- Experience with college admission fellowships.
- Experience with college admission internships.
- Experience with college admission work-study.
- Experience with college admission study abroad.
- Experience with college admission study tours.
- Experience with college admission study abroad programs.
- Experience with college admission study abroad scholarships.
- Experience with college admission study abroad grants.
- Experience with college admission study abroad loans.
- Experience with college admission study abroad fellowships.
- Experience with college admission study abroad internships.
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- Experience with college admission study abroad study abroad programs.
- Experience with college admission study abroad study abroad scholarships.
- Experience with college admission study abroad grants.
- Experience with college admission study abroad loans.
- Experience with college admission study abroad fellowships.
- Experience with college admission study abroad internships.
- Experience with college admission study abroad work-study.
- Experience with college admission study abroad study tours.
- Experience with college admission study abroad study abroad programs.
EDUCATIONAL PROSPECTS FOR LATINOS POST-AFFIRMATIVE ACTION

Education has been and will continue to be the key to equal opportunity. Higher education has offered Latinos the license to pursue rewarding professional careers that enable us to give back to our families and communities. It has meant individual and collective political and economic empowerment. It has prepared Latinos with the knowledge and leadership skills necessary in our struggles for social justice.

Latinos have historically struggled for a better education for our children. Men and women of my generation of the 1960s created the Chicano and Boricua movements, which made possible significant changes in education—desegregation of the schools, bilingual programs, the hiring of Latino teachers and staff, and the inclusion of the Latino experience in the curriculum.

They opened the university doors to Mexican-American, Puerto Rican, and other Latino youth traditionally and systematically excluded. Those movements produced affirmative action for all Latinos just as the civil rights movement had for African Americans.

The result! Since the 1960s, we have witnessed the emergence of a visible Latino professional and middle-class Latino America remains largely absent from corporate upper management. But there has been a dramatic increase in Latino small businesses; a substantial increase in Latino elected officials and Latino lawyers; a significant increase in teachers, social workers, and medical doctors; and Latino artists, actors, and writers have gained public prominence. All of this has been possible largely because of Latino struggles and affirmative action in higher education.

Despite the long road we have come since the 1960s, the progress of many Latinos has been modest at best when viewed in a larger perspective. Latino youth have the highest public school dropout rate in the nation. Only 52 percent graduate, which means that 48 percent drop out or, as I prefer to put it, are pushed out because of a racist schooling system that breeds alienation. In comparison, 75 percent of African American and 83 percent of White youth earn a high school diploma.

Latinos fare much worse in higher education. Only 9 percent get the opportunity to earn a bachelor's degree, compared to 15 percent of African Americans and 24 percent of Whites. The data for graduate education is worse still, with only 1.5 percent of Latinos earning a Ph.D. When I joined the faculty of the University of California back in 1970, the presence of Latinos was even less visible. I was one of a handful throughout a public university system that includes eight different campuses. Prior to the 1960s, only a handful of Latinos had Ph.Ds. I was able to find only four Mexican Americans with a Ph.D. in history and the social sciences. I became the fifth Mexican American to earn a Ph.D. in political science. Thanks to affirmative action, our Ph.D. numbers have grown throughout the social sciences, but we are far from achieving a substantial presence as faculty. There is only one Latina Ph.D. in the discipline of geography in the entire country—Professor Laura Pulido at the University of Southern California.

The end of affirmative action in California and Texas is denying Latinos the opportunity to continue their modest gains in higher education. Proposition 209 and the Hopwood decision have generated a nationwide anti-affirmative action politics that threatens to take us back to pre-1960s conditions.

At the University of California-Berkeley, for example, Latino undergraduate enrollments have declined significantly. After growing by 14 percent in 1995, with affirmative action in place, last year the first without that process, 8 percent fewer Latino youth were admitted. Of the students denied admission, 400 had GPAs of 4.0 and above! Without affirmative action, similar results are expected in graduate student and faculty ranks. No doubt Latino graduate enrollment will decline from the 6 percent it had reached. I also anticipate that fewer Latinos will be hired as faculty, where our numbers are only 1 percent.

In sum, Latinos will continue to be underrepresented at all levels of the University of California system. The result will be that fewer Latino professionals will be produced for the state's public and private sectors, even as the Latino population, continuing its dramatic growth, becomes the largest racial and ethnic group in the 21st Century.

The prospect for a higher education for Latinos is not bright. What can be done? Latinos have no choice but to continue their national struggle for their human rights to a higher education. The conservative Republicans responsible for Proposition 209 in California are attempting to duplicate their successful war against affirmative action in Michigan and Florida. They must be stopped. But the lessons of Proposition 209 and Hopwood in Texas must be learned.

The first lesson is that Latinos cannot afford to have faith in a political system controlled by White voters and two political parties whose interests are mainly maintaining the status quo in favor of White racial preference.

The second is that we cannot have faith in a federal court system controlled by judges appointed by Presidents Reagan and Bush. The time has come for Latinos to organize a new grassroots human rights movement that will help develop an authentic Multiracial Democracy based on principles of social justice and educational equal opportunity for all.
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America's Mantra: “Blame the Teachers!”

Recent polls indicate that education is among the top three concerns of all American citizens. It is therefore not surprising that it has quickly become one of the top agenda items for both the Democratic and Republican parties.

But education has long been an open sesame for politicians. Criticism of America’s educational system has been a spectator passtime for decades. It is very popular. Some observers think it has entered the national political psyche. It’s like Pavlov’s bell and salivating dog. We hear, we respond.

Politicians run for office on pre-education platforms. And once elected, they vie with one another for the “pro-education” label. We see that scenario repeated in our state capitals as well as in Washington. But problems persist.

Who to blame?

Many schools in Hispanic neighborhoods, especially, have low student scores and a very high dropout rate. Teachers faced with low student scores have been criticized endlessly for years. Many are accused of being poorly prepared.

So it is popular to criticize the colleges and universities from whence they graduated. Colleges frequently blame the high schools for sending them poorly prepared students, and they in turn blame the elementary schools.

Teachers and administrators on the front line often throw up their arms and blame society. There is food for thought here. Our society has changed. Television, drugs, violence, the collapse of the family structure, and the diminishment of religious influences in our lives have all been studied.

State Policies

NASBE contends that the problem is really the result of uncoordinated, inefficient, and often conflicting state policies.

The report starts by agreeing that state boards have the primary responsibility for spearheading far-reaching and systemic reforms that ensure sufficient numbers of high-quality teachers. Current reforms in schools to hold students to high standards will fail, it asserts, without skilled, well-trained teachers to guide students. Yet only a handful of states have developed comprehensive policies to improve and support their teaching force.

Our year-long study group effort found that, despite the conventional wisdom, there is not a teacher shortage, but instead a shortage of qualified teachers in certain subject areas and in certain types of school systems. NASBE Executive Director Brenda Welburn told HO, “In addition, there is a rather stark and troubling mismatch between the diversity of the student population and the relative homogeneity of the teaching force.”

What to do?

The report suggests a set of state policies to address key issues:

State boards must simultaneously develop a standards-based system of teacher preparation, evaluation, and development while continuing to recruit more promising teacher candidates to the field. Further, they must find effective ways to encourage them to stay.

“Between 33 percent and 50 percent of new teachers leave the field in the first five years,” Welburn notes. “Worse than that, it is often the best and most promising new teachers who leave during those first few years.”

The NASBE study group, chaired by Byron Darden, president of the Arizona State Board of Education, sets out a series of recommendations to help states devise policies addressing the multiple factors negatively impacting the quality, distribution, and quantity of the nation’s teaching force.

Key Findings and Recommendations

- States must devise policies that fairly recruit and distribute a diverse teaching pool across all school districts. This can address the situation where an overall surplus of teachers exists—yet there is a shortage in rural and urban schools or a shortage of subject area teachers in areas such as special education, science, or foreign language.

- With regard to pre-service and in-service education, states must devise ways to incorporate the best of education and training knowledge into a standards-based system of teacher education.

Solving the real issues of teacher supply and quality, the report concludes, will require policies very different from ad hoc policies of past decades, which responded to alarms of a general teacher shortage.

Rigorous, coherent, standards-based policies for education, training, and recruitment will need to be linked with distribution policies sufficiently flexible to respond to the diverse needs of diverse school districts.

Copies of the report can be obtained for $1000 plus $200 shipping from the National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314, (1-800-220-5888).

Dr. Mellander is a professor at George Mason University.
A hundred years ago, only 10 percent of all business persons, mostly men, had attended college. Colleges were for the country’s elite.

A hundred years ago, less than 20 percent of all youngsters finished high school. Most dropped out by their early teens. Some unfortunate ones had their formal education end in their elementary school years as they entered the labor market—such were the economic needs of those times.

A hundred years ago, only 10 percent of all business persons, mostly men, had attended college. Colleges were for the country’s elite. White, Anglo-Saxon, financially secure men went to college.

A hundred years ago, most Americans who sought graduate education and certainly the esteemed Ph.D. went to Europe to study. England, France, and Germany in particular were home to the most respected graduate schools in the world.

USA Today

That has changed, and changed dramatically. Today the world beat a path to American higher education institutions. Many of the world’s students and academicians wish to study in America’s colleges and universities. Graduate education in this country is a magnet and recognized as the world’s finest. The world’s best and brightest want to come here.

The graduate populations of engineering schools at many universities reflect a high percent of foreign-born students. It has inadvertently created a “brain drain” from these students’ countries of origin. Students come to the United States, attend our graduate schools, and then remain. The U.S. has benefited enormously from that reality. Special visa arrangements have long existed to enable many to stay here once they graduate.

Last year, Congress passed a bill making it easier for higher-level computer experts to immigrate to the United States. Many foreign-born scientists will now be able to move to the U.S. It is estimated that more than 70 percent of those who will qualify have been trained in United States graduate schools. Many presently study in this country.

What of Hispanics?

Few Hispanics earn doctorates in this country. They lag behind other groups. The latest figures—1997’s—as reported in Survey of Earned Doctorates, issued this year by University of Chicago National Opinion Research Center, note that 42.7% of doctorates were awarded up from 42.4% in 1996.

Whites earned 78 percent of them, followed by 10.5 percent for Asians, 4.8 percent for Blacks, and 5.8 percent for Hispanics.

Whites earned most of their doctorates in arts and humanities, social sciences, education, and business administration.

Asians were clustered in engineering, physical sciences, and life sciences. Blacks, in education and business administration.

Hispanics chose the social sciences, arts and humanities, and education.
Clouds in Eden?

America's graduate education is excellent, highly respected, and still growing—1997 saw the 15th consecutive year that American universities awarded a record number of doctorates.

Are there clouds in that academic Eden? Frustration among graduate students, appropriateness of degree, and realistic employment opportunities for graduates are a few of the "hot" topics concerning those who reflect upon graduate education.

Graduate Students

Graduate students have long felt put up on. Underpaid albeit called upon to assume professional responsibilities, treated as less than developing colleagues, and symbiotically tied to faculty members who sometimes, for a variety of reasons, prove to be poor models, graduate students report that they suffer fromordinate stress, isolation, and anxiety. These factors alien to their goal of acquiring knowledge and becoming scholars, frequently sour what should be exciting years of personal growth.

This is not new. From time immemorial, graduate students have felt put upon. Some have surreptitiously written plays or short stories about the lives of doctoral candidates. Heavily on the inconsistencies and indeed pain of surviving graduate education, dog-eared copies are sprinkled among the student body. Some are just theater. Some are clearly exaggerated. But these stories do reflect the frustration and alienation with which many graduate students live.

Some institutions address the issue head on. The roles of advisors and students are carefully detailed and monitored. The obligations of a mentor are taken seriously and regulated.

When it works—as it does in many graduate schools—it is a blessing for all concerned. When it doesn't—pain, anger, and frustration, not to mention failure follow. There is still work to be done.

Appropriateness

Not every bright individual needs to go to graduate school. One can become a useful citizen and fulfill one's intellectual potential without a Ph.D. or an MBA. Yet society and so many young people feel that they must go to graduate school.

Universities, most for altruistic reasons, develop programs to meet the demand. But some create programs for a less noble reason—to capitalize on a popular trend. Remember the number of perfectly good undergraduate colleges that rushed to offer MBAs in the '70s and '80s?

Has there ever been a proliferation of doctoral programs? Can we really justify churning more doctorates out each and every year for the past thirteen years?

For a while, universities created ethnic study programs that did little more than prepare their graduates to work in similarly narrow programs. The tragedy was that those jobs did not exist.

Lately there has been a proliferation of Ph.D.s in Women's Studies. Three were established just this year. Their appropriateness as compared to a "regular" discipline. It was the same problem faced by graduates, say, in Latin American Studies. What were they? Were they historians? Economists? The upshot was that many were simply not hired.

Yet a lack of academic employment is not a problem faced merely by specialized, nontraditional doctorates. For decades, many in the humanities and social sciences have had difficulty securing employment at our colleges and universities.

There was a recent flap about the appropriateness of community colleges hiring Ph.D.s. Some colleges feel that it will add prestige to their institutions. But many point out that a Ph.D. is a research degree. Ph.D.s have not been trained to work in community colleges. Most of them have never had a single course in the history, tradition, or culture of community colleges.

As faculty at teaching institutions, community college professors are not expected to conduct research. Furthermore, most community college instructors teach a very heavy load—typically five classes every semester, including developmental courses, a teaching subdivision not even addressed in Ph.D. programs.

For these reasons, many believe that the Doctor of Arts, a teaching degree, is a more logical terminal degree for community college faculty. So who are highly specialized Ph.D.s flocking to community col-
leges? Because heretofore there have been so few jobs at four-year colleges and universities.

It's changing. More jobs are becoming available throughout all institutions. But during the devastating 1990s, many community colleges faced with budget cuts began to rely more heavily on adjuncts. Some have up to 75 percent of their courses taught by adjuncts. Community colleges have now started to rebuild their full-time faculties.

Jobs

During the 1960s, doctoral candidates had to be careful not to accept prematurely; one of the main jobs that came their way. Many colleges sought out students nearing completion without much inquiry from the student. The offers were lush, and many a graduate student snapped one up before completing the degree. Unfortunately, academia is littered with too many ABDs (All But Dissertation) as a consequence.

But that envied job market began to dry up in the 1970s. The 1980s were worse yet, and the 1990s were just dismal years. The painful frustrations of graduates' not being able to secure appropriate employment for decades has impacted today's graduate students. They have begun to pressure their universities and their discipline associations to help them secure employment. Some question the ethics of universities' churning out doctorates when nationwide there is a dearth of jobs.

Graduate students in the humanities have been particularly active in raising these issues. The graduate student caucus presented its demands at the annual meeting of the Modern Language Association. They are fearful that after years of study, they will not be able to find tenure-track positions. In recent years, universities, like much of higher education, have turned more and more to adjuncts. And students allege the MLA has not done enough to reverse that trend. Instead it has concentrated on urging newly minted doctorates to seek employment outside of higher education.

Another segment of doctoral students, T.A.'s (teaching assistants), aren't happy either. They have unionized at several institutions and are presently locked in combat at the trend-setting University of California. If they win there, that victory will reverberate throughout the nation.

Conclusion

What a difference a century makes!

By virtually any standard, American graduate education is a huge success. It offers superior education and is widely respected as the best in the world.

It has met many challenges, but has a few human ones yet to resolve.

What will graduate education be like a hundred years from now?

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When the Pew Charitable Trusts began in 1948, it is unlikely anyone could have imagined that 50 years later its assets would be valued at almost $5 billion. Today, in education alone, the Trusts give away some $30 million each year spread out among several dozen grants.

Established by two sons and two daughters of Sun Oil Co. founder Joseph N. Pew and his wife, Mary Anderson Pew, the Trusts are among the largest and oldest philanthropic foundations in the country. “We are old family money and always in the Top 10 in terms of our assets,” said Pew spokeswoman Sharon Gallagher. “But there’s a lot of new money out there from the high-tech sector. And it will be interesting to see how Bill Gates will impact the rankings this year with his recent giving announcement.”

Still overseen in part by members of the Pew family, who comprise a majority of the board of directors, the Trusts consist of seven individual charitable funds established between 1948 and 1979 that support nonprofit activities in several areas: culture, education, the environment, health and human services, public policy, and religion. Although the Trusts are separate legal entities, its grantmaking activities are managed collectively and guided by a single set of programmatic priorities. The overall mission of the Trusts, which is based in Philadelphia, is to make investments that encourage and support citizen participation in addressing critical issues and affecting social change.

In education, the foundation splits its contributions between K-12 and higher education and gives on an ongoing basis to a select
group of institutions with which it has long-standing relationships, explained Ellen Wert, program officer for the Trusts’ Education Program.

In recent years, the organization has changed its giving plans somewhat as it has focused more on what it calls “strategic philanthropy,” Wert said. “In 1995, our board really turned toward the idea of strategic philanthropy. We want to focus our resources on issues and problems in which we can help make a difference, rather than trying to be all things to all people. And this may make us seem, at times, less responsive to individual institutions and organizations.”

One case of strategic philanthropy is an unusual program that is aimed at turning average citizens into the civic leaders of tomorrow. The Pew Civic Entrepreneur Initiative (PCEI) is taking potential leaders from cities across the country and giving them national and local training to empower them to become catalysts for change in their home communities. In setting up the program, the Trusts selected a number of cities—Albuquerque, N.M., Jersey City, N.J., Providence, R.I., and Santa Ana, Calif.—with high Hispanic populations. Started in 1995, this program is in the third year of a 42-month, $3.6-million grant.

Santa Ana, for example, is 41 percent Hispanic, and its population has a median age of 26. Participants from this city of 300,000 included a diverse mix of residents, from full-time students to a woman who cleans houses for a living to community activists. But they all found common ground in their goal of wanting to work for the betterment of Santa Ana, particularly its youth. “Our goal is to help them develop their leadership skills and build connections to each other,” said Teresa Mercado-Cota, program director for PCEI and special projects director for Santa Ana’s Rancho Santiago Community College, where the program is administered. “Assuming that they stay in Santa Ana, our hope is that in the future they can work together and engage each other in a positive way.”

Last fall, some 200 of these civic entrepreneurs from all over the country gathered in Colorado for a four-day training institute. “It was an eye-opening and energizing experience,” said Mercado-Cota. “Some of these people had never been on an airplane, so just making the trip was incredible enough. Once we were there, what struck me was the diversity of the group. If you looked around the room, you saw people from so many different backgrounds—Latinos, Native Americans, Anglo. It was great that we could come together and share and network.”

While this program nurtures future Hispanic civic leaders, Pew is developing the campus leaders of tomorrow through several programs aimed at increasing the number of Hispanic Ph.D.s and faculty.

From 1980-97, Pew provided three grants totaling $1 million to the Tomás Rivera Policy Institute based in Claremont, Calif., to support the Manuscript Completion Program. This program helped Hispanic doctoral candidates finish writing their dissertations. About two dozen Hispanic students were brought to Trinity University in San Antonio, Texas, for six weeks in the summer. The group included faculty members, graduate students who seemed right on track to finish, and others who had taken a “pause” in their studies and were more of a gamble. “This gave them the time, attention, and resources to get through that final push to finish writing their dissertations,” said Wert. “And, almost more importantly, they got the support from colleagues who were struggling as well.”

A majority of these candidates completed their dissertations and have gone on to become faculty members at institutions all over the country. “It was a very successful program, and I can say that because I had nothing to do with its design or implementation,” joked Tomás Rivera Policy Institute Vice President and Director of Research Rudolfo de la Garza, who is also a professor in the Government Department at the University of Texas at Austin. In the academy, Latinos enter the workforce faster than Anglos, and too many times, their dissertation is set aside and never finished. This program was effectively breaking that cycle for Latino doctoral candidates.” But, on a serious note, he added that he is extremely disappointed the funding was ended. “There is still a need for this type of help for Latinos,” said de la Garza. “I wish they would bring this program back. Sometimes it’s good to stop riding a horse, but this is one horse they should get back on. I would start it up again in a minute here in Austin—if we could get the funding.”

In another effort, last year the Trusts helped launch a five-year program aimed at advancing the scholarship of teaching that also might help minority faculty earn tenure. The Pew Scholars National Fellowship Program will give 122 faculty over the next five years the opportunity to investigate and document significant issues and challenges in the teaching of their fields. This program is one component of the Carnegie Teaching Academy, a $6-million project of the Carnegie Foundation for the Advancement of Teaching. (Pew is providing the lion’s share of the funding with a grant of $4.76 million, while the Carnegie Foundation gives the remaining $1.24 million.)

This effort is aimed at improving the quality of student learning.
and raising the status of teaching. Pat Hutchines, Carnegie Foundation Senior Scholar, who directs the project, said, "One premise behind the project is that teaching will matter more if there's the same research and documentation that we find in other disciplines. And I really think this is the time for it. There are a lot more people publishing now about these pedagogical issues."

This project does not have any particular emphasis on increasing the numbers of minority faculty. But one hope is that young minority faculty members, who are often pulled in many different directions, will benefit if quality teaching gains more cachet on campus. Assistant Professor Donna Blancom, who is of Puerto Rican descent and among the 15-person pilot group chosen last year for this program, believes the weight placed on research and publishing over teaching can hurt minorities. "We get stretched so thin," said Blancom, who teaches an innovative third-year core course in the Department of Management at Arizona State University. "I spend an incredible amount of time mentoring minority students, and I advise our Hispanic MBA group and a Latino fraternity and work with the National Society of Hispanic MBAs. And the question is whether that time is valued when it comes time to be reviewed for tenure."

Another program supported by Pew also plants seeds to help increase the number of Hispanic faculty. Back in 1995, Pew gave a planning grant to the Western Interstate Commission for Higher Education (WICHE) to start what is now a nationwide program in three states called the Compact for Faculty Diversity. WICHE, along with two other regional interstate higher education compacts, the New England Board of Higher Education and the Southern Regional Education Board, has established this effort to prepare new minority faculty and to improve graduate education at the departmental level. Pew has given $55 million to Hispanics. Of this group, 50 have successfully completed their doctorates. Almost 100 colleges and universities are participating including some with large Hispanic populations, like the University of Arizona and the University of Texas Pan-American. Ken Pepion, Senior Project Director Student Exchange Program/Doctoral Scholars, said "Pew has been extremely helpful. It's safe to say this wouldn't have happened without their initial support."

Indeed, it's possible that Compact scholars, such as the University of Utah's Linda Castillo who is looking into special issues faced by depressed Mexican American women, might not be working on their doctorates without the Pew Trusts.

Certainly, in the 1940s, when the Trusts were started, its impact and reach could not have been imagined. And who knows what the next five decades will bring.

Amalia Duarte is an editor in public relations at Lucent Technologies.
NSH MBA, the National Society of Hispanic MBAs, calls itself the most rapidly growing Hispanic professional organization in the United States, with 15 chapters across the nation and Puerto Rico and more than 1,500 members.

Many of those members and many of its elected officials, including past presidents and several chapter presidents, are women, giving it a level of gender diversity that is not yet found in corporate boardrooms and senior management posts.

Indeed, it was a lack of Hispanic representation, male or female, at upper levels of corporate America that spurred the founding of NSH MBA eleven years ago.

Its founding chairperson, Henry Hernández, recently named a Senior Fellow of the Mexican-American Solidarity Foundation, received a B.A. in engineering from Rice University, then an MBA from the Anderson School of UCLA. His career path included TRW, the CIA, and Lockheed Martin Advanced Environmental Systems. He is now managing director of Strategic Advisory Services with Soza International, Ltd., and a frequent speaker on diversity, the environment, NAFTA, leadership, and professional development.

Co-founder Maggie Peña, its second president, ran the operational activities of NSH MBA out of California group promoting the establishment of a UN-sponsored ICC—International Criminal Court. Currently with Deloitte & Touche, she consults with companies under restructuring or those preparing for IPOs.

According to its mission statement, "NSH MBA exists to assure open avenues for the development of Hispanic business leaders so important for the continued economic well-being of our nation."

One look at the publication describing its 1998 annual conference in Dallas convinced this editor that many avenues have been opened indeed. The "lead sponsor," AMR Corporation, was joined by platinum, gold, silver, and bronze corporate sponsors representing a veritable Who's Who of American business. The platinums alone included Disney, PepsiCo, Ford, Dell, and other corporate entities with instant name recognition.

NSH MBA's Annual Conference and Career Expo features participation of the nation's top corporations, universities, and professional organizations.

The glossy conference magazine...
for 1998 is replete with corporate advertising that probably turns competing nonprofits an envious green. Everything about it shouts “success.”

And there seemed to be plenty going on at that conference and expo that would help position attendees for success. Its Professional Tracks offered multiple workshops in five distinct areas: entrepreneurial development, professional and personal development, project management, industry spotlight, and consulting. The how-to menu ranged from sourcing capital to mastering corporate etiquette to making the switch from corporate management to consulting.

A separate track for MBA students offered seminars on teambuilding, brand-management, gaining marketshare, benefits of a PhD, and more. The Professional Track seminars earned Continuing Professional Education (CPE) credits; the Student Track offered learning certificates.

This year’s annual conference will take place in Denver. The 1998 event took place in Dallas, home to the organization’s headquarters.

NSHMBAs Executive Director John Honaman came to the organization from Frito-Lay, where he had worked as a marketing analyst and, earlier, on its sales force. But before joining the corporate world, Honaman worked as director of the annual fund-raising campaign of the Roman Catholic Diocese of Dallas and as director of its Mission Awareness office. Earlier, he was associate director of administration and development for Catholic Charities of Dallas, a major recipient of funds from the United Way of Metropolitan Dallas—traditionally an excellent source of corporate connections.

“We have a lot of people who are interested in helping us. We have a lot of business professionals who want to help us. We have a lot of business professionals who want to help us.”

The organization’s literature says Honaman’s guiding vision is one of service to all its constituencies—companies, corporations, universities, and its membership. And the organization seems to deliver a lot of service to those constituencies, especially in light of the low cost of membership, which is $15 per year for undergraduates and MBA students, and $50 for regular and associate members.

A chief benefit of membership is access to national and local Hispanic business leaders through local chapter affiliations, and those chapters are situated in prime locations: Dallas/Fort Worth, New York City, San Francisco, Denver, San Antonio, Houston, San Juan, Chicago, Miami, Los Angeles, Hartford, Phoenix, Orlando, Orange County, and Washington, D.C.

Other benefits cited are a national career connection telephone hot-line, career networking through national and chapter employment leads, and inclusion of a member’s resume in the annual Membership Profile book and other career-related publications.

Eyes on the Future

Co-founder Hernandez warned, “Unless we turn the tide of the Hispanic dropout rate and increase the pool of Hispanics entering graduate business school, we will not see more Hispanic MBAs, and we cannot, nor should not, expect to see more Hispanics as future CEOs.”

NSHMBAs appears to be heeding his words, for its scholarship program has performed splendidly: For 1998, the scholarship fund distributed $200,000, a one hundred percent increase over the total awarded in 1997.

When this exciting news was announced, Ramiro J. Atristain-Carrion, then chair of the National Board of Directors, attributed the dramatic growth to “the increasing realization in our community that we can’t rely on external sources to solve our issues, [that] we are accountable for leadership and want to be an active participant.”

“A fundamental belief of NSHMBAs,” he said, “is that the potential for success is present in every member of the Hispanic community. It is critical that those of us who are achieving and participating in the business world help other

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Latinos develop their unique skills and abilities," Aristain-Carrión is a visiting professor at DePaul University.

NSHMBAs scholarships typically range from $1,000 to $5,000, with one for $10,000. They are awarded on a competitive basis to full-time or part-time graduate students who want to pursue a masters degree in management/business.

Applicants must be U.S. citizens or permanent residents with Hispanic ethnic parentage who have been accepted in an accredited graduate college or university. Reviewers require undergraduate transcripts showing a degree or a graduate transcript reflecting a GPA of 3.0 or better on a 4.0 scale.

The 1999 scholarship applicant process requires a one-page summary of community service activities, and a one-page essay, "How can Hispanics best assert themselves as leaders in the business world while at the same time build bridges of cultural understanding and respect with other ethnic groups?"

The scholarship process asks those writing letters of recommendation to evaluate candidates on leadership ability, community involvement, motivation to achieve educational and professional goals, and intellectual potential.

According to the scholarship application, NSHMBAs encourages questions via phone (214) 428-1622, fax (214) 428-2254, and email: rdelrio@gsm.uchicago.edu. And though it states that applicants will be judged on academic achievement, community service, financial need, essay, and letters of recommendation, the application thoughtfully adds, "If you are weak in one area, you may make it up in another area. NSHMBA encourages all individuals interested in a scholarship to apply.

Rick Tobias, elected National Chairperson for 1999, plans to ensure an increase in scholarship awards. "We're looking at possibly $250,000-$300,000 this year." He wants to set up a separate group of seeking sponsor contributions toward the scholarship fund, whose investment performance increased 21 percent in its first three months.

Tobias, who earned both his B.A. and MBA from UT-San Antonio, is seeking other growth as well. "I want to look into the feasibility of expanding into four or five additional chapters beyond the two currently in formation [Orlando and Detroit]." he says. "Based on initial research, demographic data, and the locations of our current chapters, it appears that we should be able to support additional chapters in Texas, California, Washington, Massachusetts, and another chapter elsewhere in the Northeast, like New Jersey or Pennsylvania."

While he was San Antonio Chapter President, Tobias tripled the chapter's membership. He was also instrumental in bringing together the new leadership team whose recruitment efforts increased chapter membership another 85 percent in 1998. With that experience, he is expected to be able to offer chapters very clear direction for growth at the local level.

Tobias, who is assistant treasurer of PG&E Gas Transmission, Texas Corporation, a nearly $3 billion subsidiary, chaired NSHMBAs National Finance Committee and served on the National Executive Committee in 1997 and 1998.

Early this year, Tobias signed the landmark National Hispanic Partnership Agreement, which is expected to produce as much as $2.5 billion in new SBA loans to Hispanic businesses by the year 2000. Stimulating entrepreneurial development and providing increased access to federal procurement contracts. The SBA (Small Business Administration), headed by Aida Alvarez, has a portfolio of business loans, loan guarantees, and disaster loans worth more than $5 billion, making the agency the nation's largest single financial backer of small business. America's 22 million small businesses employ more than 50 percent of the private workforce, generate more than half of the nation's gross domestic product, and are a principle source of new jobs in the U.S. economy.

The formal agreement, which took shape under past chairman Aristain-Carrión, is a Memorandum of Understanding that states that the SBA and NSHMBAs will join forces to help Hispanic-owned businesses build and grow into the 21st Century.

Background materials for this article were provided by Cathy Eisenwohl, NSH MBA Communications.

CHAPTER PRESIDENTS

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San Francisco, Calif.
San Juan, PR
Washington, D.C.
Since 1870, Hunter College was among the first institutions of higher learning to champion a pioneering concept among colleges and universities—that competitively qualified young women of all races and backgrounds deserve a first-class public higher education. The Normal College, as Hunter was then called, was first established as a teacher-training school. Soon, the curriculum was broadened to offer a classical liberal arts degree. Even after turning co-educational in 1964, Hunter’s student body continues to be predominantly female today (74 percent), and the college remains in the forefront of pioneering education and women’s issues.

A number of historic firsts and accomplishments underscore the importance of Hunter to the movement of gender equality in higher education. One is the fact that from 1920-1973, among women who held Ph.Ds, more received their undergraduate degrees from Hunter than from any other college in the United States.

Hunter is the only college in the world to produce two women Nobel Prize winners in medicine. Rosalyn Sussman Yalow received one in 1977 for the development of radioimmunoassay, a pioneering test to measure concentrations of insulin, hormones, and other substances in humans; and Gertrude B. Elion in 1988 for fundamental research into the technology that led to the development of AZT and other chemotherapy drugs. Soita Menschikoff, the first woman to be named dean of a law school (Harvard) and the first woman partner of a major American law firm, was a graduate of Hunter.

Hunter is also a leader in offering educational opportunities to minorities. The first Black woman ordained as an Episcopal priest was a woman rights advocate and lawyer Pauli Murray, a Hunter alumna. From the performing arts, add actress/activist Ruby Dee and opera stars Regina Resnik and Martina Arroyo. In the area of public service, the list includes former congresswoman Bella Abzug and Judge Carmen...
Beauchamp Ciparick, first Hispanic named to the New York State Court of Appeals. Open to all qualified women, Hunter admitted eight African American students in 1873 and—prior to the 1950s—enrolled more African American women than did any other institution outside of the traditional Black colleges. The Wistarians, an African American alumni group, celebrated its 40th anniversary in 1996. The Hispanic Outlook is pleased to have such a pioneering institution join the Honor Roll.

David A. Caputo became Hunter’s twelfth president in July 1995. President Caputo stresses Hunter’s “underlying commitment to excellence in research, service, and teaching…. Representing a wide range of cultures and viewpoints, our students add immeasurably to the intellectual vibrancy of a Hunter College education. I’m proud not only of their academic accomplishments but also of the commitment of so many to use their knowledge to serve their communities and the city of New York.”

Indeed, Hunter College recently celebrated 125 years in the service of educating New Yorkers. Founded in 1870 by Irish immigrant and social reformer Thomas Hunter, the school began as a teacher-training school for women. Since its inception, Hunter College has enjoyed a distinguished reputation for programs in liberal arts and sciences and for its professional schools. Hunter opened its first college to educate young women, and subsequent years brought many changes—including tuition and co-education—but nothing compromised Hunter College’s tradition of excellence. The college still exemplifies its founder’s vision of opportunity based on merit, not color, social class, or country of origin. In his own words, “There was a ‘finishing course here and there which never finished anything. There was a smattering of French, of Italian, of music, drawing, natural science and pure mathematics, but of useful and practi-
-cal information, there was very little. This was the condition in 1869 of the schools in which girls were educated when the board undertook to establish a Normal and High School in the City of New York.

With more than 19,000 students on five campuses (approximately 15,000 undergraduates and 4,000 graduate students), Hunter is the largest branch of CUNY—the City University of New York. The college offers 83 majors leading to a B.A. or B.S. 10 joint B.A./M.A. programs, and 62 graduate programs. Six doctoral programs are based at the college—a distinction usually reserved for universities. Admissions requirements to Hunter are among the highest in CUNY. Hunter's most popular undergraduate majors include psychology, English, sociology, accounting, and media studies. The largest graduate programs are social work, elementary education, special education, nursing, and health sciences. The college is very proud of its distinction of being ranked in the top twenty of The Hispanic Outlook's "100 Best Colleges for Hispanics." The Hunter School of Social Work is consistently rated in the top 15 schools of social work in U.S. News and World Report's "America's Best Graduate Schools.

As of Fall 1998, incoming first-year students need a high school average of at least 86, based on twelve college-preparatory academic units. Hunter supports a center for returning women students and a nationally renowned women's studies program. Student interns provide nearly one million hours of service to government and nonprofit agencies. Hunter also educates a large portion of New York's professionals—teachers, nurses, social workers, and community health practitioners. The majority of these graduates put their skills to work in the metropolitan area.

The college reports that two-thirds of Hunter students work: some at more than one job, yet many have won Ford Foundation Awards, Fulbrights, Howard Hughes Fellowships, National Science Foundation Fellowships, Mellon Foundation Fellowships, and other prestigious academic honors.

In sports, The Hunter Hawks had a memorable 1997-1998 season, landing nine out of 15 CUNY Athletic Conference titles. The men's basketball team hosted and won its first NCAA (Division Three) Tournament game in four years, and fell just three points short of reaching the Final Four after reaching the Elite Eight for the first time in Hunter History.

Of those responding, 23.5 percent of undergraduates, and 16.9 percent of graduate students are Hispanic for an overall group total of 22.2 percent. African Americans make up 20.1 percent of the undergraduate census and 17.3 percent of the graduate population, with Asian/Pacific Islanders accounting for 17.4 percent and 8.4 percent respectively, and Native Americans making up 2 percent of the total. Hunter College of the City University of New York continues to be in the forefront of efforts within American higher education to increase the number of students from minority communities who pursue advanced degrees. Hunter actively recruits students from minority backgrounds for its own graduate programs, particularly in the sciences.

Of the entire workforce at Hunter, females number 661 or 51 percent. Presently, minorities total 592 employees or 45 percent of the total workforce. 222 or 17 percent are Hispanic. Females number 260 or 50 percent of the faculty. Minorities number 125 or 24 percent. The number of Hispanics in this group is 57, making for 7 percent of the total.

In 1989, Hunter was the first public institution to be considered in the prestigious Andrew W. Mellon Minority Undergraduate Program (MMUP) and of the original 19 colleges and universities to receive a $300,000 Mellon grant. Today, the program has expanded to 20 schools. Hunter is one of only three public institutions remaining in the program, with its funding renewed for an additional four-year period in the fall of 1997. The Mellon program was begun to rectify the underrepresentation of African Americans, Hispanics, and Native Americans on college faculties. Participating colleges and universities select up to five academically talented minority undergraduates each year to receive MMUP stipends of $5,000 (CUNY also waives its tuition). These students pursue a doctorate in any of the humanities, or in history, anthropology, political science, sociology, theoretical mathematics, or physics. Another prominent program, Career Opportunities in Research Education and Training (COR), encourages minorities to pursue graduate degrees and enter research careers related to mental health or a related social science field. Then there are the MARC and MBRS programs funded by the National Institutes of Health (NIH) that train and support minority students to pursue advanced careers in biomedical research by earning Ph.D. or M.D./Ph.D. degrees.

Professor Adolfo Betancourt, a Central American refugee who once lived in a Brooklyn ghetto, is one of Hunter's many MBRS success stories. After graduating in 1986 with a B.A./M.A. in physics, he attended MIT, where he majored in mathematical physics. He is now in a tenure-track teaching position at Princeton. Hunter also claims credit for two of MIT's four African American women ever enrolled in its physics Ph.D. program—both were MBRS students.

Another notable Hunter College feature is the Centro de Estudios Puertorriqueños or Center for Puerto Rican Studies (CENTRO) and its distinguished archival material. Gabriel Haslip Viera, acting director of CENTRO, says, "The Center for Puerto Rican Studies is the premier research institution for the study of Puerto Ricans in the United States. The Center produces research, sponsors public events and publishes a journal and other publications. The Center's library and its internationally acclaimed collections of documents on the history of Puerto Rican migration are the most extensive in the world."

In July of 1995, the Center was selected by the government of Puerto Rico to be a custodian of The Historical Archives of the Puerto Rican Migration to the U.S., the most extensive and richest collection of government documents on the migration. The archives consist of records created by various Puerto Rican government agencies that operated in the United States from 1930 to 1989. Founded in 1973, the Centro de Estudios Puertorriqueños at Hunter College is the only university-based research institute in America dedicated to the interdisciplinary study of the migration. The Center recently received a grant of $200,000.00 from the Rockefeller Foundation towards organizing and making available the historical archives. The grant matches a $200,000.00 grant received last year from The Andrew W. Mellon Foundation.
Choosing Between the Languages of Oppression and Liberation

BY DAVID ABALOS

Choosing Between the Languages of Oppression and Liberation

The classroom has always been political, people like you and I make choices by which we include people or exclude them. When we adopt texts or novels, make up a course outline or a bibliography, we are deciding what is valuable for students to know and, by omission, what is not important. The language that we use in the classroom is just as important. There is no such thing as neutral language: our words and examples have consequences, and they either include others or make them feel like outsiders. For this reason, I have learned to make a distinction between two kinds of language—the language of oppression and that of liberation and transformation.

I made a political decision some time ago never to use the following language in the classroom: minority, non-white (which is the absence of something), subgroup, subculture, disadvantaged, marginal, or underprivileged. All of these words convey a theme not only of victimization but of permanent victimization and condescension on the part of the powerful that obscures the personal, political, historical, and sacred reality of each of our students. If I reject this language of oppression, then what do I offer as an alternative?

The language and discourse of liberation and transformation recognizes and honors the right of all people and groups to name themselves. This is not about a fad, being politically correct, or a commercialization of difference; to name oneself and one’s community is at one and the same time a personal, political, historical, and sacred act. To name yourself a Chicano, a Boricua, an African American, a Native American Indian, an Asian American, a lesbian or a gay, a woman, or a person of color is one of the ways to take ourselves back from those who named us and who set the agenda.

We choose to participate in creating a context, a place in American history for the acceptance and nurturance of the personal faces of our being—whether they are brown, black, yellow, female, red, white, or gay—that had been made invisible.

To name ourselves is to put into play the political face of our being as a people who do not want to be the recipient of others’ largesse or violence but who seek to participate in creating a more loving and just society.

We no longer wish to deny the historical faces of our being by acting out set roles; rather, we wish to be playwrights still growing our own history as new and more compassionate turning points.

Most of the European American students and many of the students of color in my classrooms either have assimilated or plan to fully assimilate into American society. In our rush to join the powerful, too many of us have forgotten our native language and know almost nothing of the struggle of our foremothers and forefathers, either in their own homelands or in this country. For those who are light skinned, for the most part, it is easier to join the powerful. But part of the high price of assimilation, for any group, is to have stripped away from us our heritage and anything else that prevents us from being like the others, the powerful. I set all of the standards for wealth, prestige, power, beauty and respectability.

I spend time drawing comparisons between the struggle for justice of European American ethnic groups and that of communities of people of color. All of us have suffered from the story of tribalism that separates all people into two groups: the blessed and the outsiders. There are only five ways for the allegedly superior to relate to the others: as invisible people who don’t count, as persons who are allowed to work but who must accept their inferiority in the society, as those who submit and therefore are allowed to assimilate (and to be exiled should they prove disloyal); and, finally, the outsiders who, in extreme cases, can be exterminated.

This story has been with us since the beginning of the Republic, as witnessed by Native American Indians and by African Americans. But too often we see this story only in racist terms and forget that the Irish, a White ethnic group, were hated by the English elites who practiced this story of tribalism. The sadness is that all incoming groups felt the wounds of this story from the previously excluded who are now the powerful. Thus the Irish turned on the Italians as a potential threat, as competitors for jobs and power knowing this kind of thematic and comparative historiography
greatly helps students to see that the enemy is not their fellow students but a blind acceptance of the stories of the society; an acceptance that we continue to repeat. If we were once all victims, it is within our capacity to participate in the politics of transformation and put an end to this destructive story and do all that we can together to fulfill the story of democracy.

I want to give a further example of how I teach this material in the classroom. I do not require my students to use any terms that I employ when referring to communities of people of color. I give historical, cultural, and political reasons for the names that I have chosen to use. When I say that I choose not to use the term Hispanic, I give the following explanation. The term Hispanic was first used on a national level by the Census Bureau in the 1970s when the Spanish-speaking communities began to become more visible through growth. This government bureaucracy simply grouped all of us together under one heading, which denied much of our inherent diversity. No one word or series of labels can do justice to the different histories and cultures of a variety of groups. But there are names that begin a dialogue and that open up new and better understandings of our common inheritance as well as our differences.

The term Hispanic carries with it historical and political baggage that is too limiting. Hispanic emphasizes Spain, Spain, and the world of the European, White Catholic, Christian heritage. To this day, many Latin Americans consider the coming of the conquistadores to have been the beginning of the destruction of their cultures. Often the powerful in Latin America are still too wedded to the Spanish side of their ancestry and are somewhat contemptuous of the indigenous people and of the mestizos, who are the majority of the population in most of Latin America.

Historically, the Spaniards sought to deny any kind of mixture of blood or culture. This grew out of the fierce struggle to reconquer Spain from the Muslims. But in so doing, they distorted their own history and culture. Too often when we ask who and what is a Spaniard and what are a Spaniard’s roots, the answer is that Spaniards are the descendants of the Romans, the Visigoths, the Franks, the Gauls, or other European group. But anybody who knows Spanish history knows that a Spaniard is a Jew, a Christian, and a Muslim. These three groups lived side by side, although often in names. Some of these converts came to the New World as conquistadores. When they arrived in the Americas, they found 500 different indigenous cultures. As a result of intermarriage between the Spanish soldiers and the Indian groups, the New World became populated largely by a mestizo people.

Africans were brought here against their will as slaves. Many of them intermarried within the mestizo community and so enriched what we have come to call the mestizaje of Latin America. In addition, when our foremothers and forefa-
Grey Pinstripes with Green Ties

MBA Programs where the Environment Matters

BY ADALYN HIXSON

"Because people are inspired by ideas, empowered by knowledge, and moved to change by greater understanding, the Institute provides—and helps other institutions provide—objective information and practical proposals for policy and institutional change that will foster environmentally sound, socially equitable development."

So reads page 47 of a 1998 publication of the World Resources Institute, a center for policy research and technical assistance on global environmental and development issues. WRI's mission is "to move human society to live in ways that protect earth's environment and its capacity to provide for needs and aspirations of current and future generations."

Given the growing news of ozone depletion, imperiled rain forests, and mad cow disease outside our borders, as well as toxic dumps, polluted air, and tainted waters between and along those borders, the WRI mission statement strikes a welcome note.

Last year, WRI published Grey Pinstripes with Green Ties: MBA Programs where the Environment Matters, a report based on its survey of related activities, present and proposed, at 67 business schools ranked at the top by U.S. World and News Report and Business Week. Fifty schools responded.

High praise for the report came from no less an authority than former EPA Director William Ruckelshaus. He spoke on the topic, effectively "making sure that future managers understand the context in which their businesses operate," at an education conference at Dartmouth and at a WRI conference at UCLA, said Jennifer Finlay, co-author with Rich Bunch, and Brian Neubert, all three current or recent members of the Institute's team.

According to Ruckelshaus, the report "tells us which business schools are preparing future managers for the immense environmental challenges ahead of them." In his view, the study "will forge critical links between a company's need for environmentally savvy managers, the corporate recruiters trying to find those managers, and the schools that are producing them."

Praise came, too, from corporate America. David Buzzelli, Director and Senior Consultant with Dow

"There is a real need for increased mainstream voices talking about environment and sustainability topics as core issues even for individual decision-making. It can't be perceived, as an issue that is captured by a small group of people with a particular political leaning.”

JENNIFER FINLAY
CO-AUTHOR OF WRI REPORT.
Mainstreaming the Cause

HO spoke with report co-author Jennifer Finlay about the rationale for teaching environmental issues within a business curriculum, and about moving through or around the "loggers versus the tree huggers" imagery associated with those issues.

"There is a real need," Finlay said. "For increased mainstream voices talking about environment and sustainability topics as core issues even for individual decision making. It can't be perceived," she said, "as an issue that is captured by a small group of people with a particular political leaning."

If mainstreaming the cause is one of WR1's strategies, the report certainly scores points toward that goal. Responses from the business schools cited in the report as well as those of its corporate readers hang the drum quite persuasively.

Paul Tebo, vice president, safety, health & the environment, E.I. du Pont de Nemours Corporation, wrote, "As DuPont begins to measure success by the value added to each of our stakeholders relative to the footprint created, future leaders will be those who understand and can think strategically about creating business opportunities in fundamentally different ways than we have in the past."

Paula Mcenten, manager of sustainable development, Monsanto, wrote, "For the world to move in the direction of sustainability, enormous efforts must be made on many fronts. Businesses that are leading the effort toward sustainable development will need people with a keen awareness of an interest in solving the world's pressing environmental and social problems while creating shareholder value. The schools with MBA programs at the cutting edge are unique in leading the way to provide this critical education for our future leaders."

The response has been good enough, said Finlay, to garner cooperation in this year's survey from several highly ranked holdouts in 1998.

Underlying Rationale

HO asked Finlay several questions about the ABC's of environmental management: "Let me start by addressing a question that I thought was really critical here. Why is environmental management continued, is to articulate the actual up side of environmental stewardship. On the cost side, it is easier for business schools to understand that you should manage environmental issues. On the opportunity side, it is much more of a challenge."

"If I were a manufacturer of insulation—and I were thinking about business drivers, it is very unlikely that I would think that climate change might be one of the issues that would increase sales of my insulation materials. Making quantitative assessments—particularly, what are the positive opportunities—remains one of the critical issues.

"The schools with MBA programs at the cutting edge are unique in leading the way to provide this critical education for our future leaders."

Paula Mcenten, Manager of Sustainable Development, Monsanto

VOE now integrated into business school curriculum?

There are several important indicators, she said, "that it should be a part of the curriculum. And the reasoning is just plain business sense. Running an efficient, high-quality management system is a business fundamental. Any waste—and most environmental emissions represent a loss of resources—has a cost. All things input into the process—such as natural resources—have a cost. Any waste indicates that you are not running an efficient operation."

The costs associated with waste generation or inefficient use of electricity result in both business costs and, where those wastes can be hazardous, loss of corporate reputation brand image, or other very significant business costs.

The hard part here, she con-

The Parallel Struggle

Finlay defined the cause in which she serves as a parallel struggle. On one hand, she said, WR1 is trying to bridge a gap between business and environment so that businesses start to regard environment and sustainability literacy as a part of what they are looking for when they hire, for example, a financial analyst. The heightening of that awareness is one challenge.

Asked to define "environmental literacy," Finlay said that it is just an understanding of the important topics or subjects that affect business in its operations, in its strategies and planning, and in the sale of its products.

One of what she called the "institutional challenges" is the fact that business disciplines often make their own decisions about curriculum.

"It has been a struggle for many faculty champions to integrate environmental topics into the discipline's curriculum," Finlay and WR1 found that in academia as in corporations, "it is very important that there is an administrative emphasis or support for integrating these kinds of issues, just as there was for international issues a decade ago."

Asked who some of the leading spokespersons within academia are, Finlay quickly named Robert Sullivan, University of North Carolina; Joseph White, University of Michigan; and Don Jacobs, Northwestern's Kellogg School of Business. But she said too that there has been a lot of "juggling around" of environmental faculty in the last couple of years. "A number of them left because they didn't receive tenure," she told HO. "There is not necessarily the recognition among their peers that this kind of research is on the cutting edge."

"It is core, fundamental, creative business thinking!"
Survey Findings

MBA programs "at the forefront" in 1998, in alpha order, were George Washington University, New York University (Stern), Northwestern University (Kellogg), University of Michigan, University of North Carolina (Kenan-Flagler), University of Tennessee-Knoxville, University of Virginia (Darden), and University of Washington.

George Washington's was the only program to garner a full four stars in each of the three categories on which the programs were ranked: student opportunities (50 percent), Institutional Support (30 percent), and Faculty Publications (20 percent).

The first category looked at the number of required courses, number of electives, and number of environmental electives in other university programs. Category two looked at the number of faculty with an environmental focus, extracurricular business-environment activities sponsored, and relevant mentions in school catalogs and course bulletins. The third involved literature searches of academic journals, general business journals, and books.

Grey Pinstripes reports that six of the 50 schools responding to last year's survey were planning new initiatives on business and the environment, "including a statewide University of California initiative."

Grey Pinstripes reports that six of the 50 schools responding to last year's survey were planning new initiatives on business and the environment, "including a statewide University of California initiative."

"For this year's survey, we are building a whole new process. This year we are exploring how social issues are emerging. We thought it was important for us to go talk with faculty and with administrators and students for a more qualitative or personal assessment of what topics are important, how they are emerging, what are the issues in teaching about social issues in business." She told HO that diversity and culture are emerging themes in business school curricula, and the new report will include a chapter that discusses those issues.

The day after the HO interview, Finlay was headed for the much about the international development angle as it is about being smarter about the kinds of choices we make."

Grey Pinstripes co-author Rick Bunch is director of WRI's U.S. Business Education and the Business Environment Learning and Leadership Program (BELL) and its representative to the Alliance for Sustainability through Higher Education, a group of organizations dedicated to the "greening" of higher education. His B.A. in political science is from Yale; his MBA and Environmental Management Certificate from the University of Washington, which has the longest and most well-recognized program in the field.

Third co-author Brian Neubert had worked on "every element of the BELL program," including regional faculty development, demand creation, and curriculum, before joining the U.S. Department of State in the Foreign Service. Neubert holds a B.S. degree in International Politics with a Certificate in Science, Technology and International Affairs from Georgetown University.

The WRI Web site at <http://www.wri.org> and that of its Management Institute for Environment and Business at <http://www.wri.org/wri/meb> offer more information on its work and publications, including curriculum offerings for high school and higher education.
# MBA Programs Where the Environment Matters

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## Programs Showing Significant Activities

| **Carnegie Mellon University** | ★★★ | ★ | ★★★★ |
| **Columbia University** | ★★★ | ★ | ★★★★ |
| **Harvard University** | ★★★ | ★★★ | ★★★★ |
| **Rensselaer Polytechnic Institute (Lally)** | ★★★ | ★ | ★★★★ |
| **Tulane University (Freeman)** | ★★★★ | ★★★★ | ★★★★ |
| **University of Maryland—College Park** | ★★★★ | ★★★★ | ★★★★ |
| **University of Massachusetts—Boston** | ★★★★ | ★★★★ | ★★★★ |
| **University of Minnesota (Carlson)** | ★★★ | ★★★ | ★★★★ |
| **University of Pennsylvania (Wharton)** | ★★★ | ★★★★ | ★★★★ |
| **Vanderbilt University (Owen)** | ★★★★ | ★★★★ | ★★★★ |

## Programs with Moderate Activities

| **Dartmouth College (Tuck)** | ★★★ | ★★ | ★★★★ |
| **Indiana University (Kelley)** | ★★ | ★★★ | ★★★★ |
| **Massachusetts Institute of Technology (Sloan)** | ★ | ★★★ | ★★★★ |
| **Miami University—Ohio (Farmer)** | ★ | ★★★ | ★★★★ |
| **Pennsylvania State University (Smeal)** | ★★ | ★ | ★★★★ |
| **Stanford University** | ★★★ | ★ | ★★★★ |
| **University of California—Los Angeles (Anderson)** | ★★ | ★ | ★★★★ |
| **University of Colorado—Denver** | ★★★ | ★★★ | ★★★★ |
| **University of Oregon ( Lundquist)** | ★ | ★★ | ★★★★ |

## Programs with Demonstrated Interest

| **American Grad. School of International Management (Thunderbird)** | ★ | ★★★ |
| **Cornell University (Johnson)** | ★★ | ★ | ★★★ |
| **Idaho State University** | ★ | ★ | ★★★ |
| **Loyola University—Chicago** | ★ | ★ | ★★★ |
| **University of California—Berkeley (Haas)** | ★★ | ★ | ★★★ |
| **University of Houston** | ★ | ★ | ★★★ |
| **University of Notre Dame** | ★ | ★ | ★★★ |
| **University of Oklahoma (Price)** | ★ | ★ | ★★★ |
| **University of Pittsburgh ( Katz)** | ★ | ★ | ★★★ |
| **University of Vermont** | ★ | ★ | ★★★ |

**Notes:**
- a. Schools are listed in alphabetical order within each quartile. See “Survey Methods” for a description of the criteria used in each category to calculate rankings.
- b. Represents 50 percent of overall ranking. Includes number of environmental topics in required curriculum, number of environmental electives offered, and number of environmental electives in other university programs.
- c. Represents 30 percent of overall ranking. Includes number of faculty with environmental focus, extracurricular business-environment activities sponsored, mention in school literature.
- d. Represents 20 percent of overall ranking. Includes literature searches of academic journals, general business journals, and books.
Rosie Rodela: Compassionate Counselor

BY INÉS PINTO ALICEA

Rosie Rodela knows the confusion and frustration of dealing with college advisors who are not helpful. As a college student, she did not have good counselors.

Now an undergraduate advisor in the College of Business Administration at the University of Texas at El Paso (UTEP), she is winning awards for her outreach efforts to students, particularly those transferring from local community colleges.

"Many students come to us having taken more classes than they needed to because they believed they had to earn an associate's degree before transferring to UTEP to work toward their bachelor's degrees—and that's not true," she said. "We can accept only 66 credit hours from any two-year institution, and many other courses simply are not transferable. That misunderstanding can result in a lot of wasted time and money for these students, who often can't afford it. I just decided that something had to be done."

Her interest and efforts in helping students garnered her an award from the university, the UTEP Star award, which honors individuals whose outstanding service to the university and its students extends beyond their normal job responsibilities. She received it in recognition of an initiative she launched last year to bridge the advising gap between UTEP and local community colleges and to help students at the community colleges who wanted to study business administration at UTEP eventually compile credit hours transferable to UTEP.

"The initiative was entirely Rosie's idea and effort," said Director of Business Academic Programs John Starner, who nominated Rodela for the award. "It came in response to her awareness of a need and her resolve to give of herself to fill that need."

Rodela's strategy is straightforward. She visits business classes at the different campuses of the El Paso Community College (EPCC) to talk to students, provide information on degree plans at UTEP, share transfer guides with the students, and explain upper-division admission policies at the university. She also sponsors breakfasts for EPCC advisors to cover the same information. And she attends as many college recruiting sessions as she can in her spare time to meet with community college students one-on-one.

"Rosie is a major part of the reason the College of Business Administration has a reputation among students for friendly and accurate advising," said UTEP President Diana Natalicio. "In her initiative to coordinate with the El Paso Community College advisors and students, Rosie is in the vanguard for the college and the university."

Maria Dolores Rios, 26 and a UTEP student majoring in human resources management at the UTEP College of Business, said she feels very fortunate to have Rodela as a college advisor. Rios, who graduates in July, said that Rodela has always taken her time to explain all of the ins and outs of getting through college and graduating.

"No matter how much time it takes, she takes her time with you," said Rios. "She's never rush rush."

Rios also said that she has never seen Rodela lose her patience or turn a student away. She said Rodela, instead, helps students get out of hitches. For example, Rios said Rodela helped her on several occasions by convincing professors to take her in at the last minute despite the class being closed or filled, or she has talked university
Rodela provides not only transfer guides but degree plans that clearly outline what is expected of them once they have transferred.

She provides them with contacts at UTEP who should be able to answer their questions.

“It’s great when we go over to the community colleges,” Rodela said. “It’s the best way we can communicate with the students. It helps students feel more secure. They just want to see the end of the tunnel.”

Rodela admits that sometimes counselors are not blame for students taking the wrong classes or too many classes prior to transferring because a lot of students don’t ask advisors for assistance.

“They will say ‘I wish I had known this before,’” said Rodela. “But for those who do seek help, Rodela said it’s important that they have advisors who can establish a good rapport with the students and provide them with information in an understandable manner. Some courses offered by the community colleges might cover the same curriculum as a class at UTEP but won’t be accepted in the transfer because at UTEP, the class is considered an upper-division course. If students are clear about what classes they should take, says Rodela, they will save themselves a lot of heartache.

“I didn’t have a great counselor in college, and that’s probably why I want to help our students so much,” said Rodela. “I didn’t want them to go through the same thing. I like to help out. I advise them to not wait until the last minute so they don’t waste time or money.”

The response by EPCC to Rodelas program has been enthusiastic. She has initiated a similar program for local high school students.

“It’s good to catch the seniors before they [start college],” Rodela said. “Those students will take the right classes at the college, not be confused, and know where to go if they have questions.”
Bastida Named Outstanding Teacher

Dr. Elena M. Bastida, chair of the department of sociology at the University of Texas-Pan American (UTPA), has received this year's Chancellor's Outstanding Teaching Award at UTPA.

President Miguel A. Nevarez and Vice President for Academic Affairs Rodolfo Arevalo presented a $1,500 check to Bastida.

“All you have to do is talk to her students to know just how good an instructor and researcher she is,” Nevarez said of Bastida. Nevarez also said Bastida was a key player in recently bringing a $1.4 million grant to UTPA to conduct a health study on Hidalgo county’s elderly population.

Benavidez Directing UCLA Communications Team

Max Benavidez, a veteran public relations and journalism professional, is the new assistant vice chancellor of university communications at the University of California-Los Angeles (UCLA).

Benavidez is responsible for overseeing all internal and external communications for the campus, including the College of Letters and Science and professional schools. He provides communications counsel to the UCLA Health Sciences enterprise and the university’s public arts programs. Marketing, services, publications, and Web-based communications also are under his direction. University communications is a division of the UCLA Department of External Affairs.

University of Texas-San Antonio Honors Saldaña

Noé Saldaña, assistant director of the Research Development Office at the University of Texas-San Antonio, has won a Staff Excellence Award for 1999. Saldaña, along with four others, was selected by a special task force from dozens of candidates nominated by the university community-at-large and received a cash award and a plaque.

Solis Scholarships Aid Chicano/Latino Students

California State Senator Hilda L. Solis (pictured here) was an honorary guest at the Third Annual Scholarship Dinner & Reception held in her name at California State Polytechnic University-Pomona.

Writer/director Gregory Xava won an award, and Chicano artist Simon Salva was the keynote speaker.

The goal of the annual event is to improve the quality of scholarships offered to Chicano/Latino students and to recognize their accomplishments.

Sergio Rodriguez (pictured), a geographic information systems major who received a scholarship last year, said, “I used to work full time, but with the help of scholarships like the Hilda L. Solis scholarship, I’ve been able to focus entirely on my studies and maintain a 3.8 GPA.”

Over the last two years, 18 students received scholarships.

Ontiveros Named to North Orange County Community College District Board

Manuel Ontiveros, a federal probation officer and Anaheim community activist, has been appointed to the North Orange County Community College District Board of Trustees. He is to serve until the year 2000.

Ontiveros is a member of the Anaheim Parks and Recreation Commission and serves on the Board of the Anaheim Independencia Community Center.

A law enforcement professional since 1996, Ontiveros is a graduate of the University of California-Irvine and Fullerton College. He has been enrolled in the master's degree program in public policy and administration at California State University-Long Beach.

Alonso Arranges WOU Conference

Western Oregon University (WOU) student Teresa Alonso (pictured here) was the lead organizer of the recent Women of Color Conference, sponsored by WOU’s Multicultural Student Union. The topic of the conference was “Wisdom Shared Through the Words of Women.”

Jeanette Pei-Espinosa, vice president of the Metropolitan Group, was the keynote speaker for the event, which commemorated Women’s History Month. Guadalupe Quinn, a community activist involved with Network for Immigrant Justice/CUSA, was the guest speaker. The day-long conference included various informational sessions as well as a closing reception featuring the Oregon State University Aztec Dancers.
University of Texas-San Antonio Faculty Serves Disabled

Juanita Firestone and Louis Mendoza, along with 13 other faculty members at the University of Texas-San Antonio, have been recognized for their outstanding service to students with disabilities.

Firestone, an associate professor of sociology; Mendoza, an assistant professor of literature; and the rest of the group were honored during the university’s observance of Disability Awareness Week in March.

University of Arizona Names Vélez Distinguished Professor

Dr. William Vílase Vélez, a mathematics professor at the University of Arizona (UA), has been named a Distinguished Professor this year.

As an undergraduate in the 1960s, Vélez was advised not to pursue a career as a mathematician. “The only advice I got in college was bad advice,” said Vélez.

After initial struggles with calculus, Vélez got an “A,” found the subject interesting, and decided to get a doctorate in math or physics.

Today, he aggressively recruits Hispanics and other ethnic minorities into the UA mathematics department. Currently, nearly 300 minority students are enrolled in the three-semester calculus sequence required for science and engineering majors.

“I lose students to chemistry or biology or sociology, but I’m not really losing them. They’re going into another field that they have found interesting—and probably with more mathematics than the average student in that area.”

Tamargo Awarded Fulbright Scholarship

Miami-Dade Community College (M-DCC) professor of photography Joseph Tamargo, of Miami, Florida, has been awarded a Fulbright Scholarship to lecture on street photography in Chile and research the South American country’s approach to that genre.

Tamargo will spend July to September in Santiago and Valparaiso teaching and studying the work of Chilean street photographers from the beginning of the 20th Century to the present.

Having taught at M-DCC’s Wolfson Campus since 1986, he has co-chaired the Juried Photography Exhibition of the Miami Book Fair International and has served as the curator of photo exhibits for the Frances Wolfson Gallery since 1995.

Díaz on College Board Commission

José M. Díaz, a teacher of Spanish at Hunter College High School (N.Y.), is on a special 15-member College Board commission established to explore ways to strengthen the positive impact of the Advanced Placement Program on American (AP) education.

In early 2001, the Commission will recommend how the College Board can maintain the program’s quality as it continues its rapid growth, and strengthen its ability to improve American education. APP is considered a model of cooperation between schools and colleges.

Founded in 1900, the College Board is a nonprofit association that supports preparation for and transition to higher education for students around the world through collaboration of its member schools, colleges, universities, educational systems, and organizations.

Rodrigues Demonstrates Math Technology

Mariano Rodrigues, Rhode Island College professor of mathematics, gave a presentation at the International Conference on Technology in Collegiate Mathematics in New Orleans.

In his presentation, “Using Advanced Graph, Graph, Graph (sic) for Graphing,” Rodrigues demonstrated how this inexpensive but powerful and effective device can be used to quickly graph functions. Used with Word 97, it can help students to prepare sophisticated homework documents as well as internet Web pages.

He also conducted a mini-course on “Easing Students into Submitting Work via Web Pages” wherein he showed students how to prepare materials that are very readable, and demonstrated Web-based submitted work and the use of Chat in cyber classes.

Cruz Drama at New Jersey Performing Arts Center

The New Jersey Performing Arts Center (NJPAC) presented, in March, the McCarter Theatre’s world premiere production of Hijo Sisters and a Piano, a passionate, political drama by Cuban-born playwright Nilo Cruz. The play was one of only three in the nation to receive a prestigious 1998 Kennedy Center Fund for New American Plays Award.

A sultry and subtle story of personal freedom and oppression, the play is inspired by the life of Cuban writer María Elena Cruz Varela, who, after writing a manifesto against the Communist regime, was placed under house arrest for two years.

Cruz earned his master’s degree at Brown University.

Pérez Emphasizing Borderland Studies

Emma Pérez, associate professor of history and assistant vice president for graduate studies at the University of Texas-El Paso (UTEP), is recruiting students to a new doctoral program in borderlands history that, as Pérez says, “emphasizes borderland studies in a region where the border is a persistent reminder of a unique
geographic location.” She calls UTEP “the place to examine the border both politically and geographically.”

Pérez finds her work in graduate studies “both rewarding and challenging given that UTEP has been in the forefront of offering new doctoral degrees for this majority-minority population of approximately 68 percent Hispanic students.”

One of only 15 Chicana historians in the U.S., Pérez has written two books—the Decolonial Imaginary: Writing Chicanas into History (June 1999, Indiana Press), and Gulf Dreams (1996, Third Woman Press)—and is at work on another.

Ramos Named Director at Trinity

Valeriano Ramos Jr., a college administrator with extensive experience in civic and cultural affairs, has been appointed director of community service and civic engagement at Trinity College (Conn.).

In his position, Ramos manages service-related initiatives linking Trinity students and faculty with the Hartford community. He also oversees the Boys & Girls Club, which is staffed by Trinity students and is the first campus-based Boys & Girls Club in the country.

Ramos has a bachelor’s degree from Yale University and a master’s from New York University.

Molina’s Work Exhibited at School of Visual Arts

Carlos Molina was one of two students at the School of Visual Arts (SVA) in New York to have his work exhibited at the school’s Eastside Gallery.

Molina’s photographs are flat and graphic. Using photography in its most literal sense, Molina manipulates light to illuminate mannequins in intensely rich planes of color. The focus shifts from the female contour to the shapes of color and light that dominate the photographs. He is a third-year student in the BFA Photography Department.

The exhibition, “The Body without Figure,” also featured student Chris Ramsey’s work.

González Wins Long Island University’s Polk Award

Juan González, a columnist for the New York Daily News, was one of 13 nationwide winners of the 1998 George Polk Awards for excellence in journalism. The Awards sponsor is Long Island University.

Honored for his “street-savvy, unflinching columns,” González makes the distinction that he is “not writing about outcast neighborhoods, but from them.”

In the forward to Roll Down Your Window: Stories from a Forgotten America, a compilation of his work, González wrote that much of his time in the past two decades has been spent writing about neighborhoods where “strangers roll up their windows as they pass through.” He says he attempts in his writing to roll down the windows to depict the complexities of America’s communities of color, the struggles of its labor movements, and the flaws of its politicians.

Chang-Díaz Joins Panel at American University

Franklin Chang-Díaz, the first Hispanic American in space, discussed the risks and rewards of space exploration and its place in the next century during “Space 2000: Space Exploration at the Millennium,” at American University in Washington, D.C.

Chang-Díaz participated in the Space Station design and helped build closer ties between astronauts and scientists. He is currently developing ultra-fast rockets for NASA. A veteran of six space flights, including the final Shuttle/Mir docking mission, he has logged more than 1,260 hours in space. He is tied with John Young and F. Story Musgrave for having flown six missions, the most of any astronaut. A native of Costa Rica, Chang-Díaz earned a doctorate from the Massachusetts Institute of Technology.

YWCA Honors Santa Monica College President

The YWCA of Santa Monica, Calif., honored Santa Monica College (SMC) President Dr. Piedad F. Robertson and two other women at its annual Women of the Year Dinner in March.

Robertson was selected for her outstanding contributions to education. She has been superintendent/president of SMC since July 1995 and has earned a reputation for leadership in innovative educational programs, workforce development, fund-raising, community and government relations, planning, and effective management. A native of Cuba, Robertson earned her bachelor’s and master’s degrees from the University of Miami, and was awarded an Ed.D. from Florida Atlantic University.

Along with Robertson, the YWCA honored Dr. Linda Burnes Bolton and Sister Marte Madeleine Shonka.

Diaz-Marcos Wins Literary Prize in Spain

University of Massachusetts (U.Mass.) graduate student Ana María Díaz-Marcos has been awarded Spain’s Asturias Young (Young Asturians) prize by the Principado de Asturias (regional government of Asturias) for her collection of short stories The Affections of Heat. The prize, awarded annually to a young writer of the Asturias region of Spain, includes a monetary gift of $1,800 and publication of the collection.

A native of Spain, Díaz-Marcos, 30, was inspired by: the desire to write something good before turning 30 (which she did), a trip she took to Puerto Rico, both U.Mass. and the old Massachusetts landscape, and a desire to empower women.

“In many ways, Spain is only now emerging from a very macho, sexist period in its history,” said Diaz-Marcos. “I wanted to give
literal voice to the women who had lived through this period.”

**Romo New President of University of Texas-San Antonio**

Dr. Ricardo Romo, former vice provost for undergraduate education at the University of Texas-Austin (UT-Austin), was named president of the University of Texas-San Antonio (UTSA) early this year.

Tom Loeffler, a member of the Board of Regents from San Antonio, said, “The board has been tremendously impressed with the experience and accomplishments of Dr. Romo. He is a superb administrator, a highly regarded scholar, and a dedicated teacher. He has a highly distinguished record of service at UT-Austin, and we are confident that he possesses the knowledge, skills, and values necessary for effective leadership for UTSA.”

Romo has a bachelor’s degree from UT-Austin, a master’s from Loyola University in Los Angeles, and a doctorate from UCLA.

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**PLACES**

**University of New Mexico and EPA Sign Memo**

A Memorandum of Understanding (MOU) between the University of New Mexico (UNM) and the United States Environmental Protection Agency (EPA) Office of Policy has been signed. Formally strengthening the ties between UNM and the EPA, the purpose of the MOU is to enhance the education and training of minority students and to increase the relevance of university research to the EPA’s mission.

The goal of the program is to strengthen the growth of mutually beneficial research, educational, and outreach programs to be conducted cooperatively. The intention of the MOU is to provide positive impact in a number of areas, including: the relevance of EPA’s programs to Hispanic communities nationwide, particularly in New Mexico; the relevance of the UNM’s research projects to EPA’s environmental mission; and the number of Hispanic students electing to pursue graduate study and research careers in environmental-related fields.

According to Francisco Dóñez (pictured here), Hispanic employment program manager at the Office of Policy at the EPA, the EPA wants to establish relationships with minority institutions.

**Newsmakers at Eastern New Mexico University**

Lloyd Chaves (pictured here), a psychology instructor at Eastern New Mexico University-Roswell (ENMU-R), will be receiving a 1999 Teaching Excellence Award from the National Institute for Staff and Organizational Development (NISOD) this month at its International Conference in Austin, Texas, on Teaching and Leadership Excellence. He has bachelor’s and master’s degrees from ENMU.

A team of students enrolled in the Upward Bound Program at ENMU-R was winning participants in the regional Science Olympiad in Roswell, N.M. According to Upward Bound Program Director Andrew Gamboa, this was the first year that ENMU-R competed.

Senaida Herrera has been named to the All-State Academic Team sponsored by the New Mexico Association of Community Colleges. Set to graduate from ENMU-R this month, Herrera has a 4.0 GPA, is a member of her local Phi Theta Kappa, and for the last two years has mentored at-risk students.

**Latinas Speak at Southwest Texas State Conference**

“Latinas: Afirmación y Poder (Empowerment and Affirmation)” was the theme of the fourth annual Images of Women conference held at Southwest Texas State University. The conference committee had determined that as the population of Latinas in the United States increases, there is a continuing need to assure that their political, economic, and cultural needs are met.

Cherrie Moraga, Chicana writer, artist, playwright, and poet, and Christy Haubegger, president and publisher of *La Catrina* magazine,
gave keynote addresses.
Other speakers included Anita Marcos, Shelly Soto, Josefina Castillo, Susana Almanza, Laura Zárate, and Sandra Guzmán.

**TC3 Offers Study Program in Costa Rica**

Tomkins Cortland Community College (N.Y.), Elmira College (N.Y.), and Casa Yemana in Costa Rica have joined together to provide a unique summer study opportunity for students. From July 22 through August 13, enrolled students will study Women and Development.

Students will be able to gain a first-hand understanding of the participation of women in development, educational, environmental, business, recreational, and cultural projects in Costa Rica. Students have the option of studying the Spanish language for one or two additional weeks.

Students combine pre-trip readings with on-site lectures, discussions, and meetings with different people working in a variety of women's projects. Students will be in Costa Rica for 25 days.

**National Conference of Spanish in the U.S. at Florida International University**

The 17th annual National Conference of Spanish in the U.S., sponsored by Florida International University (FIU), was held in March.

Designed to bring to light the latest research and linguistic aspects concerning the Spanish language in the U.S., the conference covered bilingual education, culture, identity, and history.

“This conference brings the foremost experts in the study of linguistics together to discuss language issues that affect educators and the community at large, especially in large bilingual areas such as South Florida,” said Ana Roca, conference chair and organizer, and FL's associate professor of modern languages, Dr. John Lipski, of the University of New Mexico, and Dr. Guadalupe Valdés, of Stanford University were the keynote speakers. (Roca and Lipski are pictured here.)

**Cal State L.A. Recognizes Dr. Seuss**

In March, California State University-Los Angeles child development major Epi serrato (pictured here) presented an animated reading of *The Foot Book* by Dr. Seuss, and shared his special insect collection with the kindergartners at City Terrace Elementary School as part of Read Across America, a national campaign to encourage children to read.

The project at Cal State-L.A. featured special presentations by teams of student readers assigned to their six respective schools throughout Los Angeles.

“We are proud to be part of this national effort to expand children's understanding of the world through reading,” said Jorge Uraña, America Reads project director at Cal State-L.A.

**International Film Series at Purdue-Calumet**

Purdue University-Calumet (Ind.) recently wrapped up its International Film series, featuring films in Farsi, French, German, Portuguese, and Spanish. The series was sponsored by the university's department of foreign languages.

Among the entries were *The Green Wall* (in Spanish w/ English subtitles), presented by associate professor of Spanish José Castro-Trioste, and *Tristana* (in Spanish w/ English subtitles), presented by assistant professor of Spanish Marí Luisa García-Verdugo (pictured here).

**Multicultural Symposium at University of Texas-San Antonio**

The University of Texas-San Antonio (UTSA) recently held “Multiculturalism at the Century’s End,” a symposium sponsored by the UTSA College of Social and Behavioral Sciences.

It delved into a wide range of multicultural issues, including bilingual-bicultural education, intimate violence, and women on the Texas-Mexico border.

Patricia Zavella of the University of California-Santa Cruz presented the keynote speech, “Multiculturalism's Unfinished Work.”

**St. Joseph's College Art Exhibition**

The work of painter/lithographer Frank Diaz Escalet was exhibited at St. Joseph’s College (N.Y.) in March, as part of the college’s Celebrate Diversity! Week.

A self-taught artist whose paintings and lithographs are in art museums, college art collections, and private collections, the Puerto Rican-born Escalet first began painting at age 55. His subjects are largely Latino and African American, drawn not from life, but from his mind. “My imagination takes me all over. Everywhere,” Escalet says.

Many of his images deal with poverty and discrimination, and ask the viewer to empathize with the situations. (Pictured here is “Cumple Año Chicano, 1994.”)

**University of Houston News Briefs**


Published by University of Texas Press, the book...
was named the Golden Lights Awards Photography Book of the Year, and it was selected for inclusion in Choice's 35th Annual Outstanding Academic Books List.

UH alumnus Eduardo Elizondo received the George Magner Award for Excellence in Undergraduate Academic Advising. Elizondo is program coordinator of the Center for Mexican American Studies' Urban Experience Program, which offers individualized learning sessions, support services, full academic scholarships, and internships. He has a bachelor's degree and a master's, both from UH.

Smithsonian Institution Traveling Exhibition

A major Latino photography exhibition from the Smithsonian Institution in Washington, D.C., recently began a nationwide tour. The new traveling exhibition, "Americanos: Latino Life in the United States," presents an intimate portrait of the Latino community through the work of prize-winning photographers. The 120 photographs—organized around themes such as family, community, arts, and sports—reflect the breadth and variety of the Latino experience. A book, published by Little, Brown, and an HBO documentary special, will accompany the exhibition.

The exhibit, a project of Olmos Productions, has been organized by the Smithsonian Institution Traveling Exhibition Service and the Smithsonian Center for Latino Initiatives. The National Museum of American History Smithsonian Institution is currently hosting the exhibit until June 6, 1999. From September 15, 1999, through January 2, 2000, the Museum of the City of New York (NYC) will play host.

1999 Latino International Film Festival

The annual Latino International Film Festival is being held in Denver, Colo., this year, June 18-20. Founded by actor/producer Edward James Olmos, the festival began in Los Angeles in 1997. The event showcases feature films, documentaries, and videos from Latin America, Spain, Portugal, and the United States. It will include workshops, symposia, conferences, presentations, and panels featuring discussions on film.

Community interest spawned the idea to bring the film festival to Denver: "We have had a tremendous demand from the Latino community for more Latino films," said Marie McCord, festival director and vice president of Community Relations for Olmos Productions.

Latin American Women Dramatists: Theater, Texts, and Theories

Catherine Larson and Margarita Vargas, eds.

Contributors discuss 15 works of Latin American playwrights, delineate the artistic lives of women dramatists of the last half of the Twentieth Century—from countries as diverse as Argentina, Brazil, Chile, Mexico, Puerto Rico, and Venezuela—and highlight the problems inherent in writing under politically repressive governments.

February, 1999
320 pgs.
$1995 paper
Indiana University Press
(800) 842-6796

Women Don't Need to Write

by Raquel Puig Zaldivar

This author paints a powerful panorama of a woman's troubled but ultimately successful voyage beyond mere survival to empowerment and even a measure of prosperity. This universal story of love and family preservation...
Women and Other Aliens: Essays from the U.S.-Mexico Border
by Debbie Nathan

This winner of a Southwest Book Award presents a collection of essays that offer compelling insights into America's problematic existence with its own southern border.

1991
608 pgs.
ISBN 0-93831-08-3
$10.95 paper
Cinco Puntos Press
(800) 566-90*2

Cuba y Cuba
by René Burri

In contrast to the impression most Americans have been given, that Cuba is paralyzed by communist austerity and drained by economic isolation, Swiss-born documentary photographer René Burri's new book shows a people emanating quiet pride even as they wait for change. Accompanied by an essay and poems, these striking pictures pay tribute to a people determined to meet the future with passion and equanimity.

1998
600 pgs.
$24.95 cloth
Smithsonian Institution Press
(800) 707-512

The Quixote Cult
by Genaro González

Like a Carlos Santana riff on a Miguel de Cervantes theme, this book is aKelly, satirical look at a group of Vietnam-era Chicano college students—and would-be radical activists—who seek political, spiritual, and chemical fulfillment.

December 1998
240 pgs.
ISBN 1-55885-254-9
$12.95 paper
Arte Público Press
(800) 633-ARTE

Porque hay silencio
by Alba Ambert

This is the Spanish-language translation of the critically acclaimed novel A Perfect Silence, by Alba Ambert. It tells the story from birth to adulthood of Blanca, a woman who struggles to overcome the poverty and oppression of her Puerto Rican-South Bronx heritage.

December 1998
208 pgs.
ISBN 1-55885-250-6
$11.95 paper
Arte Público Press
(800) 633-ARTE

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

The Hapsburgs: The Dream of an Empire

Although Rudolph von Hapsburg was crowned in 1293, the Hapsburg dynasty did not firmly establish itself until Frederick III passed the crown to his son, Maximilian I, in 1493. This program traces the roots...
of the struggle and shows how the Hapsburg dynasty established itself, both in Austria and Spain, shaping the course of European history for the next six centuries.

(33 min., color)
Item #FFH 8992

The Hapsburgs: Cross and Crescent

The internal and external forces set in motion during the 18th and 19th Centuries changed Europe forever. This program examines the political, religious, and class conflicts that led to the Thirty Years War. It shows how the Turkish forces advanced to the gates of Vienna and were defeated, establishing the boundaries of modern Europe.

(33 min., color)
Item #FFH 8993

The Hapsburgs: The Jewel in the Crown

After the death of Charles VI in 1740, there was a dynastic crisis and conflict between the Hapsburgs and the Hohenzollerns. Because she was a woman, Maria Theresa claimed to the throne was not widely accepted. The ensuing Seven Years War was a pivotal struggle that firmly established Maria Theresa on the throne, where she ruled for 40 years.

(33 min., color)
Item #FFH 8994

The Hapsburgs: Between Empire and Nation

This program examines the liberal forces at work in the 19th Century, the conservative policies of the Hapsburg rulers, and the inevitable results of this conflict. The nation that emerged from this period remained the keystone of an empire

(33 min., color)
Item #FFH 8995

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

May 19-21: Mid-South Region 5, Lexington, Ky.
May 19-21: South Central Region 7, Tulsa, Okla.
Contact: NACADA at Kansas State University. (855) 532-5711; Web site, www.ksu.edu/nacada.

Teaching Occupational Spanish at Community Colleges

May 21-22
June 11-12
July 9-10
Presented by Command Spanish, Inc., this is an intensive training seminar that leads to certification for institutions and instructors. No knowledge of Spanish is necessary for administrators. In New Orleans, La.
Contact: phone, (601) 582-8508; e-mail, info@commandspanish.com.

The Macalester Forum on Higher Education

June 2-3
"Diversity and Stratification in American Higher Education" is the theme of this higher education forum sponsored by Macalester College. The keynote address, "Race on the River: Talking about Race-Sensitive College Admissions," will be delivered by William G. Bowen, president of The Andrew W. Mellon Foundation. At the Marquette Hotel, St. Paul, Minn.
Contact: fax to (651) 696-6500.

National Multicultural Institute National Conference

June 3-6
The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence: Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.
Contact: NMI, (202) 483-0700; e-mail, nmi@nmi.org. Web site at www.nmi.org.

NCORE National Conference

June 3-7
The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.
Contact: (405) 292-4172; Web site at www.occe.ou.edu/ncore.

AACU - Summer Institute

June 9-13
Contact: Iris C. Jacobs, (202) 387-3760 x428; e-mail, meetings@aacuww.duus or jacobs@aacu nw.duus.

NAWE National Conference for College Women Student Leaders

June 10-12
NAWE, Advancing Women in Higher Education's 15th annual national conference. "Women Leading: Today and Tomorrow," is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.
Contact: NAWE, (202) 699-9330; e-mail, nawe@clark.net. Web site, www.nawe.org.

LACC - Summer Dance Institute

June 19-26
This Latin American and Caribbean Summer Dance Institute is sponsored by the Latin American and Caribbean Center at Florida International University in Miami, Fla. among others. Featured are technique classes, scholarly seminars, academic classes, and performances.
Contact: Andrea Mantell-Deidel, (305)
NACADA - National Academic Advising Association

June 27-July 2
The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.
Contact: NACADA at Kansas State University. (785) 532-5717; Web site: <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 26-July 23
The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.
Contact: Betsy Metzger. (303) 871-6860; e-mail to <metzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1
Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."
Contact: Irma Prieto. (509) 865-8530; e-mail: <depreito_1@heritage.edu> Web site: <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16
This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence--Connections in the Post-Cold War Era." in New Haven, Conn.
Contact: IAS Center. (203) 432-3410; e-mail: <pier.resource@quickmail.yale.edu> Web site: <www.yale.edu/piers>.

ECS National Forum and Annual Meeting

July 21-14
The 1999 national forum and annual meeting of the Education Commission of the States-
Book Review

by Gloria Duarte-Valverde

The Memories of Ana Calderón, by Graciela Limón.

Spanning forty-five years, Graciela Limón’s The Memories of Ana Calderón chronicles the rags-to-riches story of the protagonist, Ana Calderón, starting as a migrant farm worker and ending as a very successful businesswoman of Calderón Enterprises. Reminiscent of the narrative style in Sylvia López-Medina’s Cantaros, Limón’s narrative alternates between a first-person viewpoint and a third-person omniscient. The journey motif structures the novel, which begins in a fishing village near Puerto Real in southern Mexico. After his wife’s death, Rodolfo Calderón must raise eight children, seven “useless” girls and one son. Due to the Cristeros Revolution and the lack of work, he moves his family, including Octavio Arce, an orphan, north to work in the fields of Sonora. Their physical journey takes them from Puerto Real to Veracruz, to Mexico City, and finally to Hermosillo in northern Mexico where Rodolfo and the children harvest tomatoes. After approximately three months, he sneaks his children out of the camp at night because they are so indebted to the company store that they cannot make ends meet. Reyes Soto, the family’s benefactor, helps the Calderón family escape the conditions at Rancho la Concepción and transports them to a Los Angeles barrio, where most of the narrative action occurs.

Several historical wars—the Cristeros Revolution, World War II, and the Korean War—provide the background for the novel’s action. Just as important as these wars is the personal conflict raging within Ana Calderón. Hated by her father, Ana suffers knowing that her father blames her for poisoning her mother’s womb because after her birth, all the male babies died except the last one, César. Ana battles inside forces that constantly threaten her sense of identity. To help her cope, she withdraws towards herself when she is betrayed by two Mexican men, her father and her lover. Two Anglo men subsequently function as Ana’s surrogate fathers: Franklin Bast, who helps her raise her son, and Ezra Faermann, who gives her a job and then bequests her clothing enterprise and estate to her.

Graciela Limón interweaves Biblical and mythical elements into The Memories of Ana Calderón. The epigraph to the novel from Genesis 16:8,11 prepares the reader for the comparison between Ana and Hagar. While living with the Basta, Ana personalizes the passage from Genesis to her own situation; this same passage later becomes crucial in helping her recognize her own importance as an individual. Intertwined with this Biblical element is the Oedipus myth. Like Pelops, who curses Laius and his descendants, Rodolfo Calderón curses Ana and her unborn child, swearing “that only wretchedness and tragedy would fill their empty lives.” Three years later, when she returns to her father’s house, Rodolfo curses Ana and her son a second time. Like the Mexican teleseries, the novel is fraught with melodrama: physical abuse, betrayal, attempted murder, prison, incest. Upon her release from prison, Ana attempts to find her son without success. Ironically, she hires him to work for Calderón Enterprises, and the parallel to the Oedipus myth unravels to its tragic end. Like Iocasta, Oedipus’ mother, Ana falls in love and has an affair with her son. Upon discovering his identity, she realizes her father’s maldición has come true.

Two major feminine images that dominate Ana’s life: a woman with her legs spread apart, giving birth, and a penitent woman, praying at the Shrine of Guadalupe in Mexico City. The latter image of the sinful woman appears seven times in the novel and forewarns Ana: “You, too, will commit my sin. You, too, will do what has been forbidden.” Predictably, Ana seeks absolution for her own transgression and journeys to the Shrine of Guadalupe in Mexico City, where she becomes the penitent woman. Not finding the answer there, Ana returns to Los Angeles. Several years later, in 1975, she receives Amy Blast’s Bible with the underlined words, “The Lord has heard you in your humiliation.” Ana then undertakes one final journey to Puerto Real, the place of her birth, where the novel ends and where she symbolically sees “what light had been blurred shadows.” The narrative comes full circle with Puerto Real framing the novel.

My purpose in teaching novels such as The Memories of Ana Calderón in my Mexican American literature class is twofold. The first is to increase the students’ knowledge of the Mexican American culture by exposing them to works that focus on the relationships within families and between individual members and society. Second, because the majority of the students in this class are Mexican American females (at least two-thirds), I want to introduce them to female authors such as Denise Chávez, Sylvia López-Medina, Sandra Cisneros, and Graciela Limón, who write about female protagonists who struggle with cultural issues as they strive to maintain their identity and ethnicity. Because these students have experienced similar conflicts, they are much more vocal and enthusiastic about sharing and discussing with others in class such cultural issues as machismo, Marianismo, paznacco, la Virgen de Guadalupe, la l lora, and campesino.

Gloria Duarte-Valverde is associate professor of English at Angelo State University in San Angelo, Texas. She received her Ph.D. in Contemporary British Literature from Texas Tech University in Lubbock, Texas. She has five years teaching experience at the high school level and twenty years at the university level. De Duarte-Valverde teaches a variety of courses at ASU: English Composition, British Fiction, English as a Second Language, Comparative Literature, Women in Literature, and Mexican American Literature. She is very involved in ASU’s International Education Committee and directs the exchange program with Mexico.

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Email: flwships@rackham.umich.edu
http://www.rackham.umich.edu

DIRECTOR OF ADMISSIONS AND OUTREACH
San José State University is accepting applications for the position of Director of Admissions and Outreach. Reporting to the Associate Vice President for Enrollment Services, the Director will be responsible for managing the operation, budget and strategic direction of the University's undergraduate recruitment and admissions services. This position plans and supervises the University's recruitment and admissions staff, implements and evaluates university enrollment plans, optimizes the use of information technology, serves as a member of the Enrollment Services Management Team and co-chair of the Student Affairs/University Management team, and collaborates significantly with the campus community and external communities.

The University has begun the transition to FasTrack, an administrative software, including a student information module, it is expected that this position will be actively involved in the transition to this new system.

Qualifications: The successful candidate must have demonstrated effectiveness in managing programs in a diverse environment and have a commitment to educational equity efforts, sophisticated understanding of effective recruitment and admissions practices, including student information systems, successful enrollment strategies, operational excellence, ability to work with external constituencies, and a proven record of success.

The University offers a competitive salary, benefits, and a comprehensive benefits program. Position is available immediately. For more information, please call 408-924-7934. San José State University is an Equal Opportunity/Affirmative Action Employer.

Applications must include a letter of interest, resume, and three letters of recommendation. Completed applications must be received by May 15, 1999. The position will remain open until filled. The anticipated start date is August 1999.

Chair, Director of Admissions and Outreach
Human Resources
San José State University
One Washington Square
San José, CA 95192-0046

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Applications will be accepted until the position is filled. Reference to entry-level positions are encouraged. Full applications must be received by the Human Resources Office, later than, but not later than, March 28, 1994. Resume will not be accepted in lieu of completed application forms.

1170
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URL: www.dent.ucla.edu/sod/faculty/facjobs.html

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Send resume by 5/20/99 to: Julie Deely, Human Resource Office, North Shore Community College, P.O. Box 3340, One Ferncroft Road, Danvers, MA 01923, Fax: 978-762-4017.
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QUALIFICATIONS: Bachelor's degree required. Candidates must have strong written, verbal, and interpersonal skills. We encourage candidates who have a high level of energy and self-motivation, initiative, follow through, a willingness to participate in evening and weekend functions, and the ability to represent broadly the mission of Grinnell College.

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APPLICATION PROCESS: To be assured of consideration, submit a letter of application, a resume, and a list of three employment references to: Ms. Jan A. Vanek, Office of Human Resources, Grinnell College, P.O. Box 809, Grinnell, IA 50112 by May 28, 1999. The position will remain open until filled.

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SAINT AUGUSTINE'S COLLEGE
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The Board of Trustees of Saint Augustine's College invites applications and nominations for the position of President. Saint Augustine's College is a private, coeducational, four-year college of liberal arts located in the desirable living triangle area of North Carolina. A historically black college, Saint Augustine's offers the Bachelor of Arts and the Bachelor of Science degrees in a wide range of disciplines and is fully accredited. The College was founded in 1867 by and maintains its association with the Episcopal Church.

The academic programs offered by the College are broadly arranged in five divisions: Business Education; Liberal and Interdisciplinary Studies; Natural Sciences; Mathematics and Applied Health; and Urban Social and International Studies. With over 1600 students and approximately 90 full-time faculty, the College has an operating budget of $25 million with an endowment of about $20 million.

The new President must have credibility, stature, and the capacity to move quickly into the challenges of the position. The President will be a skilled communicator, an effective listener, and a strong advocate for academic excellence and collegial relationships with the College's faculty, staff and students; be an advocate of the principles and traditions of historically black colleges and ""en"" implementing solutions to ensure academic excellence and financial equilibrium.

The successful candidate will possess appropriate academic credentials, preferably an earned doctorate; an appreciation for and understanding of the academic and value-laden mission of the College; be a knowledgeable, articulate, seasoned administrator with at least ten years of senior administrative experience in higher education or similar organization; possess an ability to work in partnership with the Board of Trustees and provide principled leadership as the chief executive officer, with strong managerial oversight of college activities and human and fiscal resources. An open, innovative, and energetic leadership style capable of advancing Saint Augustine's and bringing together diverse constituencies coupled with the ability to enhance college resources is desired.

Screening of materials will begin immediately and continue until the position is filled, ideally for the upcoming school year. For full consideration, applications should be submitted by May 24, 1999 and should include a curriculum vitae and a cover letter sent to the consultants supporting the College in this search.

Saint Augustine's College
Office of Educational Management Network
Attn: Gary J. Posner/Howard T. Jassaway
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the complete Position Specification describing this opportunity and questions concerning this search may be directed to: Gary J. Posner at 615-665-3388 or Howard T. Jassaway at 301-654-9070 or via email at gsp@emn.com

Saint Augustine's College is an Affirmative Action/Equal Opportunity Employer.

Tenure-Track Nursing Faculty Position
Indiana University South Bend

Indiana University South Bend School of Nursing (part of the umbrella Indiana University School of Nursing) seeks applications for a faculty position in medical-surgical nursing beginning in Fall 1999 academic year. The School of Nursing faculty teach across four programs: ASN, BSN, RN to BSN. MSN Requirements for the Assistant Professor rank position include an earned doctorate in nursing or health-related field, a master’s degree in nursing, evidence of clinical experience and professional development; evidence of (and potential for), scholarship in teaching, research, and/or clinical practice, and eligibility for Indiana RN licensure. Preference will be given to applicants who are Certified Family Nurse Practitioners for participation in our new collaborative MSN, FNP program. Consideration will be given to persons who are ABN, starting at the rank of assistant professor up to completion of the doctorate.

Position is available for the Fall 1999 academic year. Review of applications will begin on March 8 and will continue until the position is filled. Please submit a curriculum vitae with names of three references.

Dr. Teresa Dobrykowski
Co-chair Search and Screen Committee
IUSB School of Nursing
1700 Mishawaka Avenue
South Bend, IN 46634

or E-mail: tldobryzki@iusb.edu

Indiana University is committed to employing minority faculty who will enhance the rich diversity of our academic community.
FOOTHILL COLLEGE

College Dean
Instruction & Educational Resources

Foothill College, located in the San Francisco Bay Area, is now accepting applications for the College Dean Instruction & Educational Resources. Reporting directly to the President, provides leadership and vision in enrollment management, college-wide budget planning and fiscal services, and human resources. The College Dean serves as the college's chief financial officer. Master's degree or equivalent required.

Application materials may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(650) 949-6217 or
E-Mail: employment@fhd.edu
www.fhd.edu/district/hr/employment.html

A resume or vita may not be substituted for a completed application.
Job #9999; Review Date: 6; 4, 1999; Job # 9999
AA/EOE

SUL Ross State University invites applications for the following Faculty and Staff positions:

Assistant/Associate Professor of Biology
Assistant/Associate Professor of Computer Science
Clinical Instructor, Vocational Nursing
Lecturer/Assistant Professor of Computer Science
Assistant/Associate Professor of Mathematics
Lecturer of Mathematics
Acquisition/Technical Services Librarian
Advising Center Director
Career Services and Testing Coordinator
Circulation Services Librarian
Custodial Services Foreman
Museum Curator
Museum Director
Rodeo Coach

The following faculty positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Criminal Justice
Assistant Professor of Education/Reading

To review an application or announcement contact Sul Ross State University. Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058. To view complete announcements and information regarding Sul Ross State University visit our website at http://www.sulross.edu. Sul Ross is a member of the Texas State University System. EEO/AFF.

Walden University

155 Fifth Avenue South
Minneapolis, MN 55401

MBA PROGRAM Core Faculty Positions Available Summer 1999

Walden University, a leader since 1978 in distance graduate education, seeks qualified individuals for appointment as core faculty for a new MBA program which anticipates enrolling its first students in September 2000. These positions are for part-time independent contractors and allow individuals to work through on-line communication from their present locations. Core faculty will participate in developing syllabi and other course materials during the first year of their appointments. Then, beginning with the first student enrollments, they will teach the courses they have prepared.

We anticipate appointing 11 core faculty members with each person working to prepare, and eventually teach, one of the following courses:

MBA 6100 Management Practices
MBA 6105 Organizational Behavior
MBA 6110 Management Information Systems
MBA 6120 Business Statistics

MBA 6130 Principles of Marketing
MBA 6140 Managerial Accounting
MBA 6150 Managerial Economics
MBA 6160 Financial Management

MBA 6170 Global Management
MBA 6180 Legal and Ethical Issues for Managers
MBA 6190 Strategic Management and Planning (Capstone)

Among Walden's current enrollment of more than 1,300 students, 55% are female and 35% come from under-represented populations. Our mission is to prepare scholar-practitioners who are effective agents of change in their fields, professions and communities. As a "virtual" university, Walden uses a unique distance-learning model to deliver graduate programs to working professionals through ongoing electronic networking with faculty. Library access is provided through a partnership with Indiana University-Bloomington. Walden University is accredited by the North Central Association of Colleges and Schools and is an equal opportunity employer. Women and individuals from under-represented groups are encouraged to apply.

Qualifications: Candidates must hold an earned doctorate, have at least three years experience teaching in a graduate business program and/or a business management position, have experience in preparing course manuals and/or syllabi; be comfortable and effective in the electronic environment; have outstanding communication skills; demonstrate the highest levels of academic integrity and be strongly student-centered. Preference will be given to candidates with experience in management, adult learning, distance education and/or instructional technologies. To be considered for a position with Walden University, applicants who are primarily affiliated with another institution must obtain all appropriate approvals from that institution and be in compliance with its conflict of commitment policies.

Please send a letter of application and current Curriculum Vitae to: Mr. John Allen at Walden University, 155 Fifth Avenue South, Minneapolis, MN 55401 or e-mail applications to: jallen@waldenu.edu

Walden University is accredited by the North Central Association of Colleges and Schools. 111 North LaSalle Street, Suite 2000, Chicago, Illinois 60602-3904. © 1994. All rights reserved.
VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse urban institution located in the New Jersey/New York metropolitan area. The university serves over 8,000 students and employs a faculty of 250. It is comprised of three colleges: Arts and Sciences, Professional Studies and Education. The College of Professional Studies offers graduate and undergraduate degrees in Business Administration, Criminal Justice, Fire Safety, Security Administration, Health Sciences and Nursing, and includes a sports and leisure studies service program.

COLLEGE OF PROFESSIONAL STUDIES

Assistant Dean

Responsibilities include: identifying and developing innovative programs; promoting and supporting the use of instructional technology; establishing linkages to other colleges/universities and the community, working with advisory boards; data collection and analysis; assisting students; and supporting the Office of the Dean as needed.

Qualifications: Position requires terminal degree from regionally accredited institution and credential to teach in one of the College's departments. Successful candidate will demonstrate commitment to furthering the educational goals of diverse student body and possess record of success in higher education administration. Full-time college teaching experience preferred. Expertise in computer technology essential. Must be innovative, well organized, demonstrate strong leadership and interpersonal skills and show evidence of ability to work collaboratively with constituents of the college. Excellent opportunity for forward looking professional who enjoys challenging, fast-paced environment.

Qualified candidates should submit a letter of application, curriculum vitae and the names, addresses and telephone numbers of three references by June 7th to:

Sandra Bloomberg, Ph.D., Dean
College of Professional Studies
New Jersey City University, 2009 Kennedy Blvd., Jersey City, NJ 07305

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

ASSISTANT/ASSOCIATE DEAN OF THE COLLEGE

Western University invites applications and nominations for the position of Assistant/Associate Dean of Business College.

The first-year class dean monitors the academic progress of first-year students, interprets and implements faculty regulations, provides academic advising, coordinates the faculty advising program and the first-year intensive program, coordinates the first-year orientation and reports to the dean.

Master's degree required. Ph.D. in an academic discipline preferred. Excellent problem-solving, interpersonal, communications, and organizational skills and must be able to work effectively with a diverse student population.

Applicant must have a minimum of three years of full-time academic experience working with and advising students.

Please send nominations, or letter of interest, resume, and three professional references directly to:

Western University, Human Resources, 15 First Year Deans, 314 College Street, Middletown, CT 06457.

Applications received by May 14th will receive full consideration.

Western University is an Equal Opportunity Employer.

BROOKDALE COMMUNITY COLLEGE

Faculty Position

One of the nation's premier community colleges, Brookdale Community College is an innovative and comprehensive-open admissions-two-year institution. We're proud to maintain the highest standards in education and proud of our dedication to the community. We seek colleagues who share our commitment to quality instruction, collaborative relationships, service, diversity, innovation and technological literacy. We invite applications for the following faculty position for September 1999. This is a full time, tenure track, entry level position.

STUDENT DEVELOPMENT SPECIALIST - COUNSELOR

Master's degree in Counseling or closely related field required. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative, comprehensive strategies and interventions to support student growth and development and facilitate academic success in today's highly transitional and diverse educational environment. A highly flexible team orientation, faculty and staff, is required. Essential job functions include counseling, and understanding of the diversity of today's student population are essential. Experience in community college setting and/or related work experience, is preferred.

POSITION INFO: One part-time position is available. This is a full time equivalent position.

APPLICATION PROCESS: Candidate must possess a bachelor's degree in counseling or related field. A master's degree is preferred. Candidate should also possess a strong commitment to diversity and its role in the educational process.


BROOKDALE COMMUNITY COLLEGE

765 NEWMAN SPRINGS ROAD - LINCROFT, NJ 07738

ATTENTION: Human Resources Department

APPLICATION DEADLINE: Materials must be received postmarked no later than May 28, 1999.

Visit our website at http://www.brookdale.cc.nj.us

This is an Equal Opportunity/Advisement/Action Employer.

The Manager will provide strategic direction, technical guidance, and team leadership in updating, maintaining, and operating the college's administrative information system. The successful candidate will possess a Master's degree in Computer Science or related discipline or equivalent training and experience. Three years' experience managing systems development, computer systems administration, and operations and system support activities in a complex environment. Excellent knowledge of information technology is essential. Experience with systems analysis and planning is also essential. To apply, visit our website at http://www.washenaw.cc.mi.us/jobs.
VICE PRESIDENT FOR DEVELOPMENT AND ALUMNI RELATIONS

The University of Vermont announces its search for the Vice President for Development and Alumni Relations and invites nominations and expressions of interest.

As an institution chartered as a private college in 1791 with ten percent of its current $281 million operating budget supported by the State, the University of Vermont is comprehensive, combining an undergraduate, graduate education and education for the professions for 9,000 students, taught by 880 faculty members. Its new president and her leadership team are committed to moving UVM to a new level of excellence and visibility among the nation's public research and teaching universities. It is located in a beautiful environment near the shore of Lake Champlain with the Adirondack Mountains to the west and the Green Mountains to the east.

The Vice President for Development and Alumni Affairs is the senior development officer of the University. The Vice President will report to the President and serve as a member of her Executive Committee, working collaboratively with the Provost, the Provost's Council and the Board of Trustees.

The Vice President will establish a well-coordinated development and alumni relations team at the University and focuses into a capital campaign scheduled to begin next year in support of its newly affirmed academic goals and aspirations.

The Vice President will create the strategy for the development and alumni relations initiatives and implement that strategy, with the support of a 50-member staff. Mentoring, managing and mentoring that team, assessing activities to strengthen their impact, galvanizing support among the University constituencies, and establishing the infrastructure to support their success are critical. Given training and support, the Board and the faculties will become important allies in the campaign effort.

The successful candidate will bring solid senior level management and fund-raising experience to the University. Ideally, the candidate will possess an advanced degree. Superior communication skills are essential. An appreciation of the complex nature and needs of a public private university will be valued as will support for its academic mission.

Screening of background information will begin immediately. Please submit nominations and expressions of interest in confidence to:

The University of Vermont
COE Educational Management Network/Witt/Kieffer
3 Park Avenue, 29th floor
New York, New York 10016

For further information, please contact Mark Elizabeth Littke at 212-880-2666 or at

WittKieffer.com
UVEM@wittkiefi.com

The University of Vermont offers an equal opportunity affirmative action employer.

DIRECTOR OF STUDENT ACTIVITIES

Georgia Perimeter College, a multi-campus institution located in metropolitan Atlanta, seeks applications for the position of Director of Student Activities.

The Director provides leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Responsibilities include developing and administering programs for new freshman and currently enrolled students.

Master's degree required; degree in Student Personnel Administration, Student Development, Higher Education, or a related field.

Strong managerial and supervisory skills as well as the ability to function as a leader: excellent computer, communication and interpersonal skills; ability to relate to an ethnically diverse college community.

Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Salary: $33,135+ with excellent benefits.
Starting Date: ASAP
Application Deadline: 05/28/99

Applicants should reference position number (99-167) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034
AA/EOE/ADA

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

PASSAIC COUNTY COMMUNITY COLLEGE

We are seeking a full-time professional to provide counseling services to college students, particularly in the areas of career counseling, academic advising, and personal development. The successful candidate will be knowledgeable about student development theory and have related work experience in a multicultural environment. A Master's degree is required, and community college work experience is preferred. For information about the College, visit our website at www.pccc.cc.nj.us

Applicant must have a resume and cover letter ready to

Michael Silvetro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505

Affirmative Action/Equal Opportunity Employer
ASSISTANT/ASSOCIATE DEAN OF THE COLLEGE

Wesleyan University invites applications and nominations for the position of Assistant/Associate Dean of the College and Dean for the Junior Class. The junior class dean mentors the academic progress of juniors, interprets and implements faculty regulations, collaborates with other departments to create a supportive environment for students, coordinates the Twelve College Exchange Program and the transfer orientation program, and coordinates the University Scholarships, Prizes, and Awards Program.

Master's degree required. PhD in an academic discipline preferred. Candidate must maintain excellent problem-solving, interpersonal, communication, and organizational skills, and must be able to work efficiently with a diverse student population. Applicant must have a minimum of three years experience working with and advising students, preferably in a highly selective liberal arts institution.

Please send a nomination or letter of interest, resume, and three professional references to Wesleyan University, Human Resources, Rt. Junior Class Dean, 212 College Street, Middletown, CT 06459. Applications received by May 19th will receive full consideration.

Wesleyan University is proud to be an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF WISCONSIN-STEVENS POINT

DIRECTOR FOR MULTICULTURAL AFFAIRS

The Director for Multicultural Affairs is responsible for the academic, social, and emotional success of UW-Stevens Point's students of color and disadvantaged students. The Director also is responsible for the development and implementation of diversity education for the entire campus community.

Candidates are required to hold a Master's Degree and have experience with TRiO programs. Preference will be given to candidates having a minimum of two years experience with American minority populations and at least four years of supervisory and grant procurement experience.

To apply, submit a letter of interest and a resume to Kay Jehnke, Multicultural Resource Center, 018 Student Services Center, 17W Stevens Point Stevens Point, WI 54481.

For more information, access our website at http://www.uwsp.edu/admin/affairs/vsa.azc.htm

MANAGER OF TRAINING

AA/EEO

The University of Medicine and Dentistry of New Jersey is seeking a Manager of Training. AA/EEO to assist in identifying the needs and developing programs in affirmative action and diversity.

Bachelor's Degree in Business Administration, Industrial Labor Relations or a related discipline. Master's Degree preferred. Three years of related professional experience in the field of AA/EEO, personnel or labor relations; at least one year of training and development experience required, preferably in an educational or healthcare related facility. One-year supervisory experience required. Demonstrated ability to develop and conduct programs for faculty, staff and students.

For a complete job description visit our website at http://www.umdnj.edu/hr/www/

Please submit your resume indicating position number 21090-11 to Human Resources, UMDNJ, 30 Bergen St., Newark, NJ 07107-3000. Regrettably, we can respond only to those candidates invited for an interview. UMDNJ is an AA/EEO Employer, m/f/d/v, and a member of the University Health System of New Jersey.

DEAN STATE OF FLORIDA

The Union Institute is one of the nation's leading non-profit post-secondary institutions. Located in Columbus, Ohio, The Union Institute offers degree programs in adult education, social work, business, and public administration. The Union Institute is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Dean of Undergraduate Studies is responsible for overseeing the academic programs and activities of the college. The Dean is expected to lead the college in the development and implementation of strategic plans and priorities. The Dean will be expected to have a proven track record of excellence in teaching, administration, and program development. The ideal candidate will have strong leadership skills, excellent interpersonal skills, and a commitment to diversity and inclusion.

The Union Institute is an equal opportunity employer.

http://www.umdnj.edu/hr/www/

Please submit your resume indicating position number 21090-11 to Human Resources, UMDNJ, 30 Bergen St., Newark, NJ 07107-3000. Regrettably, we can respond only to those candidates invited for an interview. UMDNJ is an AA/EEO Employer, m/f/d/v, and a member of the University Health System of New Jersey.

http://www.umdnj.edu/hr/www/

Please submit your resume indicating position number 21090-11 to Human Resources, UMDNJ, 30 Bergen St., Newark, NJ 07107-3000. Regrettably, we can respond only to those candidates invited for an interview. UMDNJ is an AA/EEO Employer, m/f/d/v, and a member of the University Health System of New Jersey.

http://www.umdnj.edu/hr/www/

Please submit your resume indicating position number 21090-11 to Human Resources, UMDNJ, 30 Bergen St., Newark, NJ 07107-3000. Regrettably, we can respond only to those candidates invited for an interview. UMDNJ is an AA/EEO Employer, m/f/d/v, and a member of the University Health System of New Jersey.
Position #705

STUDENT DEVELOPMENT SPECIALIST
Educational Opportunity Fund Program

Main position responsibilities are: the design and delivery of academic advisement and counseling services, and the coordination and management of the program's experiential learning and career development components. Academic advisement and counseling includes individual, group and small group interventions which enhance student success. The experiential learning and career development component involves advising, assessment, counseling, and the management of the student life cycle activities.

Qualifications: Masters degree in human service or educational fields. Experience of counseling with administrative responsibilities. Experience in instructional training design or course work. High school diploma required. Knowledge of the Ramapo College Community, Strong interpersonal and Communication skills. Strong Computer and write skills. Ability to multitask.

Salary: $34,235 to $49,738. Benefits include medical and dental insurance.

Applicant Deadline: May 28, 1999

Ramapo College of New Jersey

Ramapo College, a public, baccalaureate institution offering baccalaureate and selected master's degrees, is located approximately 25 miles north of New York City, and is committed to a diverse and inclusive academic community.

FOR COMPLETE INFORMATION, VISIT WWW.RAMAPO.EDU

Human Resources, Bldg U
Ramapo College of New Jersey
800 South Broadway
Mahwah, NJ 07430
(201) 684-7373
Fax: (201) 684-7470

EOE/AA Employer

Rowan University

ROWAN UNIVERSITY

Position:
Director of Counseling Center

Description: The Counseling Center’s mission is to provide leadership in a collaborative learning environment that challenges the members of our campus community to take part in a process of Growth and improvement. The position of Director of Counseling Center is a new role at Rowan University to be a caring community that supports all members of our community for growth and excellence.

Responsibilities: Counseling services focus on developmental and preventative psychological counseling and psychotherapy, for undergraduate and graduate students. The Director of Counseling Center manages the Counseling Center’s mission to enhance student development and well-being in a supportive and inclusive environment.

Qualifications: The Director of Counseling Center must have a Doctoral degree in Counseling Psychology, Counseling Counseling, or Family Counseling, or related field. The Director of Counseling Center must have significant experience in counseling and counseling services, including policy development, program management, and evaluation. Strong skills in counseling and counseling services is essential. Preference will be given to those who have experience in management, counseling, and counseling services.

General Information: The Division of Counseling services is responsible for counseling, advising, and providing mental health services to all students. The Division of Counseling services is committed to a diverse and inclusive academic community.

Application Process: Applications must be submitted online at: www.rowan.edu/careers. Applications must be submitted by January 1, 2020. Questions about the position can be directed to Ms. Sarah Johnson, Director of Counseling Center, at sjohnson@rowan.edu.

Marguerite Stubbs
Dean of Students
Rowan University
Glassboro, NJ 08028

Rowan University is committed to providing exceptional opportunities for students to learn in an inclusive and diverse environment.
Cleveland State University

Controller

Cleveland State University invites applications and nominations for a Controller who is responsible for oversight, coordination, development and implementation of all activities related to the financial and business processes and procedures of the University. Reporting to the Vice President for Finance and Administration, the Controller is responsible for maintaining the University’s financial accounting systems and records in strict compliance with proper accounting standards and applicable federal, state and local regulations and laws, and overseeing General Accounting, Contracts & Grants Accounting, Purchasing and Payroll. Requires master’s or equivalent degree in a related field; CPA with ten years progressively responsible management experience to include developing and implementing computer-based financial systems in a related, complex, self-supporting or for-profit environment; a track record of cost effective financial management; a commitment to excellent customer service; ability to work at all levels with administrators and other employees in a diverse university community; skill in resolution of complex issues; strong leadership skills, including a team-based approach to work; excellent interpersonal skills; proficiency in database, spreadsheet and word-processing software; and good analytical skills. Higher education experience, and familiarity with PeopleSoft Finance and/or Human Resources Software is preferred.

Cleveland State University is a large, public comprehensive urban university serving Cleveland and the northeastern Ohio region, enrolling approximately 16,000 students and employing 800 faculty and 1,200 staff. The greater Cleveland area approximates 2,000,000 people and offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Interested applicants should submit a resume, letter of application, and three references by May 21, 1999, to Chair, Controller Search Committee, Cleveland State University, Rhodes Tower, Room 1204, 1983 East 24th Street, Cleveland, OH 44115-2400. Salary is competitive. Cleveland State University is an AVE/sOE committed to nondiscrimination. M/F/DV encouraged.

CONNECTICUT
Community-Technical Colleges

BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES

Connecticut’s Community-Technical Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the DIVERSITY FELLOWSHIP PROGRAM:

- Experience the excitement and challenges of the two-year college sector where 50% of the nation’s undergraduates begin their higher education
- Gain valuable professional experience
- Enhance the ethnic, racial, and intellectual diversity that the colleges seek to promote (emphasis will be placed on increasing the participation of African American and Hispanic applicants in the program)
- Serve as a role model for students
- Develop professional relationships in your field
- Earn financial support for your educational expenses: $3,000 per semester.

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community-Technical Colleges Board of Trustees, 61 Woodland Street, Hartford, CT 06015; (860) 725-6606.

The Board of Trustees is an Affirmative Action/Equal Opportunity Employer M/F.

Full-Time Positions Available At One Of The Nation’s Leading Community Colleges

FACULTY
- Chemistry/Physics
- Computer Science
- Computer Science/Programming
- Psychology
- Science/Health (Health/Nutrition/Medical Terminology)
- Social Science

All above require a Master’s with 18 graduate semester hours in field
- Associate Degree Nursing – Matriculation and completion in Medical-Surgical Nursing, Required hours in State of Florida
- Communications – English - Masters with 19 graduate semester hours in field. Ability to teach before and simultaneous learning and literature
- Communications – Speech - Masters with 19 graduate semester hours in field. Ability to teach courses in Communication, Speaking, and Interpersonal Communication
- Electronic – Math, Science, Humanities, Hi Tech. Experience
- Building Maintenance – A degree or equivalent 3-year experience in Engineering or similar area

BCC Applications: Interscan. Please be identified.
Send to: Human Resources - ECC, 1514 Cleveland Road - Box 10, Cocoa, FL 32926 - (305) 562-1111, Ext. E311C
http://www.brevard.cc/fl/ MIP

ASSISTANT PROFESSOR OF ACCOUNTING AIS Specialty

The University of Rhode Island Department of Accounting invites applications for an Assistant Professor position in the area of Accounting Information Systems (AIS) effective Fall 2002. Applicants should have completed a doctorate from an AACSB accredited institution, however AB candidates with significant progress on their dissertation will be considered. Professors are expected to be knowledgeable and teaching experience in AIS are desired. Candidates with coursework and research in AIS are preferred. Responsibilities include teaching basic and advanced courses in accounting at the undergraduate and Master’s level with an emphasis on Accounting Information Systems, course development, student advising, research in AIS and cross-disciplinary research. The position also requires service to the department, college, university, and profession. Salary is competitive. Review of applications will begin on 7/15/02 and continue until the position is filled. Candidates should send a letter of application, curriculum vitae, and Graduate transcripts to: Edmund J. Boyle, Search Committee Chair, Accounting Search Committee, LRC #041061, UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.
TEACHERS

PHYSICAL EDUCATION, KINDERGARTEN AND MATHEMATICS

Sidwell Friends School, a coed Quaker day school with campuses in NW Washington and Bethesda, MD, has openings in the areas listed below. All positions begin on 9/1/99.

TEACHER

EARLY ELEMENTARY

Our Lower School in Bethesda for grades Pre-K through 4 seeks full-time teacher for kindergarten program. Sound understanding of young children, sensitivity to a multicultural curriculum, strong innovative teaching skills and gentle spirit required.

TEACHER

PHYSICAL EDUCATION (FULL- OR PART-TIME)

Our Lower School also seeks a physical education teacher. Requires strong background in early childhood physical education. Sound understanding of young children and a gentle spirit desired.

TEACHER

MATHEMATICS (FULL-TIME)

Our Upper School campus in NW Washington anticipates a full time opening in the Mathematics department. Applicants should have a degree in Mathematics. Physics or a closely related field AND 3 or more years of teaching experience at the secondary school level. Should be comfortable teaching every course from Algebra I through Calculus and have had experience incorporating graphing calculator technology into their lessons. Candidates should also have an interest in participating in the life of the school outside the classroom.

TEACHER

MATHEMATICS (PART-TIME)

Our Upper School Mathematics department also anticipates a half time opening. Candidates should have a degree in Mathematics. Physics or a closely related field. The School will seriously consider candidates with no teaching experience who are interested in teaching as an intern during the school year in addition to their teaching assignments.

Office of Personnel Services
Sidwell Friends School
3825 Wisconsin Ave., N.W.
Washington, DC 20016

Executive Director

To lead the Graduate Record Examinations Program

Educational Testing Service (ETS) is the nation's largest educational assessment organization and a leader in educational research. We develop and administer achievement, occupational, and admission tests (such as the SAT, GRE, and TOEFL) for clients in education, government, and business.

For our Princeton, NJ headquarters, we seek a well-qualified individual for a challenging and rewarding Executive Director position. Reporting to the Vice President of Graduate & Professional Education, the Executive Director directs, manages, and plans for the Graduate Record Examinations Program (GRE) under the auspices of the GRE Board (a policy council comprised primarily of graduate deans). The GRE Board sets policy for the GRE Program and represents the graduate community. The Director explores and proposes new programs and activities to the GRE Board. The Director serves as lead administrator for the GRE Board, acts as primary liaison between the GRE Board and ETS, and manages the day-to-day activities of the GRE testing program, services and research. The Director also represents the GRE program to other organizations and agencies such as the Council of Graduate Schools (CGS) and the Association of Graduate Schools (AGS) and may participate in their workshops and annual meetings. The Director will lead efforts to redesign the current computerized test to meet the evolving needs of graduate education. In addition, the Director develops budgets for review by the Board's Finance Committee and provides overall leadership and management of a high-level professional and support staff for the GRE Program.

Requirements:

- Masters degree (Doctorate in a sub-related area strongly preferred)
- Substantial experience in college administration, vocational/technical program development and teaching at the college level with a record of increasingly broad responsibilities
- Excellent communication and organizational skills
- Annual Salary Range: $49,205-$57,210

Requirements for Dean of Occupational & Technical Education:

- Masters degree (Doctorate in a sub-related area strongly preferred)
- Substantial experience in college administration, vocational/technical program development and teaching at the college level with a record of increasingly broad responsibilities
- Demonstrated success in innovative programs that enhance student success outside the classroom
- Excellent communication and organizational skills
- Annual Salary Range: $49,205-$57,210

Please deliver or postmark one application packet per position of interest by May 28, 1999.

Alamo Community College District
Human Resources Dept
201. W. Sheridan
San Antonio, Texas 78204
www.accd.edu • (210) 208-8051 • EOE
AMHERST COLLEGE
DIRECTOR OF MEDIA RELATIONS

Amherst College invites applications for the position of Director of Media Relations. Reporting to the Director of Public Affairs, the Director of Media Relations will have responsibility for increasing the understanding of Amherst College by presenting Amherst's programs, people and policies to off-campus audiences through key local, regional and national media. Candidate will disseminate news to key media sources through new releases, fact sheets, letters, telephone calls and personal visits; coordinate campus visits of reporters, identity and develop news stories; serve as the primary contact with the College's media consultant; and contribute occasional articles to College publications.

QUALIFICATIONS: Bachelor's Degree required; and three-year relevant experience, preferably in higher education. Candidate should possess excellent writing and speaking skills, as well as an ability to communicate complex information. Must be detail oriented and able to work with a variety of people in an academic environment. An understanding of and familiarity with the wide range of media are essential. An understanding of and commitment to a liberal arts education is highly desirable. This is a sense of intellectual curiosity.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 175 faculty, and 500 staff employees. Located in Western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges in the University of Massachusetts in the Five College Consortium.

Position scheduled to end at the project conclusion at the Campus (June 30, 2001). Candidate should submit a letter of application and resume, including names of three professional references and three-three relevant places where applications were submitted. Search Committee for Director of Media Relations, Box 2204, Amherst College, Amherst, MA 01002-5000. Consideration of applications will begin June 7, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

COLORADO MOUNTAIN COLLEGE
COORDINATOR OF ADMINISTRATIVE COMPUTING

Colorado Mountain College seeks a Coordinator of Administrative Computing.

The Coordinator provides leadership, management, planning, direction and coordination of the college's information resources, systems, software and communications systems. The Coordinator leads the support and development of all administrative computing resources and services. The Coordinator will provide leadership and management in the planning, development and implementation of all college-wide computing systems and equipment. The Coordinator will coordinate and manage the college's information resources and systems, including the college's intranet and extranet. The Coordinator will work closely with the college's technology staff, including the director of technology services, to ensure effective and efficient use of technology.

Qualifications:

- Bachelor's degree in computer science or related field
- At least five years of experience in computer science or related field
- Experience in managing and directing technology services
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PRESIDENT
Colby College, a private, highly selective liberal arts college, consistently ranked among the country's finest, seeks nominations and applications for the position of President. The new President will succeed William Cotter, who will retire on June 30, 2000 after 21 years of distinguished leadership.
Chartered in 1813 and located in Waterville, Maine, Colby has approximately 1,800 undergraduate students and 162 faculty. The College has an operating budget of approximately $71 million and an endowment of $242 million. In December 1999, the College plans to successfully conclude its Campaign for Colby, exceeding its $100 million goal. Located on an attractive and well-maintained 714-acre campus, the College is engaged in $40 million of building and renovation projects, to include science, fine arts, athletics and residential facilities.

The ideal candidate will have a record of outstanding achievement in higher education or other professional field. Demonstrated strengths in intellectual leadership, fund raising, planning, and fiscal management are essential. An earned doctoral degree or its equivalent is expected. The College seeks a leader who possesses integrity, intellect, imagination, and energy, along with an understanding and the ability to embrace the College's mission and its liberal arts philosophy. The successful candidate will be committed strongly to excellence in teaching and scholarship, and maintaining a close working relationship among faculty, students, trustees and administrators. A candidate should demonstrate a commitment to the liberal arts and sciences as a central component of higher education, be dedicated to the success of students of all backgrounds and varied interests, be committed to the College's role as a contributor to the intellectual and cultural life of the nation, and have a demonstrated commitment to diversity and the development of all students as scholars and leaders. The College seeks a candidate with a record of achievement in administration and significant academic leadership experience. The College seeks a candidate who will bring to the College a broad base of understanding of higher education and the College's mission.

Members of the search committee will begin reviewing applications immediately and continue until the search is filled. For best consideration, please send materials no later than June 4, 1999. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:
James Crawford, Chair
Presidential Search Committee
Colby College
4000 Mayflower Hill
Waterville, ME 04901

Shelley Storbeck and Robert Atwell of A.T. Kearney Executive Search are assisting in this search. Please feel free to be in contact with them at:
333 John Carlyle Street
Alexandria, VA 22314
703/379-4613 (phone) / 703/518-1782 (fax)
shelly.storbeck@atkearney.com

For more information about the College, please consult its website www.colby.edu.

Colby College is an affirmative action/ equal opportunity employer.

William Paterson University
WAYNE, NEW JERSEY
www.wpu.edu
An Equal Opportunity Institution Committed to Diversity

FULL-TIME FACULTY POSITIONS
Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland with easy access to Baltimore City, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution for higher education committed to excellence in all of its programs and services. Systemic change in a collegial environment and life-long learning. Applicants are encouraged to examine and whose interests and perspectives will be reflected and broadened the cultural and ethnic diversity of our campus and curriculum. Applicants must be innovative and dynamic academics and curriculum and feel comfortable teaching in a non-traditional environment.

APPLIED TECHNOLOGIES INSTRUCTOR (TENURE-TRACK POSITION): Responsible for teaching a variety of technical courses and coordinating the associate of applied science degree program for high performance manufacturing and computer-aided drafting and design (CADD). A masters degree and experience required in one of the following areas manufacturing technology, CAD, electronics, mechanical engineering, and technology education or computer and/or computer science. Experience in teaching CADD, mechanical computer-aided drafting, computer-numerical control systems, mechanics, hydraulics, pneumatics, and manufacturing processes is also required. Must be able to coordinate student advising, course scheduling, program assessment and student development. Full time.

COMPUTER INFORMATICS SYSTEMS INSTRUCTOR (TENURE-TRACK POSITION): Requires a masters degree in computer science or related field. This college teaching experience preferred. Must have demonstrated expertise with a variety of computer applications, including Microsoft Office 97 products, Windows 95, Power Point and Excel. Experience with telecommunications, internet technologies, computer programming and computer development experience is desirable. Full time.

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Brevard Community College • Florida

DATA BASE SYSTEM ANALYST, SENIOR
Bachelor's degree in Computer Science or related field and at least two years experience of equivalent combination of education and experience working with Oracle database. Experience with SQL and knowledge of DSS/Banner software desired.

SENIOR PROGRAMMER/ANALYST
Bachelor's degree in related field or equivalent experience programming with C/S or related tool. Two to three years related experience.

WEBMASTER
Bachelor's degree in related field with at least two years of the following experience or an equivalent combination of education and the following experience: maintaining and supporting a UNIX server; maintaining and setting up websites, programming in HTML, C, Perl, and CGI scripts; and database programming for the web. Familiarity with internet standards such as HTTP, FTP, VRML, JAVA, and XML.

DEAN
School of Communications and Theater

Temple University seeks a creative and experienced leader as Dean of its highly respected School of Communications and Theater. The School has won national recognition for its departments in Broadcasting, Telecommunications and Mass Media, Film and Media Arts, Journalism, Public Relations and Advertising, and Theater.

The new Dean will be part of the University's significant investment in initiatives to enhance its national reputation. Temple seeks candidates with a strong record of success in academia and in the communications industry. The University seeks candidates with a strong record of success in academia and in the communications industry. Candidates should show intellectual achievement, possess entrepreneurial and advocacy skills, and offer strong external contacts. An advanced terminal degree or equivalent experience in an appropriate field is desirable. Salary is highly competitive and commensurate with experience.

Temple is a Carnegie Research University with 30,000 students from all 50 states in the U.S. and 96 countries worldwide. Temple has five campuses in greater Philadelphia, the fourth largest media market in the U.S., a city with vibrant cultural and economic sectors. The University also has campuses in London, Rome, Tokyo, and programs around the world.

Review of applications begin on March 15 and will continue until the position is filled.

Send a current C.V. personal statement and four references to Professor Concetta M. Stewart, Chair, Dean Search Committee, School of Communications and Theater, Office of the Provost, 401 Conwell Hall, Temple University, Philadelphia, PA 19122.

Temple University is an affirmative action equal opportunity employer.

Vice President for Research & Dean of the Graduate College
University of Oklahoma

As President, I am committed to providing the resources and environment required to strengthen the research and graduate education at the University. We seek to create a dynamic momentum in this area to ensure that we will remain one of the outstanding comprehensive research universities in the nation. — David L. Boren, President

The University of Oklahoma invites applications and nominations for the position of Vice President for Research and Dean of the Graduate College, Norman Campus.

THE UNIVERSITY: The Norman campus—home to more than 21,000 students, including more than 3,700 graduate students. The University is the largest in the state and is proud of its presence in research priorities, graduate students, and faculty and research and total external funding. The mission of the Norman campus is to develop research programs and creative activities of national significance, to provide quality programs at the baccalaureate, master's, and doctoral levels, and to be a public university, to provide programs of continuing education and public service to the state. The campus offers baccalaureate degrees in 25 areas and doctoral degrees in 14 areas. Additionally, the University has a large graduate and undergraduate education program with 12 degrees delivered in a range of areas. The University is located in Norman, a progressive, growing city that provides a welcoming environment.

The University is going through a period of unprecedented growth and achievements. One example of this includes the growth in endowments, which have doubled in the last five years, growing from $254 million to $522 million. Another example is the recruiting of an outstanding student body that we are now first in the number of merit scholars per capita of any public university in the United States. During this time, sponsored research expenditures have increased more rapidly than for any other school in the Big 12 since FY95, with external funding across the Norman and Health Science campuses having exceeded the $300 million mark.

PRIMARY RESPONSIBILITIES:

- Provides dynamic leadership in developing innovative and internationally recognized research programs and significant increases in external funding for research and creative activity.

- Provides dynamic leadership in developing excellence in graduate education and research.

OTHER RESPONSIBILITIES:

- Promotes and allocates all research funding.

- Coordinates graduate programs and serves as president's officer for the Graduate Council.

- Reports to the President.

QUALIFICATIONS:

- Demonstrated success in research and creative activity.

- Awareness of broad range of scholarly, research, and creative activities.

- Successful administrative experience in positions of significant responsibility.

- Substantial experience in grants and contract activities, with government agencies and/or private sector.

- Awareness of national funding agencies, foundations, and grant programs.

- Experience in governmental teaching and research supervision.

- Terminal degree and experience in a discipline appropriate for tenure appointment.

- Knowledge of research, training, and professional development of faculty.

Review of the candidates will begin May 14, 1996, and continue until an appointment is made. The salary will be competitive.

A complete application consists of a letter of application and curriculum vitae, and a list of five references. Please send nominations and applications to:

Dr. James P. Pappas, Vice Provost for Outreach
Chair, Search Committee for Vice President for Research
University of Oklahoma
CCE Administration Building, 1700 Asp Avenue, Room 111
Norman, OK 73072-5400
Tel: 405-325-6361 FAX: 405-325-7319

Women are encouraged to apply. The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer.
KERN COMMUNITY COLLEGE DISTRICT

CHANCELLOR

The Board of Trustees of the Kern Community College District (KCCD) invites application for the position of Chancellor. The multi-campus district serves an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically one of the largest community college districts in the United States, the Kern District serves a population base of about 700,000 and an estimated enrollment of 22,500 with an annual operating budget of approximately $82 million.

INQUIRIES SHOULD BE DIRECTED TO:
Mrs. Lauraine A. Cook
Assistant Chancellor
Kern Community College District
2100 Chester Avenue
Bakersfield, CA 93301-4099
Telephone: (661) 336-3109
E-Mail: pwhitney@kccd.edu

Applications will continue to be accepted until the position is filled. The Chancellor Screening Committee will begin reviewing applications June 7, 1999.

Palo Alto College

Dean of Arts & Sciences

Palo Alto College, one of four colleges in the Alamo Colleges District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's third largest city.

A comprehensive community college with an enrollment of 15,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with ten colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning research technology, and at the site of a nationally recognized National Science Foundation grant and special programs.

This position is expected to serve as a team leader in concert with the College President, faculty and staff. The successful candidate will have the vision and energy to address academic issues of the 21st century and have demonstrated commitment to diversity, instruction, operational programs, and distance learning.

- Masters degree in a job related area strongly preferred
- 5 years full-time instructional teaching or institutional administrative experience preferably at a community college with a diverse population
- Budget and planning experience
- Knowledge of principles and practices related to curriculum and program development and evaluation
- Excellent communication and organizational skills
- Annual Salary Range: $40,000-$55,000

Please deliver or postmark application b. May 21, 1999.

Alamo Community College District • Human Resources Department
201. W. Sheridan, Suite A60 • San Antonio, Texas 78204
www.accd.edu • (210) 208-8051
EOE

1999 Call for Presentations

Hispanic Association of Colleges and Universities
13th Annual Conference
October 30 – November 2, 1999
Hotel Inter-Continental Miami

Championing Hispanic Success in Higher Education: Current Issues, Best Practices and Promising Initiatives

For more information please contact:
Hispanic Association of Colleges and Universities
National Headquarters
8415 Datapoint Drive, Suite 480
San Antonio, TX 78229
210-692-3805

AUSTIN PEAY STATE UNIVERSITY

ASSISTANT VICE PRESIDENT FOR DEVELOPMENT AND ALUMNI AFFAIRS

Bachelor's degree with three to five years successful experience in fundraising, major gift cultivation and solicitation required. Strong public speaking, writing, communication, and public relations skills required. This advanced, successful experience in fundraising will provide a new environment and work with capital campaigns, institutional advancement, or alumni relations. Nominations should be submitted to Robert D. Bird, Director of Human Resources. APSU, P.O. Box 4507, Clarksville, TN 37044, Fax: (931) 648-3435. Review of applicants will begin May 15, 1999, and continue until the position is filled. APSU Home Page is http://www.apsu.edu. Open to all qualified applicants. Good college employment opportunities and on campus housing and health facilities available.

STONY BROOK UNIVERSITY

HALF-TIME PSYCHOLOGIST

Full County Center, Stony Brook, NY 11794-3100. Job title: Psychologist. BA/BS/B.S. in Psychology or related field required. Must have APA approved training and internship. One year experience preferred. Must work 5 hours a week in the Psychology Clinic. Contact: C. Backlund, 631-632-7772; Fax: 631-632-7769; E-Mail: cbacklund@medicine.sunysb.edu. Application deadline: May 15, 1999.
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**"Best Web Sites-Higher Ed." - HomePC Magazine**

**"Great Site" - Good Morning America**
LATINOS, HUNGER, AND NUTRITION

On a late November afternoon, two outreach workers make their way through the hustle and bustle of Hartford’s Latino community. Merengue music blares out of tiny speakers from shops that dot the potholed sidewalks. As restaurant doors open, the rich aromas of chicharrón, arroz con gandules, and bacalao wait in the cold, damp New England air.

The women enter a side street and approach an old house in need of paint. As they walk up its dimly lit stairwell, they hear children at play. The apartment they visit is tidy but sparse. In the dusty and nearly bare cupboards, they see some cereal, a small bag of rice, and dry milk. The refrigerator door opens, a flickering light revealing empty shelves. Thanksgiving is just around the corner.

Although the U.S. is experiencing unparalleled economic growth, millions of us are touched by hunger every day. Women and children living in poverty, older adults, the homeless, and ethnic minorities are at special risk. Thousands of others are what researchers and policy experts call “food insecure.” Even if they do not go hungry, their access to nutritionally adequate and safe foods is limited or uncertain.

Research shows that food insecurity and hunger are 200 percent more prevalent among Latinos than among Whites. In Hartford, Conn., a study of low-income Latino families with children between one and six years of age found that 41 percent were food insecure and that more than one in five children had been exposed to hunger.

In the long term, food insecurity can result in a poor quality diet, undernutrition and problems such as iron-deficiency anemia. Undernourished children can suffer cognitive deficits, have difficulty concentrating in school, and are more susceptible to infection due to immune suppression. Malnourished adults, especially the elderly, suffer, too, in terms of disease resistance.

Food insecurity can result in overnutrition and obesity, as people consume a poor quality diet high in fat and refined sugar and low in fruits, vegetables, and lean meats. Obesity is linked with increased lifetime risk of chronic illness, including coronary heart disease, type 2 diabetes, hypertension, and some cancers.

Recent years have seen a large increase in the number of obese children, a trend perhaps associated in part with limited physical activity due to the lack of safe playing areas in inner cities. The prevalence of obesity in some Latino groups is among the highest on record.

It seems paradoxical to have hunger and food insecurity in the land of plenty. Yet the factors responsible are evident. Many of the people at risk reside where the cost of living is high. Payments for rent and utilities often leave little money for food. To stretch the food dollars, people tend to buy lower-price items—which are often high in fat and sugar.

Over the years, many supermarkets have fled the inner city. Between 1968 and 1991, Hartford went from 13 supermarkets to two. The lack of competition often leads to rising food prices that further tax those on limited incomes.

Low-income people might not have access to private transportation. The cost of public transportation—especially taxi services—can cut into already stretched food budgets.

The loss of farmland in many states and the lack of locally grown produce might limit the availability of fresh produce in economically depressed areas.

For many reasons, food insecurity among Latinos deserves more attention. While the poverty rate for other minorities has gone down in recent years, that rate has increased to 29.5 percent for all Latinos. The rates are even higher for Latino families (33 percent for Puerto Ricans, 38.4 percent), and Latino female-headed households (50.9 percent).

The accelerated rate of growth of the Latino population in the U.S. in recent years (53 percent vs. 7 percent for non-Latinos) suggests that by 2050, one in five Americans will be of Latino origin. This rapid growth along with a high level of poverty places Latinos at risk for food insecurity.

Latinos are not a homogenous group but rather a rich mosaic of cultural groups with different social and economic experiences. Programs intended to alleviate hunger through direct assistance and/or education need to take this diversity into account and not rely on a “one size fits all” model.

Recent data show a drop by one-third in the nation’s food stamp rolls. While some see this reduction might be attributed to the strong economy, research shows that there are eligible Americans who are not enrolling in the program. Food and nutrition programs need to become culturally competent to improve their effectiveness and target those who are truly in need. In the long term, improvements in nutrition will help reduce health care costs.

Not long ago, the federal government pledged to reduce by one-half the number of food-insecure people in the U.S. by the year 2015. To accomplish this, the root cause—food insecurity need to be addressed. Education, training, and job opportunities provide avenues for escaping poverty and food insecurity. Until then, we might continue to see empty refrigerators and cupboards in the midst of our country’s prosperity.
the INSTITUTE for
the ADVANCED STUDY
of RELIGION at YALE

ELIGIBILITY

Candidates from various disciplines are invited to apply, so long as their research interests involve religion as a key component or variable. Research must also relate to the theme: Religion, Race and Ethnicity.

AWARDS

Senior residential scholars will be awarded up to $75,000, and junior residential scholars up to $55,000. All residential fellows will be entitled to a housing subsidy, travel expenses and a $1,000 research account.

Non-residential dissertation fellows will be awarded a stipend of $17,000 and post-doctoral fellows will receive a stipend of $34,000.

APPLICATION PROCESS AND DEADLINES

Applicants should send a complete institute application form, a letter of intent, a copy of the R.A. and a brief description (3-5 pages) of the research topic and two letters of recommendation by individuals acquainted with the applicant's work. Applicants for dissertation fellowships should also send a copy of their graduate school transcripts. The Institute will be contacted by contacting the Institute by phone at 203 432 4040 by email at asry@yale.edu or through our website at www.yale.edu/asry

The application deadline for residential and non-residential fellowships for the 2000-2001 academic year is November 15, 1999.

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale, established through a grant from The Pew Charitable Trusts, centers comprehensive interdisciplinary research around the broad themes of American Religion in a rapidly changing world and opens opportunities for scholars throughout the world to confront issues about the role religion has played nationally as well as globally.

2000-2001 RESIDENTIAL FELLOWSHIPS

Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide panoply of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence from September through May, to attend all Institute functions and to produce significant scholarship individually or in conjunction with other fellows. Fellows will also be given the option of reaching an undergraduate or graduate course.

For the 2000-2001 academic year, the Institute will extend the theme on Religion, Race and Ethnicity.

2000-2001 NON-RESIDENTIAL FELLOWSHIPS

The Institute will award between four and eight non-residential dissertation fellowships and post-doctoral (or first book) fellowships.

Non-residential fellows will be expected to complete their dissertation or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the Fall Fellows Seminar and again for a national conference during the spring term. As participants in the conference, fellows will share their work with their colleagues and invited critics.

Whitney Humanities Center, 33 Will Street, Room 320, New Haven, Connecticut 06520, Phone: (203) 432-4040, Fax: (203) 432-1681, Email: asry@yale.edu, Website: www.yale.edu/asry
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Serving Undergraduate Students

BY GUSTAVO A. MELLANDER

Most Hispanics begin their higher education at their local community college. Others go off to their state universities, and a few seek off to the most prestigious of the nation’s independent institutions.

The question is—how well are they being served? By all reports, teaching at the community college level is excellent. What about our most prestigious universities? Specifically, what is the quality of the teaching they encounter there?

University Endowments

The booming economy has been a blessing for our institutions of higher learning throughout the 1990s, with the prestigious research universities being the most favored.

Endowment funds have swelled with cash donations and with appreciated stocks, artwork, and other gifts as well. In turn, college investments in stocks, bonds, and real estate have benefited from the exceptional bull market and good economic times.

As to be expected, Ivy League schools have done particularly well as of mid-1997. Princeton’s endowment topped $5 billion, Yale had $5.7 billion, while Harvard led the pack with $41 billion. These riches have since risen considerably even with the occasional dips in the stock market.

Undergraduate Teaching

The Carnegie Foundation, however, has pointed out that America’s top universities have too often failed, and continue to fail, their undergraduate populations.

The report notes that this nation’s 125 research universities—those that offer a range of baccalaureate and graduate degrees and receive several million a year in federal funding for research—are focusing on high-level research work at the expense of students.

“University recruitment materials display the world-famous professors, the splendid facilities, and the ground-breaking research that goes on within them—but thousands of students graduate without ever seeing the world-famous professors or tasting genuine research.”

Some of their instructors are likely to be badly trained or even untrained teaching assistants who are groping their way toward a teaching technique, some others might be tenured drones who deliver set lectures from yellowed notes, making no effort to engage the bored minds of the students in front of them.

Many students graduate having accumulated whatever number of courses is required—but still lack a coherent body of knowledge or any inclination as to how one sort of information might relate to others. And all too often, they graduate without knowing how to think logically, write clearly, or speak coherently.

Is this the reality at our most prestigious institutions? Yes, for the schools studied by the commission include the cream of our education establishment: Harvard, Stanford, Yale, Princeton, Duke and Rice. They are, in short, some of our most respected (and most expensive) institutions.

Worse yet, the report clearly points out that undergraduate tuition is one of the major sources of university income, helping to support research programs and graduate education.

In plain English, undergrads and their parents are subsidizing the programs that divert university attention and resources away from these educational needs of those very undergrads.

Options

Clearly, something must be done to remind universities that their primary goal should be to teach students, to provide them with the best education possible—not to give professors the most free time to pursue research.

Research is important and indeed necessary. But it should not be subsidized on the backs of the most vulnerable of all—undergraduate students.

It has long been suggested that prestigious universities should concentrate on teaching. A few years ago, Stanford’s president pledged his institution to focus on undergraduate teaching. Others have advocated comprehensive exit examinations. Design an exam, it is touted, to be administered to students entering college and again just prior to graduation to measure their progress. But most people are cool on yet another exam.

Another option would be a consumer revolt. Students, parents, and alumni could unite and begin demanding more for their money. Even the most nostalgic, school-spiritual alumni must be disturbed by the Carnegie report. Does the present generation of students deserve any less of a quality education than did previous ones? If alumni were to tie their annual donations to good and effective undergraduate teaching, visible improvements would follow.

There are already indications that public pressure has worked in other arenas. Recently, Princeton, concerned about a decline in middle- and lower-income applicants, announced plans to provide more student grants as opposed to loans. Yale promptly followed suit.

A handful of universities, most notably Stanford and Columbia, also pledged to stop the widespread practice of reducing school-awarded aid to students who win scholarships from other sources. Moreover, tuition increases have slowed considerably since 1993, though this might be less the result of public pressure than the fact that inflation is so low.

Such actions are a clear step in the right direction. But they are only a first step and a relatively small one. It’s time to insist that our top universities start living up to their reputations and their price-tag.

Bottom line

Hispanics must not only go to college. They must be guaranteed the best education possible. Hispanics start college with high expectations. But in many cases, their limited budgets and at times less than stellar high school experiences make it a high-risk venture. That being the case, should not institutions of higher learning, all of them, devote themselves to providing outstanding classroom teaching?

Dr. Mellander is a professor at George Mason University.
Showcasing the Best and Brightest

AAHE's Hispanic Caucus at the Smithsonian

By Adalyn Hixson

Sixteen years ago, the Hispanic Caucus of the American Association of Higher Education was created by three academic colleagues—Rodolfo Arévalo, now Provost at UT-Pan American, Héctor Garza, now a vice president of the American Council of Education, and Laura Rendón, now a professor in the Graduate School of Education, Arizona State University. Each served a turn as Caucus chair, starting with Garza.

Their Hispanic Caucus reached new heights on March 20 in the nation’s capital with its gala celebration at the renowned Smithsonian’s National Museum of Natural History—the first such event held there since the appointment of colleague Refugio Rochin as director of the Smithsonian’s Center for Latino Initiatives.

There was another first. “This was the first year that we sponsored the event,” said Art Ruiz, executive with the State Farm Insurance Companies. “We were very pleased, especially, to be able to help highlight positive role models and people in our community who are making things happen,” he said, noting too that State Farm has supported several other projects related to Hispanics in education.

Ruiz recommends most highly a newly opened exhibit. “The Americans...one of the largest photo exhibitions ever put together by the Smithsonian. Time Warner is a major sponsor. There’s a traveling tour; a CD, and a book as well as the actual exhibit.” And he tells HO night were the praises of Hispanics working in diverse fields, and praise as well to State Farm for its interest and to Dr. Rochin for lending the historic site, as well as staff support.

Dr. Loui Olivas, assistant vice president of academic affairs at Arizona State University, and head of the Caucus Institutional Sponsorship Committee, told HO that co-sponsoring with the Smithsonian “sends a message to higher education advocates and to educators across the country about the significance of Hispanic contributions in education—contributions made by Hispanic educators in leadership positions, as teachers, as scholars, artists, and authors of works that affect the Hispanic population.”

“The Hispanic Caucus has showcased, over the past twelve years, the contributions that Hispanics continue to make in all levels of education, as well as in the greater community,” he said.

Virginia Gonzalez, outgoing chair of the Caucus, a professor in the counseling area at Northampton Community College, told HO, “We really appreciated that this was the
first thing Dr. Rochlin did from his center. It was a very, very special event because it took the different constituencies coming together to be able to pull off the kind of special evening that we had. Without Refugee support, we could not have been there."

That special evening featured concert pianist Martha Marchena, a professor in the music department of XJ's Keen University, called the leading champion of Latin American music, her playing "exquisite and breathtaking," her repertoire applauded for its inclusion of "lost and underrepresented composers of her heritage."

Her first CD, Sonorin Rituals, 20th-Century Latin American Piano Music, won a Grammy nomination in 1997, received widespread acclaim abroad, and special honors in Vienna.

But the chief stars of the night were not Héctor Villa-Lobos or Juan Morel Campos, but the living, breathing men and women selected for this year's tributes from the Hispanic Caucus.

Chosen as Outstanding Latina/O Faculty in Higher Education was Dr. Kris Gutiérrez, of CLAY's Graduate School of Education and Information Studies. Her long-term ethnographic studies of LA schools enlargeth the understanding of effective literacy practices, implications of urban policies, effects of Proposition 22 (the vote to eliminate bilingual ed), and issues of equity and excellence. An associate professor in the Division of Urban Schooling, Gutiérrez has published extensively in leading journals and is a keynote speaker internationally.

Chosen in the category of Latino Cultural Arts was DV producer/director and award-winning documentarian Héctor Galán, whose company, Galán Productions, now in its 15th year, has created many programs for PBS as well as three specials for the National Council of La Raza. Recently he was invited to screen a new work--Chicano! The History of the Mexican Civil Rights Movement for President Clinton. Galán got his start as a camera operator in his hometown of San Antonio, Texas, and takes great interest, it is said, in providing workshops and internships to media aspirants.

The honoree for Distinguished Leadership in Higher Education was Jesus Rangel, former journalist and editor, now vice president of corporate relations for Anheuser-Busch Companies, Inc., who oversees community development programs. A founder of the National Association of Hispanic Journalists, he was a correspondent in Texas, California, Miami, Boston, New York, and Washington, DC. Rangel sits on the Board of Directors of Anheuser-Busch, Inc., and also of the National Hispanic Scholarship Fund, MALDEF, and the Tomas Rivera Center.

For Outstanding Support of Hispanic Issues, the selected was Congressman Rubén Hinojosa, longtime South Texas business man, and native of the Lower Rio Grande Valley. Elected a U.S. Representative in November 1996, he quickly staked a claim as advocate on education and more. A member of the

"I need to go and feel that everything that I believe in and that I am working very hard to achieve in higher education is being shared and understood by someone else. That's what I get by coming to the Hispanic Caucus."

DR. VIRGINIA GONZÁLEZ

Education and the Workforce Committee and chair of the Congressional Hispanic Caucus' Education Task Force, he succeeded in his first major legislative initiative— the Higher Education for the 21st Century Act, which significantly benefits HSIs.

A Special Tribute was paid to Dr. Alfredo de los Santos Jr.—a much revered man in whose name the Distinguished Leadership Award is given. He notes that de los Santos—sought out by leading foundations and institutes over many years, praised to the skies, yet with great specificity, when awarded the McGraw Hill Prize last year—got his start as do so many other Latinos, with a degree from a community college. After earning one at Laredo, three more came from UT-Austin, and the rest is Hispanic American history.

Others were recognized, too. State Farm Insurance Companies and Anheuser-Busch, Inc., for Corporate Sponsorship, Refugio Rochin for Partnership, and Paul W. Belles for Personal Contribution.

Emceeing the event was the Caucus Chair-elect, Dr. Tito Guerrero III, president of the University of Southern Colorado. Presenting awards were Maria Medina-Santos, CSU; Dr. Olivas, Dr. de los Santos; Dr. Henry F. Inele, UTPE; and Dr. Jaime Chahin, Southwest Texas State.

"Art Ruiz said to me—We need occasions like this to celebrate our heritage of accomplishments" said González. "We usually con-
duct this awards program, but it’s been embedded in our business meeting or at our forum. This was the first time that we really tried to get a broad-based audience, to get to meet each other, and to really celebrate the fact that we have a lot to contribute to the American society in a very positive way and in a lot of different sectors.”

“These were outstanding people from very different segments. They had all done tremendous things,” said González.

But as she spoke further, it became clear that the awardees’ accomplishments were by no means the only outstanding and tremendous things about the Hispanic Caucus.

**Coming Home**

“I was a Hispanic Leadership Fellow in 1986, and that was my first exposure to AAHE. But then I started coming regularly, and I have actually attended every single year since 1988. Peg Smith—AAHE president—asked me why I keep coming back. And I said, the Hispanic Caucus.

“It’s a wonderful group of people you go to Caucus, and these are people you know—that you share some common background with—people who have some similar perspectives from shared experiences. They are willing to network, are willing to support one another.

“Kind of like coming home. Once a year I need that. I need to go and feel that everything that I believe in and that I am working very hard to achieve in higher education is being shared and understood by someone else. That’s what I get by coming to the Hispanic Caucus. My whole AAHE attendance is around the Hispanic Caucus.

“Not that the AAHE conference is not worthwhile, but at the Hispanic Caucus—the common experiences there—you don’t have to get into a lot of detail—these are people who start nodding their heads and saying ‘Yes. Exactly.’”

**The Hispanic Caucus has showcased, over the past twelve years, the contributions that Hispanics continue to make in all levels of education, as well as in the greater community.**

**DR. LOUI OLIVAS**

**The Next Generation**

“On top of what else we do, we bring in graduate students whom we sponsor, ten to eleven grad students each year, pay for conference registration, provide mentors, set them up in rooms, and provide special sessions in which we basically answer questions they might have,” said González.

“I have gotten beautiful letters and responses back from students,” she told *HO*. “One had said, and I paraphrase, that throughout his master’s he got to the point where he was disillusioned with higher education, but once he met all of us, he realized what a doctorate could do in terms of putting you in a position where you could effect change. ‘Now I am re-energized.’ He said, adding that he wasn’t going to let the politics of higher ed make him think—Why should I do this?”

“A young woman wrote that it was a very valuable experience. Everybody’s advice and attention was very meaningful. I will not forget it.” Other students wrote, “If it weren’t for this, I couldn’t...”

“So it’s not only that we are going there to renew ourselves,” said González. “There is also a role for you to help guide the next generation. So many of us in this Latino generation are the first to go to college, so there isn’t someone behind us able to say, ‘This is what you should do.’ Especially when you are negotiating graduate school and some of these other levels, it gets very complex, and the decisions you make have lasting ramifications.

“The Caucus needs to expand... grow. The more that we have there, the more people we can acknowledge. You can only acknowledge the ones you know.”
Destination Equality

Asked by HO whether her term as chair presented any surprises, Virginia González responded promptly and candidly.

"The only thing that happened that wasn't planned was that a conflict developed between us and the Black Caucus," she said. "The AAHE conference location had changed from San Francisco to Anaheim, and because of the anti-affirmative action rhetoric in California, both the chair of the Black Caucus and I expressed our concern to the leadership of the AAHE. Anaheim was the seat of such anti-affirmative action rhetoric—an initiating area.

"For very complex reasons, one of which was to support the people in higher education who are living with this every day, the board of directors decided to remain in California." The Black Caucus, she said, decided not to participate in the year 2000 and wanted the Hispanic Caucus to join them in this pullout.

"While both of us had the same level of concern about the dynamics of what went into the decision in the change of location, the Hispanic Caucus took a different stance. HACU was going to have two major conferences in California within a year of the AAHE conference, and a lot of our people have dual memberships in AAHE and HACU. So deciding not to participate based on geographic locations was not what we could do.

"HACU is very much advocacy oriented, and up to this point, we had not been. We went back to the AAHE leadership and said, 'If you are willing to make this conference a platform to really look at the issues—at what some of these changes have been—and to look at what the impact is on our student population, then we will continue to participate.'" feeling, she said, that both the Black Caucus path and that taken by the Hispanic Caucus would be advocating for the needs of minority students and maintaining diversity of campuses.

"AAHE has committed to doing that at the Anaheim conference, and I'm going to be part of a steering committee. In the interim, we are developing a statement on diversity, which they never had up to this point, so there has been a tremendous response.

"That was something I did NOT anticipate going in as chair—that a group that we had always tried to maintain very close linkage with we would then find ourselves in contention with.

"That ended up being resolved. Through a lot of dialogue and a lot of communication between the two Caucuses, we now have come to the point where we respect one another's stance."

Affirmative Action

"People are thinking—we are beyond this now. We don't need affirmative action. Everybody has the same opportunity! And they're feeling it will all work out in the end. So to me, AAHE has really been as responsive as I could hope for, and I think that is a lot due to the new president, Peg Miller," said González. "She has really listened, and she has responded, and she is really working hard to be sensitive to the concerns of the caucuses. And she was very new to the presidency when this happened."

González told HO that there had never been a situation of such magnitude and such long-term potential. The Hispanic Caucus, she said, is maintaining ongoing dialogues too with the Asian Caucus and Native American Caucus, and "it has brought us together, realizing that we all need to communicate better with and among ourselves. And to understand where the same kind of issues might take a slightly different dynamic in terms of what we need. But it doesn't mean that we are far apart."

She told HO that the anti-affirmative action lawsuits being brought by the Center for Individual Rights are not just against public institutions. "Roland Smith at Rice is being sued—a private institution."

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Distinguished Leadership in Higher Education

Given to an outstanding administrator

1987 Arturo Madrid
1988 Tomás Arciniega
1989 Jaime Escalante
1990 Not awarded
1991 Alfredo de los Santos, Jr.
1992 Manuel Pacheco
1993 José González
1994 Juliet García
1995 Víctor Alicea
1996 Lizzie E. Coor
1997 Eduardo Padron
1998 Celestino Fernández

Outstanding Support of Hispanic Issues in Higher Education

Given to an educator or civic leader or official

1987 Allison Bernstein
1988 David Hamburg
1989 Isaura Santiago
1990 Eloy Rodriguez
1991 Ernesto Rodriguez
1992 Edward Apodaca
1993 Arturo Madrid
1994 Ada López
1995 José López-Isa
1996 Robert Atwell
1997 Raúl Yzaguirre
1998 Irma Lerma Rangel

Outstanding Latino/a Faculty in Higher Education

Given to a faculty member

1987 Flora Mancuso Edwards
1988 Piedad Robertson
1989 Frank Talamantes
1990 Mari-Luc Jaramillo
1991 Sonia Nieto
1992 Paul Roldán
1993 Arturo Madrid
1994 Frank Bonilla
1995 Rolando Hinojosa Smith
1996 Gloria Bonilla-Santiago
1997 Laura Rendón
1998 Edna Acosta-Belén

Hispanic Caucus Publication Award

Given to scholarly authors/writers

1996 Nicholas Kanellos and Gary D. Kelle
The Chill is On

Conservatives Attack Race-Based Admissions

BY AMALIA DUARTE
Amalia Duarte is an editor in public relations at Lucent Technologies

This spring, the number of Hispanic students offered admissions to the University of California at Los Angeles increased over the number in 1998, as did the percentage of underrepresented candidates who got a coveted thick acceptance package in the mail. However, the upswing is nothing to get excited about, concedes even the UCLA Director of Admissions Rae Lee Siporn.

"We are talking about handfuls of students," said Siporn. "I'm afraid it's not all that much different over last year. There's just not much we can do to try and maintain the diversity of the past."

UCLA is not alone in finding it difficult to enroll a diverse student body. Black and Hispanic students are finding themselves increasingly shut out of California's most competitive public universities and facing new obstacles to higher education in other parts of the country. Thanks to voter referenda and lawsuits aimed at ending affirmative action.

And the situation might get even worse as a conservative public-policy law firm rolls out a campaign focused on getting students and university trustees to challenge affirmative action policies at their institutions. The U.C. system's changing demographics might provide a glimpse of what could happen at greater numbers of colleges and universities in the coming years. On the heels of an anti-affirmative action referendum, Proposition 209, an earlier U.C. Board of Regents vote to end affirmative action in admissions, the outlook is getting bleaker for Hispanic and African American students vying for slots in the U.C. system.

As U.C. finishes its second cycle of admitting students without taking ethnicity or race into account, the results are surprising even to those on the front lines of this struggle. Adding to the problem is the fact that highly selective schools such as U.C. are now admitting a smaller percentage of applicants because more and more of those who are accepted decide not to enroll.explained Siporn. This spring, for example, U.C.L.A. offered admissions to just 1013 Hispanic students, an incredible 33 percent drop from two years ago when affirmative action was still in place. The acceptance rate for Hispanics at U.C.L.A. has declined from 41 percent in 1997 to 24 percent today. And the odds of getting in for African American applicants are even worse. In the past two years, the acceptance rate for African Americans has plummeted from 38 percent in 1997 to 23 percent in 1998 and today stands at 21 percent. Of the 1,410 African Americans who applied as first-year students to U.C.L.A. this year, only 300 were admitted.

"It's been shocking to many of us," said Theresa Fay-Bustillos, vice president of legal programs, Mexican American Legal Defense and Education Fund (MALDEF) in Los Angeles. "Most people expected to see a drop but not the size of the drop that's occurred. It was a splash of cold water in the face. What the long-term effects are—whether this is really some kind of drastic resegregation—we don't know yet."

A recent study completed by the Tomas Rivera Policy Institute based in Claremont, Calif., highlighted this disturbing downward trend for Blacks and Hispanics applying to U.C.'s best schools. "Even though these minority students continue to apply in record numbers, the
acceptance rates have dropped dramatically," said the center president, Harry Pachon. These figures point to a discouraging tightening of opportunities for Black and Hispanic students at U.C. The larger question is how many minority students who enroll in university are able to graduate with a degree.

Other Universities Affected

Further up the West Coast, the University of Washington was hit on two fronts and forced to radically reduce its affirmative action efforts. First, a lawsuit challenged the law schools' admissions process; then, last fall, voters passed Initiative 200, which effectively banned the consideration of race, ethnicity, or gender in admissions at the university. The lawsuit caused the university to scuttle its dual-admissions process. As a result, in the fall of 1998, the total undergraduate student enrollment declined across the board for all minority groups: Asian Americans, Native Americans, Blacks, and Hispanics. And this spring, the number for minorities accepted into the University of Washington declined even further.

"We were hit right in the middle of our admissions process," said Associate Director of Undergraduate Admissions and Director of Recruitment/Outreach Enrique Morales. "It was a very difficult situation. The number of African American undergraduate students accepted for the fall of 1999 decreased by 18 percent from last year. Native American acceptances dropped by 15 percent, and Hispanic acceptances dropped by 10 percent," said Director of Admissions Tim Washburn. (Graduate and professional school enrollment was more of a mixed picture, with some groups showing upticks and others experiencing declines.)

Meanwhile, in the Midwest, the University of Michigan is facing a lawsuit brought by a White female student who claims the university's admissions policies are unconstitutional. The lawsuit is being fought by the Center for Individual Rights (CIR), a conservative Washington, D.C.-based public-policy law firm that won a similar lawsuit against the University of Texas in 1996 and is also behind the suit against the University of Washington's School of Law. The CIR has been successful to date in its court proceedings. But now its tactics have become more aggressive, perhaps hoping to put it out of court.

Earlier this year, the CIR launched a campaign aimed at encouraging students and university trustees to investigate whether or not their college is breaking the law on race and admissions. CIR hired its latest law firm in January when it took out provocative, full-page advertisements in 15 campus newspapers across the country promoting its new handbook, *Racial Preferences in Higher Education: The Rights of College Students*.

In the book, the CIR argues that institutions of higher education are violating the Supreme Court's landmark *Bakke* decision by creating dual-admissions systems. "You can take race into account as one of many factors," said CIR Senior Counsel Terence Peli. "It could be a plus factor for a Black applicant, for example. But schools shouldn't use it if the sole purpose is to achieve racial diversity. It's regrettable that college administrators continue to defy the limits set by the Supreme Court."

The handbook gives students a primer on what CIR believes is permissible when it comes to race and admissions, and then pushes students to do some digging for themselves. The reference book tells students to search for data on their school's diversity policies—everywhere from the Internet to speeches or other events by administrators—and then gives instructions on how to interpret the information. The book includes a sample Freedom of Information request and admonishes students to "be persistent and tenacious" in their investigation.

Geared for students who were rejected from the school of their choice, the book details how you can seek compensation for emo...
### UC-Berkeley

#### New 1st-year-student Admits by Ethnicity—Fall 1997, Fall 1998, and Fall 1999 Terms

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<thead>
<tr>
<th>Ethnicity</th>
<th>Final Fall 1997</th>
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<th>Percentage Change From F98 to F99</th>
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#### Percentage Distribution of New 1st-year-student Admits by Ethnicity—Fall 1997, Fall 1998, and Fall 1999 Terms

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<td>100.00%</td>
</tr>
<tr>
<td><strong>Subtotal—American Indian, African, Chicano, Latino</strong></td>
<td><strong>23.05%</strong></td>
<td><strong>10.45%</strong></td>
<td><strong>12.23%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall 1997 admission data as of 1/21/98
Fall 1998 admission data as of 3/30/98
Fall 1999 admission data as of 4/1/99


<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Final Spring 1998</th>
<th>Preliminary Spring 1999</th>
<th>Preliminary Spring 2000</th>
<th>Numerical Change From SP99 to SP00</th>
<th>Percentage Change From SP98 to SP00</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>8</td>
<td>20</td>
<td>8</td>
<td>-12</td>
<td>-60.00%</td>
</tr>
<tr>
<td>African American</td>
<td>36</td>
<td>64</td>
<td>54</td>
<td>-10</td>
<td>-15.63%</td>
</tr>
<tr>
<td>Asian American</td>
<td>941</td>
<td>863</td>
<td>963</td>
<td>+100</td>
<td>+11.59%</td>
</tr>
<tr>
<td>Chicano</td>
<td>98</td>
<td>183</td>
<td>145</td>
<td>-40</td>
<td>-21.26%</td>
</tr>
<tr>
<td>Latino</td>
<td>47</td>
<td>67</td>
<td>57</td>
<td>-10</td>
<td>-14.93%</td>
</tr>
<tr>
<td>White</td>
<td>873</td>
<td>834</td>
<td>956</td>
<td>+122</td>
<td>+14.63%</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>26</td>
<td>41</td>
<td>+15</td>
<td>+57.69%</td>
</tr>
<tr>
<td>Not Given</td>
<td>131</td>
<td>349</td>
<td>219</td>
<td>-130</td>
<td>-37.25%</td>
</tr>
<tr>
<td>Subtotal—Citizens and Immigrants</td>
<td>2,181</td>
<td>2,408</td>
<td>2,443</td>
<td>+35</td>
<td>+1.45%</td>
</tr>
<tr>
<td>International</td>
<td>76</td>
<td>67</td>
<td>48</td>
<td>-19</td>
<td>-28.36%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,257</strong></td>
<td><strong>2,475</strong></td>
<td><strong>2,491</strong></td>
<td><strong>+16</strong></td>
<td><strong>+0.65%</strong></td>
</tr>
<tr>
<td><strong>Subtotal—American Indian, African, Chicano, Latino</strong></td>
<td><strong>189</strong></td>
<td><strong>336</strong></td>
<td><strong>264</strong></td>
<td><strong>-72</strong></td>
<td><strong>-21.43%</strong></td>
</tr>
</tbody>
</table>

#### Percentage Distribution of New 1st-year-student Admits by Ethnicity—Fall 1998, and Fall 1999 Terms

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Final Spring 1998</th>
<th>Preliminary Spring 1999</th>
<th>Preliminary Spring 2000</th>
<th>Numerical Change From SP98 to SP00</th>
<th>Percentage Change From SP98 to SP00</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.37%</td>
<td>0.83%</td>
<td>0.33%</td>
<td></td>
<td>0.33%</td>
</tr>
<tr>
<td>African American</td>
<td>1.65%</td>
<td>2.66%</td>
<td>2.22%</td>
<td></td>
<td>2.22%</td>
</tr>
<tr>
<td>Asian American</td>
<td>43.15%</td>
<td>35.84%</td>
<td>39.42%</td>
<td></td>
<td>39.42%</td>
</tr>
<tr>
<td>Chicano</td>
<td>4.49%</td>
<td>7.68%</td>
<td>5.94%</td>
<td></td>
<td>5.94%</td>
</tr>
<tr>
<td>Latino</td>
<td>2.15%</td>
<td>2.78%</td>
<td>2.33%</td>
<td></td>
<td>2.33%</td>
</tr>
<tr>
<td>White</td>
<td>40.03%</td>
<td>34.61%</td>
<td>39.13%</td>
<td></td>
<td>39.13%</td>
</tr>
<tr>
<td>Other</td>
<td>2.15%</td>
<td>1.09%</td>
<td>1.68%</td>
<td></td>
<td>1.68%</td>
</tr>
<tr>
<td>Not Given</td>
<td>6.01%</td>
<td>14.49%</td>
<td>8.96%</td>
<td></td>
<td>8.96%</td>
</tr>
<tr>
<td>Subtotal—Citizens and Immigrants</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Subtotal—American Indian, African, Chicano, Latino</strong></td>
<td><strong>8.67%</strong></td>
<td><strong>13.35%</strong></td>
<td><strong>10.81%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spring 1998 admission data as of 1/21/98
Spring 1999 admission data as of 3/30/98
Spring 2000 admission data as of 4/1/99

Sources: Office of Undergraduate Admission & Relations with Schools
Even though these minority students continue to apply in record numbers, the acceptance rates have dropped dramatically.

Harry Pachon

The acceptance rate for Latinos fell at every campus. Again, the greatest decrease was at Berkeley, where the acceptance rate dropped from 44.3 percent for Latino applicants to 20.6 percent. The smallest drop was at Riverside, where the acceptance rate slid from 81.2 percent to 75.4 percent. Despite this drop, the number of admitted students increased at both Riverside, where the number rose from 1,376 in 1997 to 1,648 in 1998, and at Santa Cruz, where the numbers increased from 1,363 to 1,406. Overall, 11,901 Latino students were admitted in 1997 compared to only 9,836 in 1998, a drop of 17.4 percent.

1997/1998
Hispanic applications to UC

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>2,857</td>
<td>3,140</td>
<td>+283</td>
</tr>
<tr>
<td>Davis</td>
<td>1,829</td>
<td>2,023</td>
<td>+194</td>
</tr>
<tr>
<td>Irvine</td>
<td>2,124</td>
<td>2,378</td>
<td>+254</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>3,726</td>
<td>4,066</td>
<td>+340</td>
</tr>
<tr>
<td>Riverside</td>
<td>1,695</td>
<td>2,185</td>
<td>+490</td>
</tr>
<tr>
<td>San Diego</td>
<td>2,511</td>
<td>2,831</td>
<td>+320</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>2,947</td>
<td>3,022</td>
<td>+75</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>1,671</td>
<td>1,879</td>
<td>+208</td>
</tr>
</tbody>
</table>

The Latino attendance rate increased at every campus. At Davis, for example, 40.6 percent of admitted students chose to enroll in 1998, compared with 29.8 percent in 1997. The smallest increase was at San Diego, which grew from 26.2 percent to 27.0 percent.

1997/1998
Hispanic acceptance rate to UC

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>1,266</td>
<td>44.3%</td>
<td>20.6%</td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>1,237</td>
<td>67.6%</td>
<td>47.0%</td>
<td></td>
</tr>
<tr>
<td>Irvine</td>
<td>1,412</td>
<td>66.5%</td>
<td>57.9%</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>1,512</td>
<td>40.6%</td>
<td>24.5%</td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>1,376</td>
<td>81.2%</td>
<td>75.4%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>1,450</td>
<td>57.7%</td>
<td>36.2%</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>2,285</td>
<td>77.5%</td>
<td>59.2%</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>1,363</td>
<td>81.6%</td>
<td>74.8%</td>
<td></td>
</tr>
</tbody>
</table>

The Latino enrollment rate increased at every campus. At Davis, for example, 40.6 percent of admitted students chose to enroll in 1998, compared with 29.8 percent in 1997. The smallest increase was at San Diego, which grew from 26.2 percent to 27.0 percent.

1997/1998
Hispanic enrollment and attendance rates to UC

<table>
<thead>
<tr>
<th></th>
<th>Number enrolled 1997</th>
<th>Attendance rate 1997</th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>472</td>
<td>37.3%</td>
<td>42.0%</td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>369</td>
<td>29.8%</td>
<td>40.6%</td>
<td></td>
</tr>
<tr>
<td>Irvine</td>
<td>390</td>
<td>20.5%</td>
<td>24.7%</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>572</td>
<td>37.8%</td>
<td>44.3%</td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>378</td>
<td>27.5%</td>
<td>28.2%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>380</td>
<td>26.2%</td>
<td>27.0%</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>538</td>
<td>23.5%</td>
<td>28.6%</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>242</td>
<td>17.8%</td>
<td>21.7%</td>
<td></td>
</tr>
</tbody>
</table>
As was the case with Latino students, applications from Black students increased at every UC campus with the exception of Los Angeles. Overall, that number grew from 6,032 in 1997 to 6,444 in 1998. The greatest increases occurred at the Riverside and San Diego campuses, with an increase of 106 applications at each.

### 1997/1998 Black applications to UC

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>1,159</td>
<td>1,250</td>
<td>91</td>
</tr>
<tr>
<td>Davis</td>
<td>673</td>
<td>689</td>
<td>16</td>
</tr>
<tr>
<td>Irvine</td>
<td>557</td>
<td>605</td>
<td>48</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>1,386</td>
<td>1,356</td>
<td>-30</td>
</tr>
<tr>
<td>Riverside</td>
<td>516</td>
<td>622</td>
<td>106</td>
</tr>
<tr>
<td>San Diego</td>
<td>702</td>
<td>808</td>
<td>106</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>648</td>
<td>706</td>
<td>58</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>391</td>
<td>408</td>
<td>17</td>
</tr>
</tbody>
</table>

### 1997/1998 Black acceptance rate to UC

<table>
<thead>
<tr>
<th></th>
<th>Number admitted</th>
<th>Acceptance rate</th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>562</td>
<td>48.5%</td>
<td>19.8%</td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>409</td>
<td>60.8%</td>
<td>35.8%</td>
<td></td>
</tr>
<tr>
<td>Irvine</td>
<td>303</td>
<td>54.4%</td>
<td>47.4%</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>524</td>
<td>37.8%</td>
<td>22.9%</td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>348</td>
<td>67.4%</td>
<td>61.1%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>382</td>
<td>54.4%</td>
<td>27.5%</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>457</td>
<td>70.5%</td>
<td>53.7%</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>284</td>
<td>72.6%</td>
<td>65.0%</td>
<td></td>
</tr>
</tbody>
</table>

### 1997/1998 Black enrollment and attendance rates to UC

<table>
<thead>
<tr>
<th></th>
<th>Number enrolled</th>
<th>Attendance rate</th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>257</td>
<td>45.7%</td>
<td>51.0%</td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>95</td>
<td>23.2%</td>
<td>38.5%</td>
<td></td>
</tr>
<tr>
<td>Irvine</td>
<td>54</td>
<td>17.8%</td>
<td>26.1%</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>221</td>
<td>42.2%</td>
<td>46.0%</td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>100</td>
<td>28.7%</td>
<td>30.8%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>80</td>
<td>20.9%</td>
<td>23.4%</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>129</td>
<td>28.2%</td>
<td>25.9%</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>43</td>
<td>15.1%</td>
<td>20.8%</td>
<td></td>
</tr>
</tbody>
</table>

“We need to rely on a well-educated Latino, African American, and Asian workforce. This country is not going to get ahead unless we have a real inclusive mentality.”

Theresa Fay-Bustillos,
Vice President of Legal Program, MALDEF

of Washington are continuing vigorous outreach efforts to convince minority students to enroll once they get in. This wooing of prospective students is allowed since they’ve been admitted without regard to race or ethnicity.

“We’ve expanded our direct outreach to do more mailing and campus visits.” said the University of Washington’s Tim Washburn. “We want to affirm the university’s commitment to those students and provide encouragement to those who might be sitting on the fence.”

Likewise at UCLA, the spring promised to be a frenzy of outreach to those lucky few Hispanics and Blacks who were admitted. Among the scheduled activities were telephone calls, visits to high schools by UCLA Chancellor Albert Carnesale, special tours, private receptions hosted by alumni, day-long academic conferences, and weekend introductory programs for students and parents. UCLA and the UC system also have implemented new developmental outreach programs aimed at K-12 districts in the greater Los Angeles area. The hope is that these efforts will significantly increase applicants and admitted students to UCLA within the next few years from underrepresented communities.

“We need an overhaul of the K-12 system, no question,” said UCLA Director of Admissions Rae Lee Siporin. “In the meantime, I despair that we are going to lose a generation of students.”

While universities reach out to this pool of potential students, the Mexican American Legal Defense and Education Fund (MALDEF) has challenged the new admissions system. In March, MALDEF filed a class-action suit against the University of California at Berkeley charging that its admissions process is discriminatory. The suit chal-
White Applications to UC

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Number Admitted</th>
<th>Number Enrolled</th>
<th>Acceptance rate</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>9,108</td>
<td>8,892</td>
<td>2,725</td>
<td>1,018</td>
<td>29.9% 31.3%</td>
</tr>
<tr>
<td>Davis</td>
<td>8,281</td>
<td>7,525</td>
<td>4,305</td>
<td>1,554</td>
<td>52.0% 51.7%</td>
</tr>
<tr>
<td>Irvine</td>
<td>4,224</td>
<td>4,181</td>
<td>3,009</td>
<td>649</td>
<td>71.2% 70.2%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>9,734</td>
<td>9,592</td>
<td>3,506</td>
<td>1,243</td>
<td>36.0% 35.1%</td>
</tr>
<tr>
<td>Riverside</td>
<td>2,356</td>
<td>2,370</td>
<td>2,021</td>
<td>476</td>
<td>85.8% 85.9%</td>
</tr>
<tr>
<td>San Diego</td>
<td>10,381</td>
<td>9,887</td>
<td>5,314</td>
<td>1,471</td>
<td>51.2% 50.5%</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>11,285</td>
<td>10,402</td>
<td>8,096</td>
<td>2,362</td>
<td>71.7% 64.5%</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>6,042</td>
<td>5,742</td>
<td>5,178</td>
<td>1,266</td>
<td>85.7% 82.6%</td>
</tr>
</tbody>
</table>
Hispanics on the Hill

In the Lead on Education

BY MIRIAM RINN

Congresswoman Lucille Roybal-Allard has an easy-to-understand definition of the mission of the Congressional Hispanic Caucus: "In 20 years, Latinos will become the majority population in states such as California, New York, Texas, Illinois, and Florida," the California representative said. "We must invest today to ensure that our children will be prepared to lead these states into prosperity. In the 106th Congress, the Caucus will focus on education, economic development, and access to health care. All of these issues are critical to the well-being of the Latino community and to the nation as a whole. Latino issues are American issues."

Organized in 1976 to provide a national voice for the Latino community, the Congressional Hispanic Caucus now has 17 members, all Democrats. Roybal-Allard, the first woman to chair the Caucus, represents the 33rd congressional district in California, an area that includes the cities of Los Angeles, South Gate, Bell Gardens, Vernon, Commerce, and Huntington Park. (Her father, Congressman Edward R. Roybal, who served as a member of Congress for 30 years, founded the Hispanic Caucus more than 20 years ago.) Other Caucus members represent constituents in Texas, California, Illinois, Puerto Rico, New Jersey, New York, and Arizona.

The Caucus also had two Republican members, Representatives Lincoln Diaz-Balart and Representative Ileana Ros-Lehtinen, both from Florida, but they left after the previous chair, Rep. Xavier Becerra, a Democrat from California, visited Cuba and then refused to make a public call for democratic elections on the Communist-led island. Those two members have not returned, Roybal-Allard said, because the Caucus cannot satisfy their demands. Although the two Republicans insist that the Caucus pass a resolution on Cuba, the administration to support our educational budget, and we were very pleased with that," Roybal-Allard said. "We are excited that President Clinton's 2000 Budget includes funds for the programs that are critical to the Latino community, such as education, health care, and services for legal immigrants."

In Chicago, the administration has decided not to take positions on Cuba or on Puerto Rico, the chairwoman explained. There is no hope of agreement on these two issues, according to Roybal-Allard, so there's no point in spending a lot of time on them.

What she hopes to focus on is education, something that most Caucus members—and most Americans—can agree on. "We've been successful at getting the CHCs recommended spending on Hispanic-Serving Institutions was $625 million, and the President proposed spending $423 million, a healthy percentage of CHCs' goal. While she agrees that those colleges and community colleges that serve lots of Hispanics need support, public school construction and modernization is one of Roybal-Allard's primary goals. "Before we can even get our kids into college, we have to educate them beforehand," Roybal-Allard believes.

Public schools all over the country are desperately overcrowded or in need of immediate renovation. The "baby boom echo," children born to baby boomers, and increased immigration have filled elementary schools to bursting. Nationwide, school enrollment has increased 16 percent from 1988 to 1998. According to the Congressional Budget Office, 43 percent of California's school have at least one building in need of extensive repair. "My district is one of the best examples of that," Roybal-Allard said. "When it rains, they have to put out trash cans to collect the water."

The Caucus faces an enormous challenge if it wants to tackle education reform. Educational attainment rates of Hispanic students at all levels are deeply disturbing. Although Hispanic children account for 14 percent of the school population, they have the lowest high school completion rates of any major population group. Thirty-eight percent drop out before completing high school. In California, only 8 percent of Latino fourth graders are proficient readers while 20 percent of non-Latino fourth graders are reading well. Twenty-nine percent is bad enough—two-thirds of California fourth graders cannot read fourth grade material—but 92 percent of Latino fourth graders are unable to read on grade level is frightening. According to the Caucus has...
proposed that $320 million be
spent to strengthen basic reading
and math skills, and $22 billion in
new bonds be raised for school
construction and modernization.

Roybal agrees that sitting in
bilingual classes for many
years—which many Spanish-speaking
children do—has not worked and is,
as she said, "completely unacce-
tirable." In fact, the movement that resulted in the passage of California's
counterpart Proposition 227, which
allows most students one year of
intensive English study before main-
streaming them, was started by
Latino parents in her district, she
said. She added, however, "We need
to have some flexibility to allow for
differences in learning skills.
Learning English only should not be
the goal. They should be able to keep
up with other subjects that are
equally important."

Rubén Hinojosa, a Democrat
from South Texas, is chair of the
Caucus Education Task Force. A
third-year Congressman, Hinojosa
also serves on the House Committee
on Education and the Workforce,
along with several other members of
CHC. This is where I was meant to
be," said Hinojosa, a longtime pro-
ponent of education. The Congressman
is deeply concerned about the high
Hispanic dropout rate, which continues to
climb even as other groups' dropout rates
slip downward. "Good jobs of the future are
going to be knowledge intensive," Hinojosa
said, emphasizing that it is imperative that
the Caucus and the Administration deal
with the disastrous lack of education of
Latino youth. This is a problem that can be
ignored no longer, Hinojosa believes. If
many Hispanic young-
sters leave school
because of familial responsibilities,
they need to be educated about the
benefits for themselves and their
families of staying in school, according
to Hinojosa.

Many of the provisions of
Hinojosa's Higher Education for the
Twentieth Century Act found their
way into the House higher education bill,
including an increase in the
authorization level for HSIs from
$45 million to $300 million. He also
managed to secure a special section
for these institutions under Title III
of the Higher Education Act. For his
efforts, Hinojosa was honored,
along with the other Caucus, by
The Hispanic Education Coalition.
Although the Congressman does not
believe that money alone will solve the
problem, providing more money
to schools and colleges that serve
Hispanic populations is a good first
step. The schools have to be there:
after all, if Latino students are to
attend them.

The CHC had better luck with its
education proposals than with its
proposed spending on services to
legal immigrants. The President's
budget did not allow for any spend-
ing for low-income immigrants who
were in the U.S. prior to August
1986 and later became poor or old.
That meant reflects some of the
country's anti-immigrant feeling,
which is often expressed by the
Republican-controlled Congress.
The Congress has been introducing
legislation and attaching amend-
ments that seem to target both ille-
gal and legal immigrants, as well as
minorities in general. One such
amendment to the Higher
Education Act, that proposed by
Rep. Frank Riggs of California, who
happens to be a Democrat, would
ban affirmative action in college
admissions nationally. The CHC
opposed the Riggs amendment,
along with GOP-sponsored amend-
ments to campaign-finance-reform
legislation that would ban bilingual
voting materials and enact voter-
Menendez of New Jersey, "They
don't want us to be informed, they
don't want us to be registered, and
they certainly don't want us to
come out and vote."

Attempts to limit immigrant
participation at the ballot box
might be an indication of the fear
some politicians feel at the growing
power of Hispanic legislators.
Besides the increasing numbers of
elected Latino officials, members of
the Caucus are winning more and
more important committee
appointments in Congress.
Xavier Becerra sits on the
Ways and Means Committee,
which handles tax issues.
Roybal-Allard was recently
appointed to the House
Appropriations Committee,
one of the most powerful in
Congress, and Bob Menendez
was just elected vice chairman of
the House Democratic Caucus.
Along with Chairman
Martin Frost, a Texan,
Menendez will run the weekly
meetings of all 211 House
Democrats. It's in these meet-
ings that Democratic legisla-
tion and strategy are crafted.
When trying to convince his
fellow Democrats to elect him,
Menendez argued that
Hispanic voters will be more and
more important in the future, and
that they should not be taken for
granted. Republicans Jeb and
George W. Bush won nearly half of
the Hispanic vote in Florida and
Texas in their successful runs for
governor, after all.

The ideologies of Caucus
members vary, but there seems to be an
agreement that growing Latino
political power has given Latino
politicians the self-confidence to
move towards broader issues and
away from the narrow focus on
Hispanic concerns that might have
characterized them in the past.
After all, if they are going to repre-
sent majorities populations, they
will have to behave like people in
power. "It's going to be a very excit-
ing time," Roybal-Allard agrees.
"There are a lot of things we can do
as a caucus. You're going to see us
involved in economic development,
especially small business. The
issues that are really important
to the Latino community and
Americans in general are not
divisive. We don't disagree on health
care, education, social security.
There is plenty to agree on." 

Hinojosa concurs that the future is
bright. "It can be done."

Members of CHC

Lucille Roybal-Allard (D-CA), Chair
Silvestre Reyes (D-TX), 1st Vice Chair
Ciro Castro (D-TX), 2nd Vice Chair
Luis Gutiérrez (D-IL), Whip
Matthew Martínez (D-CA)
José Serrano (D-NY)
Xavier Becerra (D-CA)
Nydia Velázquez (D-NY)
Solomon Ortiz (D-TX)
Ed Pastor (D-AZ)
Robert Menendez (D-NJ)
Carlos Romero-Barceló (D-PR)
Robert Underwood (D-Guam)
Loretta Sánchez (D-CA)
Grace Napolitano (D-CA)
Rubén Hinojosa (D-TX)
Charles A. González (D-TX)
Southern Connecticut State University

Honoring the American Dream

BY ROGER DEITZ

At a recent commencement ceremony, Connecticut Congresswoman Rosa DeLauro described Southern Connecticut State University (SCSU) as a place “where the American Dream is best honored and most valued.” University President Michael J. Adanti is in full agreement, and he should know. President Adanti is a member of the SCSU class of 1963. The president affirms the assessment made by Congresswoman DeLauro, saying, “She’s right. Southern Connecticut State University has spent more than a century making the American Dream a reality for thousands of people.”

President Adanti adds to this that he understands that a great many work and difficult choices go into realizing that dream, not the least of them being the student’s task of choosing a school that is the right fit. President Adanti suggests that a student should look into SCSU, where he or she will discover “...a community of students and faculty, administrators and staff, all dedicated to learning—learning about ideas and about ourselves.” Adanti continues, “When we talk about ‘higher education’ at Southern, we mean education in all its forms: academic and personal, theoretical and practical, professional and emotional. We are committed to educating the complete person—the person who wants a career and a life.”

To Michael J. Adanti and the SCSU community, the creation of a well-rounded and better-educated individual is the aim and SCSU has been immensely successful in hitting this target. For 25 years, SCSU has made a full-scale effort in the recruitment and retention of minority students—giving them access to the American Dream. By offering an open door to students of diverse backgrounds learning to attend an institution of higher learning, we install Southern Connecticut State University on the Hispanic Outlook Honor Roll.

Southern Connecticut State University is a campus of the Connecticut State University System, governed by the Board of Trustees of that system. In addition to SCSU, the CSU system includes Central Connecticut State University at New Britain, Eastern Connecticut State University at Willimantic, and Western Connecticut State University at Danbury.

Southern’s philosophy of education grows out of four related functions: liberal education, professional education, graduate study, and research, and public service. With these four functions in mind, SCSU...
Honor Roll Facts in Brief

INSTITUTION
Southern Connecticut State University

LOCATION
Office of Admissions
131 Farnham Avenue
New Haven, CT 06515-1355
(203) 392-5644

ESTABLISHED
1893

ENROLLMENT
11,395

HISPANIC ENROLLMENT
267 undergraduates, or 4.8 percent

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION AND FEES
$3,716 per year for state residents

NUMBER OF FACULTY
382 full-time (seven are Hispanic)

A FEW SPECIAL DEGREE PROGRAMS
Community Health
Economic and Racial Relations
Microbiology
Political Science: Public Administration
Spanish: Comparative Literature

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Organization of Latin American Students (OLAS)
The Hispanic Cultural Society

INTERNET ADDRESS
www.scsu.ctstateu.edu

Southern's programs in graduate study and research challenge mature students who wish to extend and strengthen a liberal education or improve their professional skills. As to public service, SCUS is a community school in many additional ways. Southern provides educational and cultural opportunities for everyone in the geographic area. Its School of Extended Learning offers courses on a part-time basis, day or evening, for professional advancement or personal enrichment. SCUS clinics provide diagnosis and treatment of speech, hearing, and reading problems and learning disabilities. In the fine arts, Southern plays host to conferences, institutes, workshops, expositions, and performances that both instruct and entertain the residents of the region.

Founded in 1893 as the New Haven State Normal School, Southern became a four-year college with degree-granting powers in 1937. Ten years later, Southern joined with Yale University's department of education to offer a graduate program leading to a master of arts degree. In 1954 the State Board of Education authorized the institution, now called the New Haven State Teachers College, to assume complete responsibil-
introduced many new fields of study and research.

In March 1983, Southern became a university, completing its evolution. Today, Southern Connecticut State University is composed of six academic schools: the School of Arts and Sciences; the School of Business; the School of Communication, Information and Library Science; the School of Education; the School of Health and Human Services; and the School of Graduate Studies.

Overall enrollment at SCSU is 11,395. Of this group, the number of minority students is 1,368, approximately 11.3 percent of the total student population. The undergraduate percentage of minority students is 18.6 percent. Hispanic students number 267 and make up 4.8 percent of the overall figure. There are 382 full-time faculty, and of that number, seven are Hispanic. An education is affordable at Southern. For a student who lives off campus and is a Connecticut resident, annual tuition and fees (for a full-time undergraduate student) total $3,600. Add room and board on campus, and that figure rises to an average of $9,350.

Those student expenses can be defrayed in many ways, including scholarships, loans, and work-study. Southern awards financial aid on the basis of demonstrated need, and more than 50 percent of Southern's undergraduates receive financial aid. About 3,200 Southern students receive aid through such programs as the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, Connecticut State University Grant, and the Scholastic Achievement Grant Program. More than 3,000 students receive student loans, for example, the Perkins Loan and the Federal Stafford Student Loan Program. In addition, more than 600 students take advantage of on-campus Student employment and Federal Work Study Programs, holding clerical, maintenance, and other types of part-time positions.

Students reaching the sophomore year become eligible for one of the Alumni Association's more than 70 annual scholarships aimed at undergraduates. A Tuition Installment Plan is a further option to help make the SCSU education more attainable.

Students of color have even more options at SCSU. Special efforts have been made for more than twenty-five years at SCSU to serve minority students and increase minority representation on campus. Ever since 1972—when President Nixon was in the White House and students were demonstrating on college campuses across the country—SCSU has worked to change the face of its institution. A SCSU spokesperson reminds us that only a year before that, the U.S. Supreme Court had sanctioned busing to enforce the desegregation of the nation's public schools. This is the backdrop against which Southern Connecticut State University inaugurated its Summer Educational Opportunity Program to encourage minority students to attend college. At the time, the representation of minority students at Southern was one-tenth of one percent of the total enrollment.

The SEOP has been a great success in boosting minority enrollment. "The transformation of the university two decades ago was literally top to bottom," says James Barber, Southern's director of Student Supportive Services. "The first step was to begin hiring more minority faculty and staff to make the campus less intimidating to students of color; we learned that people go where they feel comfortable. As your numbers increase, and your visibility increases, people begin to listen to you."

Remembering the program as it was more than a quarter century ago, Barber recalls, "Then we started with 50 kids in the program, and now those kids are all over the world! With more than 900 graduates in all," Among these graduates is Denese Chisolm of Hartford, recently appointed by Governor John Rowland to serve as a workers' compensation commissioner. Nearly 1000 students apply each year to attend the program, to which 50 are admitted. The goal of SEOP is to prepare minority students for the challenges of university life, both academically and personally. Once students complete the program, they are automatically admitted to Southern for the following fall term.

"What we are looking for are students who are highly motivated," says Diane Rosner, assistant director of Student Supportive Services and coordinator of the program. Rosner observes, "Some of them may not have done really well in high school, but they have a desire to do this."

Another program at Southern Connecticut State University that attracts promising disadvantaged students to academics is ConnCAP, the Connecticut Collegiate Awareness and Preparation program. ConnCAP is helping academicians at Southern prepare Hillhouse High School students for university studies by "basing their academic skills." The program is funded with a $100,000 grant from the Connecticut Department of Education that is used to offer academic support for more than 40 ninth and 10th graders. The students are also taught how to select a college and how to apply for admission and financial aid. The ConnCAP program includes after-school tutoring and, for those students who are able to participate, a Saturday academy at SCSU, which runs from 9 a.m. to noon and includes classes in science, computer science, and math.

In addition, a six-weeks-long summer academy on campus offers courses such as environmental studies and chemistry and arranges many cultural outings. "We pick the students based on their desire and need to improve their academic performance," reports James Barber, whose Department of Student Supportive Services oversees the ConnCAP program. Barber notes, "The purpose is to advance their skills to help them succeed in college."

ConnCAP ties in with another program at Southern, the SCUS Hillhouse Teacher Preparation Program. Full-tuition scholarships are awarded to five top Hillhouse seniors who commit to teach in the New Haven Public schools for three years upon graduation.
Language Program “Muy Caliente”

Enhanced by Music, Dining, and Dance

BY MARIELA ALVAREZ

Miami has long been known for its strong Hispanic influence and its role as the gateway of the Americas. For years, people from across the country have been coming to the city to experience its Latin flavor and to negotiate international business deals. Now Miami is also becoming known as the número uno place to learn how to speak Spanish in the U.S.

There is no other program in the world like our week-long intensive Spanish course,” says Germán Pavia, Spanish program coordinator at the Intensive Language Institute at the University of Miami School of Continuing Studies. “Our university is the ideal place to learn Spanish because Miami has Hispanic businesses, restaurants, television—so many opportunities to practice the language,” says Pavia.

The university location is not the only draw to the program, which runs classes in January and August in both Spanish and Portuguese. As part of the curriculum, Pavia brings in professional Argentine dancers to teach students the tango and a Mexican mariachi band to sing along with, all in Spanish, of course.

“I think the program should not be only an academic program, with the emphasis only on conversation and grammar,” says Pavia, who was born in Colombia, “but we should familiarize students with the different Hispanic cultures. Dancing and
music enhance the learning of foreign languages, breaking the monotony and routine. Students come from California, Washington, Connecticut, Washington, D.C., and from all over South Florida to attend UM's Intensive Language Institute. But Pavia envisions marketing the program internationally. "People from all over the world are doing business in Miami and in Latin America—it's one reason why there's such a high demand for Spanish," he says.

Earlier this year, it was reported by People magazine, that actress Melanie Griffith, who is married to film star Antonio Banderas, had paid $10,000 for a "four-day course" in Spanish to be able to communicate with her Spanish in-laws. "Mrs. Banderas should have come to the fine teachers and fine program we have here at the University of Miami. Our price is right," says Pavia. The week-long sessions at UM cost $895—and include lunch, he added.

The inclusion of Latin cuisine as part of the education package is one feature Pavia has added since he started with the program as coordinator in 1994. During the January course, which drew nearly 100 students from all over the U.S., Pavia hosted two dinners at Argentine and Peruvian restaurants. The waiters were instructed not to speak to the students in English, forcing them to place their orders in Spanish. "They sang and danced—especially after they had some wine!" says Pavia.

The only time students are allowed to speak English is during the one-hour tutoring sessions held when the grammar and conversation classes end for the day. Even when students break to sip cafe cubano, they must converse only in Spanish. To enforce the rules, Pavia has developed a strong deterrent: anyone who breaks the rules and speaks in English must dance, recite, or sing in Spanish in front of the class. "They get a big kick out of it," says Pavia. "They laugh and enjoy it. Of course, we applaud."

The cultural immersion doesn't stop there. Students are led by a Spanish-speaking tour guide through an exhibit at the Lower Art Museum on the UM campus, hearing about the latest collection on view and holding a discussion afterward—in español. Visiting the program are various guest speakers from different countries, including consuls and past students. A former student tries to emulate that, he says.

Other features of the most recent program included a visit by local art gallery owner who showed slides of contemporary paintings from Latin America and asked students to discuss the themes and styles of the artwork, and a Mexican attorney and writer who spoke about the role of women in business in Latin America. Pavia adds that guest speakers allow students the opportunity to inquire about and probe different aspects of Hispanic culture.

"I try to get qualified instructors from Spain, Argentina, Colombia, Paraguay, Cuba, Nicaragua, the Dominican Republic, Peru, Venezuela, Mexico, and Panama in order to expose the students to different accents and enrich their knowledge of the language."

Nicaragua the Dominican Republic, Peru, Venezuela, Mexico, and Panama in order to expose the students to different accents and enrich their knowledge of the language."

For 13 years, Pavia taught and was chairman of Spanish, French, and Latin at The Harpeth Hall School, a private girls' school, in Nashville, Tenn. There, several of his students competed in the National Spanish Examination, being ranked in the top 10 percent in the country for students of Spanish language.

Pavia came to Miami in 1990 to head up the French, Latin, and Spanish languages department at Palmer School, a private high school. Three years later, he joined the Dade County Public School system, teaching English to speakers of other languages at Miami Beach High School. In 1989, he began teaching at the University of Miami as a professor of Spanish language, and in 1994 joined the Intensive Language Institute, where he chooses textbooks and materials and the professors, personally interviews potential students to determine their level of Spanish knowledge, and even pitches in to teach a grammar class.

"We warned some that they will experience culture shock at first," says Pavia. "But we told them to relax. We are very patient, speak slowly, and use cognates so they will be able to recognize the words."

There are three levels of classes—beginner, intermediate, and advanced. The first two groups are divided into different sublevels depending on skill and exposure to the language.

In a day, each class will have between five and six teachers. We rotate the teachers so that there's a different teacher every hour," says Pavia. "I try to get qualified instructors from Spain, Argentina, Colombia, Paraguay, Cuba, and Nicaragua. We have Spanish speakers from all over the world."

For more information on University of Miami's Intensive Language Institute, call 305-284-7272; Next session August 7-16.
Orlando Brenes: the Coach with the Midas Touch

That formula of using soccer as a bridge toward educational success is one that Brenes knows well, having used it himself throughout his life.

If everything that King Midas touched turned to gold, then every soccer team coached by Orlando Brenes is a success.

There are, of course, many different ways to measure success. In soccer, it comes through goals and victories and ultimately championships. For the 43-year-old Brenes, a native of San Jose, Costa Rica, and a longtime resident of Southern California, there has never been a shortage of that kind of success. He is a player or a coach at the high school or college level.

But there are other ways to measure success in the game of soccer. Things that don’t necessarily show up on a statistics sheet following a game. For Brenes, it is seeing a young Latino earn a college education while building self-esteem on the playing field that has fueled his tireless coaching career over the past two decades.

“A degree to me is very important. As a Latino, it is something we should emphasize,” says Brenes, who has worked as a high school physical education teacher for the past 18 years and coached soccer at the college level since 1986. “If they have the ability that God gave them, they should use that to further their opportunity. But their education is most important.”

And that formula of using soccer as a bridge toward educational success is one that Brenes knows well, having used it himself throughout his life.

Born in San Jose in 1955, Brenes learned the game of soccer from his father Jaime, who played with some of the country’s top club teams. “My father taught us how to kick soccer balls,” says Brenes, who could always strike up a little game with any of his three brothers—Eddie, Marcos, or Jaime.

In 1959, Brenes’ father moved the family to Southern California. There, the sons’ passion for the game grew. “My father started playing in Sunday leagues out here in semi-pro leagues,” Brenes recalls. “He would take my brothers and myself to games to watch. That’s what sparked my interest in games—his playing. He was determined to make us players.”

And players they were. At St. Gable High School, Brenes won a pair of state titles, one as a sophomore (when his brother Jaime was a teammate) and another as a junior. While the competition wasn’t as widespread in his playing days, Brenes says there were just over 400 high school teams back then today there are more than 800), the level of play was equal, if not greater. “Today you’ve got quantity, but not necessarily quality,” he says.

After graduating from St. Gable, Brenes moved on to East Los Angeles Community College, where he was a walk-on with the men’s soccer team. By his second year, in 1975, he was team captain and leading East LA to its first-ever state championship. “That opened up all sorts of avenues for me,” says Brenes, who was suddenly drawing interest from big-time schools like UCLA and Cal State-Fullerton.

A severe ankle injury dampened those prospects, however, and Brenes instead continued his education at Whittier College, where he again walked onto the men’s soccer team and ended up serving as captain in 1977 and ’78. By the time Brenes graduated with his B.A. in physical education and health in 1978, he was an All-America player and Whittier had won its conference for two straight years, qualifying for the National Association of Intercollegiate Athletics playoffs. “It was a great feel for Whittier,” says Brenes, who honed his soccer skills in the off-season by playing for a semi-pro team in the Western Alliance League.

Out of college and on his own, Brenes landed a teaching job in the early ‘80s at Bell Gardens High School, and he is still there today. There he embarked on his high school coaching career, a career that
has now spanned some 18 years. In that time, Bell Gardens has amassed a record of 320 wins, 66 losses, and 53 ties. It's won the league championship 15 times (never finishing less than second), and it has won three California Interscholastic Federation championships.

"It's a nice situation at Bell Gardens," says Brenes, who went on to get his master's degree in administration while teaching and coaching at the high school. "We're really from a low socio-economic area, and a lot of these young men try to make it and go on to a four- or two-year institution."

Besides teaching them at the high school level, Brenes has found another way to further his player-college aspirations. In 1986, Brenes began working as an assistant men's soccer coach at Cerritos Community College. Then, in 1988, Brenes heard of an opening at East LA, his alma mater, which was resurrecting the soccer team that had been dormant for several years.

Just as he did as a player, Brenes helped put East LA soccer back on the map. From 1988 to 1997, Brenes guided East LA to a record of 155-18-12. His team won the South Coast Conference championship nine times, earning the state title in 1990 and finishing second in '94. "We really had an incredible run," says Brenes, who could recruit his players from Bell Gardens. High to play at East LA, getting their feet in the college door.

While his soccer plate was already more than full, Brenes couldn't resist taking on another challenge. In 1996, the athletic director from Rio Hondo Community College approached Brenes and asked him about starting up a women's soccer team at the school. Brenes accepted, and for an entire season he got up at 5 a.m. taught at the high school, then went to Rio Hondo to coach the women before driving over to East LA to coach the men. "I realized I couldn't do this anymore," says Brenes, whose first-year women's team went 3-12 that season. "I couldn't be in three different places in one day—I could be in one spot or maybe two."

So Brenes decided to hang up the whistle at East LA and focus solely on Rio Hondo. Where in 1997, he began the men's soccer team, as he saw with the Rio Hondo women's squad, starting a first-year program is never easy. But the Rio Hondo men bucked this trend, reeling off an improbable 21-2-1 final overall record that carried them all the way to the state championship game, where the Road Runners were finally stopped, 5-1, by De Anza College.

"Teams were saying, 'Who's this new kid on the block?,'" laughs Brenes, who was named South Coast Conference Coach of the Year that season after Rio Hondo went undefeated in the league at 13-0-3. In addition, the Road Runners ended up ranked No. 7 in the nation for Division 3 community colleges, which was the greatest honor bestowed on the program. Brenes says, 

And the Rio Hondo men didn't let up in 1998, tearing through the SCC for a second straight crown at 13-1 and finishing 21-2-1 overall. Led by SCC Player of the Year Juan Carlos Bolaños, a first-team All America player, and first-year player Marvin Quijano, the Road Runners proved that 1997 was no fluke and that they were indeed a program to be reckoned with.
I didn't know what to expect when I got there," says Quijano, who heard about the Rio Hondo team from his friend Jose Mejilla, one of four returning players from the 1997 squad. "But I didn't have anywhere else to go, so I gave it a shot."

Quijano ended up finishing second on the team in goals with 30 while adding 19 assists, and he credits Brenes' work as coach for the Road Runners' success. "He worked us hard," says the 19-year-old Quijano, who is currently practicing with the Los Angeles Galaxy of Major League Soccer, where he is hoping to land a roster spot. "We were ready for every game."

When we started the team, no one knew what to expect," adds Bolaños, who played for Brenes for four seasons at Bell Gardens, leading the team in scoring as a junior and senior before coming to Rio Hondo in 1997. "But after that first year, they knew we had a good team! It's good to be the underdog because once the game starts, you just run right by them."

While Bolaños enjoyed a great high school soccer career at Bell Gardens, he, like Brenes some 20 years earlier, wasn't sure what the future held afterwards. He didn't know much about Rio Hondo until Brenes extended the invitation. "I didn't have a chance to go to a four-year school," says the 19-year-old Bolaños, who is now planning on transferring to a four-year institution, where he wants to study computer programming and further his soccer career.

"He's helped me a lot," Bolaños adds of Coach Brenes. "I wouldn't be in this position if it weren't for him."

And to Brenes, those kind of words are much more important than the team-leading 33 goals and 15 assists that Bolaños produced last season, or all the league championships rolled into one.

"I try to make the Latino kids see that they can use their ability to play soccer in school as their way out," says Brenes, who is now passing the game of soccer on to his own sons—Joshua, 6, and Isaiah, 11. Even his wife, Elena, Brenes says, is becoming partial to the sport.

Of course, Brenes understands how gifted players can become lured by the chance of playing soccer professionally. He once had those dreams himself. But Brenes just hopes that his players never lose sight of the most important definition of success—"I used my soccer career to get my education," he says. "In my senior year in college, I had an invitation to try out with the Dallas Tornadoes of the old North American Soccer League. I didn't go because I didn't want to leave school. Had I left school, I might have regretted it now."

And so too would have the countless players over the past two decades who have benefited from Brenes' golden coaching touch.
Women's Leadership Conference Uplifting

Candid Discussions of Racism, Sexism, and Oppression

BY
ARLENE BRYANT, MEDIA SPECIALIST, CAL POLY-POMONA

"Lifting as we climb" was the motto of the National Association of Colored Women, founded in Washington, D.C., in 1890. Now, more than 100 years later, the phrase was reiterated at the second annual Women's Leadership Conference recently held at Cal Poly Pomona, in Pomona, Calif.

Sponsored in part by the university's office of diversity and compliance programs, the conference featured the Southern California debut of Shakti Butler's groundbreaking documentary, The Way Home.

"Together, as illustrated in The Way Home, we can find common ground, understand the uniqueness within us and among us, and move forward to the next step, lifting as we climb," said Donna Albro, Cal Poly Pomona executive director, Diversity & Compliance.

The Way Home was filmed over the course of eight months and features 64 women, representing a cross-section of cultures, who met in eight councils separated by ethnicity—African American, Arab, Asian, European American, Indigenous, Jewish, Latina, and Multiracial. With candor and courage, the women speak their hearts and minds about resistance, love, assimilation, standards of beauty, power, school experiences, race, gender, class, and more. The result is a rich compendium of stories that reveal the far-reaching effects of social oppression. Woven throughout are collages of historical and family photos, dance sequences, visual images, and music from more than 20 cultures.

The film acts as a catalyst for transformative learning—experiencing a deep shift in the basic premises of thoughts, feelings, or actions. "Transformative learning shifts the seat of consciousness," said Butler. "When this shift takes place, the lens through which we see is dramatically and permanently altered."

A doctoral candidate in integral studies at the California Institute of Integral Studies in San Francisco, Butler's passion lies in her desire to uplift humankind, and in her belief that we are all truly interconnected and bear responsibility to the whole. She is one of the principle partners of World Trust, a nonprofit organization founded in 1987 to create new ways for people to come together to talk about issues of race and culture.

For 21 years, her work has challenged and inspired learning through the use of interactive processes such as her "Heart to Heart Conversation" model. The Way Home was created to act as a catalyst for these conversations, and after each showing, a panel of some of the women featured in the film share their stories and invite the audience to join in the discussion.

"What I'm after is challenging our basic assumptions," says Butler. "Oppression is internalized, Oppression is as much a part of all of us as our breath."

How that oppression manifests itself in the next generation was a major com...
Don’t Be so Defensive!

"When used with compassion, thoughtfulness, and respect, language becomes a powerful tool for liberation." Evelyn C. White, editor, The Black Women's Health Book

Building on the insights gained through The Way Home video and panel discussion, Sharon Ellison and Fabienne McPhail rounded out the Women's Leadership Conference by conducting a workshop on how to have powerful, non-defensive communication.

"Traditional communication patterns can hold us back, lock us into stereotypes, and contribute to the glass ceiling that still suppresses women," said Ellison, a therapist and consultant for 33 years. "For centuries, Aristotle's war model for communication has been taught in Western Culture as the art of winning arguments. In the war model, if at any given time we don't have mutual cooperation, we find we must either give in to others, withdraw from the situation, or try to gain control over the other person. This strategy makes us defensive, undermines our self-esteem and confidence, and causes needless power struggles both at work and at home."

"To realize our potential as women in the 21st Century, we must stimulate others to value our competence and leadership styles," added McPhail, director, Women's Center, and graduate residence dean, Stanford University. "Women are often viewed as either aggressive and harsh, or nice and ineffectual—while men are seen positively as unemotional and competitive. Even when we demonstrate strong leadership qualities, we still struggle for respect."

Do you still beat your wife?

Many times in the "war model" style of communication, there is no "good" response. Take that old vaudeville routine, "Do you still beat your wife?" Whether you answer yes or no, you're still admitting the crime. Ranging from denial to counterattack, here's a sampling of some defensive reactions that might have a familiar ring: "He was just joking. He didn't really mean it." "I'm sorry you took it that way." (Meaning, the way you took it is the real problem, not what I said.) "I'm not being too sensitive! This is an important issue!" "I can't believe you would think that about me!" "Don't you think women supervisors are hard to work for?"

Forget Aristotle

The non-defensive model uses questions, statements, and predictions to help us understand others better, communicate more effectively, and often resolve conflicts without getting into power struggles.

• Questions

Use sincere questions to draw out the other person in order to understand their experience, thoughts, and feelings. For example, if someone says, "I can't learn this computer program!" ask them to clarify: "Are you saying that you need help or a break, or that you want to quit completely?"

The non-defensive question must be sincere and open. Its purpose is to collect data. This is much easier said than done. We are so used to asking questions in a tone and with a body language that expresses our
own opinions and feelings that it is hard to ask a simple, sincere question. But the power of a sincere question is immense because it stimulates others to disarm or drop their defensive trend, and to respond in a sincere and honest way.

• Statements

Statements help clarify our own position and our view of another person's position. For example, if someone says, "That idea won't work!" instead of arguing "Yes, it will!" try "There are several reasons why I believe it will work, and I'd like to tell you about them."

We can have much more influence when we simply express our own thoughts and feelings instead of stating our opinion as fact or trying to convince others to agree with us. When others feel our security and confidence, they are more likely to listen openly and respectfully.

• Predictions

Predictions describe the different consequences that might result from different choices, without trying to directly control which choice is made. For example, if someone responds to an idea with "That won't work," you might say, "If you just say it won't work, without giving any reason why, then I don't want to try to convince you or discuss it. If you tell me a specific reason why you think it won't work, then I would like to talk to you about it."

Non-defensive predictions do not coax, punish, or falsely threaten. In this example, you have made a prediction that prevents another person from just throwing a wet blanket on your idea without explaining why. You also make it clear that you won't accept the statement unless the person is more specific. Further, if the person is more specific, whether you agree or not, you will consider the person's opinion respectfully.

According to Ellison, employing this strategy protects you from people who are attempting to put you down or manipulate you. It gives the person a clear picture of how you will respond to each choice, and it does so in a respectful way.

"Using non-defensive communication, we can gather accurate information, speak with clarity, protect ourselves, and hold others more accountable," concludes Ellison. "People are more likely to respect us, and we can strengthen our personal and professional relationships."

Biographical Notes:

Sharon Ellison, M.S., Founder of Ellison Communication Consultants, based in Oakland, California, is an award-winning speaker who provides workshops and keynote addresses for professional organizations and conferences nationwide. Clients include educational and social service groups and corporations, among them Hewlett-Packard and Nordstrom. She has been featured on TV talk shows and on NPR and Radio International for Peace. Her book, Don't Be So Defensive! - Taking the War out of Our Words with Powerful, Non-Defensive Communication, explains how to communicate successfully, even in oppositional situations or with people who are intimidating.

Rab:item McPhail, M.A., was on the faculty of the women's studies department at SFSU for seven years and is the former co-director of Aum Lute Books in San Francisco. Her work in progress, The Ultimate Betrayal: Woman on Woman Violence, deals with violence by both heterosexual and lesbian women. She is also developing a project for non-violent relationships to be conducted throughout the country.

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ASSISTANT PROFESSOR 10M
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Duties: The candidate will be teaching in a clinical setting, doing research with the ability to conduct evaluations and supervise MSW-JD joint-degree students with SPSS and research projects.

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Waonanaw Community College

STUDENT DEVELOPMENT AND ACTIVITIES DIRECTOR

A comprehensive two-year college dedicated to student, community, and staff success is presently seeking an individual for the position of Student Development and Activities Director. This individual will be responsible for the development and supervision of all facets of the comprehensive student development program for the college. The College is located in the city of Ann Arbor, MI, a community of over 100,000 people, who are surrounded by a cultural, entertainment, Big Ten Sports, and the surrounding metropolitan area. The successful candidate must possess a Masters degree, preferably in student affairs, higher education administration, counseling, recreation or related fields, minimum of two years successful work experience in human resources, adults, or senior citizen development program activities with increasing levels of responsibility, and willingness to work a flexible schedule, including evenings and weekends.

Annual salary range is $44,000-$54,400 on a 12-month basis, dependent upon education and related experience with numerous fringe benefits.

Deadline for receipt of Waonanaw applications: June 1, 1999.

Interested persons should send a completed Waonanaw application form with credentials (transcripts) to the Office of Human Resource Management, Waonanaw Community College, PO Box 31, 4800 E. Huron River Dr., Ann Arbor, MI 48108, 734-743-1200, Fax Hotline: 734-743-5351.

For more information, see our website: http://www.waonanaw.cc.mi.us/jobs/
Dominican College Celebrates Latino Art and Film

Rivera, Hidalgo, Valdés and More

By Alexis Ruppanner

What began as a small school for girls in 1890 in a historically White community is today a liberal arts college with an enrollment of more than 1,400 men and women of all races and ethnic backgrounds. Dominican College went from a history of exclusiveness to a reputation for inclusiveness, in the tradition of the religious order it's name indicates. Now, more than 100 years after its founding, Dominican College in San Rafael, California, is as a hub for celebrating and embracing global art.

Continuing its commitment to the arts and multiculturalism, last year the college helped make possible two major events celebrating the spectrum of Latin American cultures. Last November, alumni and Latin American art collector Michael Wornick bundled 38 paintings and one sculpture in bubble wrap and shipped them to his alma mater for an exhibit, "The Human Figure in 20th-Century Latin American Art: Selections from the Michael Wornick Collection."

A dozen or so undergraduate students in a Museum Studies class curated the Latin American art exhibit in the Alemany Library on campus. In a comprehensive effort to heighten cultural awareness, students researched each artist and wrote museum-quality wall labels and then, after hours of deliberation, arranged the artwork. The exhibit featured works of renowned artists such as Diego Rivera, José Clemente Orozco, María Izquierdo, Armando Morales, Francisco Toledo, and Rodolfo Morales.

"The Human Figure in 20th-Century Latin American Art" exhibit at Dominican College was a thrill for Wornick and for those who visited.

"There was a lot of excitement. Students and the community were turned on to this new area of fine art," Wornick said.

Open for six weeks and free to the public, the exhibit drew many Bay Area residents. "An exclusively Eurocentric perspective in art is limiting," said Dorothea Reyna, director of corporate foundation and community relations at Dominican.

"This exhibit celebrated the beauty and depth of Latin American art, which is important. One-third of Dominican College's student population are students of color. Showing art that reflects the diversity of our student body and California fosters mutual understanding."

Recognizing that culture is taught and transferred in film as well, Dominican collaborated with the Second Annual Latino Film Festival of Marin last fall. Featuring films from Latin America, Spain, and the United States, the festival paid tribute to artists such as Luis Valdez and Edward J. Olmos, and offered a wide selection of foreign and domestic independent films. The five-day festival featured 15 films and videos, nine academic seminars, a tango class, a gala honoring Argentine film icon Laura Hidalgo, and a closing night fiesta complete with salsa dancing, wine, and tenement. Hundreds of people, ranging from students to corporate professionals, attended the festivities.

Dominican's academic seminars in this First Annual Cine Latino Forum offered such topics as The Immigrant Experience, The Best of Video Art, and Contemporary Mexican Short Films. With open doors, Dominican invited the campus community and the public to...
attend all seminars without charge.

"It's critical to learn about the bias we see in the United States," said Carlos Rodríguez, assistant professor of English at the college. "Hollywood offers us only a narrow view of the world. It's important to see the world from the perspectives of Latinos from within and outside the United States."

Not only did the film festival entertain and educate; it also provided a network for Latinos. With visiting professors from across California, the local film festival had tremendous outreach.

"Film is a treat to watch," Rodríguez said. "And a film festival can reach community members within and beyond the county, the state, and the nation."

With films from college students as well as polished network producers, the festival offered only the highest quality. Films included "Tango: The Obsession," by recent college graduate and Bay Area local Adam Boucher; "Caídos del Cielo/Fallen from Heaven," directed by Francisco Lombardi; and "Mas Allá del Olvido/Beyond Oblivion," the Argentine Vertigo, starring Laura Hildalgo, made two years before the Hitchcock masterpiece.

"A great film, like a great novel, is one rich in narrative," Rodríguez explained. "That is a story, based in the human experience told in a compelling manner that balances all aspects of narrative storytelling."

Highlighting Latino artistry is just as important as providing positive and contemporary images of Latinos in film. "Images of Latinos in Hollywood are scarce," commented Rodríguez. "And the images we do see tend to be negative. Latinos play only minor characters; sadly, there are actors, scripts, and images unseen."

Proving that there is a film industry alternative to Hollywood, the Second Annual Latino Film Festival of Marin offered enjoyment and advancement of the Latino culture. Alfred López, O.P., assistant professor of Humanities at the college, is working many hours to get the third film festival off the ground, hoping that the "sensitivity and excitement of the films and seminars will allow the discovery of and a reawakening to a heritage many Latinos are lacking."

Although the festival required a lot of sweat, tears, and elbow grease, Dominican College will continue to showcase Latino artistry. The film festival, like the art exhibit, accentuated an imperative message, a lesson for life.

"We want people to get in touch with cultures, respect cultures, and to grow," López said. "To see people as people, and to allow for differences."

Dominican College, founded in 1890, is a coeducational Catholic liberal arts college located on 80 wooded acres in San Rafael, California. The college offers more than 30 bachelor's and master's degrees.

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**Diversity and the Arts**

by Joseph R. Fink, President, Dominican College of San Rafael

Dominican College upholds the arts, beholding the humanities as equally important as other scholarly disciplines. Likewise, the college emphasizes equality and diversity. Dominican College has a stated institutional commitment to diversity.

Recognizing the large number of Latinos who are first-generation college students, Dominican blends the arts with appropriate career preparation so that students who have worked hard and whose families have sacrificed much will find rewarding careers once they leave our institution.

To further ensure the success of Latino students, Dominican College offers both traditional scholarships and financial aid packages as well as scholarships expressly for students of color. Fortunately, independent colleges like Dominican are unafettered by the limitations of the affirmative action ban. Thus, we are able to offer students a seeding ground enriched with myriad experiences and narratives.

Our commitment to diversity does not stop in the classroom. Our dedication to multiculturalism has manifested itself, in part, in such activities as the Latin American Art Exhibit and the Latin American Film Festival, of which the College was a co-sponsor.

The benefits of such activities are many. Firstly, our commitment to diversity is reaffirmed in a very visible and public way. In addition, the college's interdisciplinary approach to education is broadened and strengthened. And, significantly, such activities provide valuable outreach and contact with prominent artists and thinkers from diverse backgrounds.

In addition to the arts-related activities like the art exhibit and film festival, the college has brought to campus an extensive series of lectures on multiculturalism. Leveraged upon these activities are other multicultural initiatives, including recent appointments to increase faculty diversity. The James Irvine Foundation has helped make much of this progress possible.

The nation's growing diversity underscores the importance of our understanding those who are different from ourselves. Our graduates must be able to function effectively in an increasingly manifold workplace.

Surrounding students with art and multiculturalism instills appreciation living a life infused with creativity and acceptance toward such variance in our world tomorrow.
Javier Marin
*born 1962* Mexico
Bust with Hands, 1993
Oaxacan clay, 32 x 18 x 24"  

Wifredo Lam
(1920-1982) Cuba
Untitled, 1957
ink on paper, 19.5 x 24.5"  

Andres Monreal
*born 1947* Chile
The Miracle of the Fish, 1982
oil on canvas, 44 x 62"  

Jesus Guerrero Galvan
(1910-1973) Mexico
Woman with a Mirror, 1941
gouache and water color on paper, 16 x 22"
PEOPLE

López-Contreras Named Modern Languages Chair

Dr. Enrique López-Contreras is the new chairman of the Department of Modern Languages at California State University at Stanislaus.

López-Contreras, an expert on bilingual and multicultural issues, was a member of the faculty at Simón Bolívar University in Venezuela for 25 years. He has initiated exchange programs of faculty and students between CSL-Stanislaus and Simón Bolivar.

López-Contreras earned a master's degree from Virginia Tech and a doctorate at Simón Bolivar and has published three books on language and bilingual issues.

Cepeda Named President of Santa Ana College

Rita M. Cepeda has been named president of Santa Ana College, one of California's oldest community colleges. Cepeda will guide the college in fulfilling its mission of responsive service to student and community needs. This includes planning, organizing, and implementing educational policy and procedures to develop curriculum and student support services.

"Ms. Cepeda comes to us with the highest commendations, and we are eager for her to join our organization," said Dr. Eddie Hernandez, Jr., district chancellor.

Cepeda earned her bachelor's and master's degrees from California State University Long Beach. She has been working on her dissertation for her doctorate at the University of Southern California.

New School University Names Blakely Graduate School Dean

New School University (NYU) President Jonathan F. Fanton has announced the appointment of Edward J. Blakely as the dean of the Robert J. Milano Graduate School of Management and Urban Policy and professor in the Urban Program beginning September 1999.

Blakely has been dean and Dask professor of Planning and Development at the School of Urban Planning and Development of the University of Southern California for the past five years.

Blakely serves on the National Academy of Sciences Panel on Urban Development and Transportation. He is an advisor to the Organization for Economic Cooperation and Development and to state governments in the United States, Australia, Sweden, and Japan.

He has a bachelor's degree from the University of California-Riverside, a master's from the University of California-Berkeley, and a doctorate from the University of California-Los Angeles.

Duran on New York-Farmingdale College Council

Dr. Michael J. Vinciguerra, acting president of State University of New York (SUNY)-Farmingdale, has announced that James E. Duran has been appointed to the College Council.

Duran is an Airport Duty manager at John F Kennedy International Airport.

He serves on SUNY-Farmingdale's Aerospace Technology Curriculum Advisory Committee and the Alumni Association Board of Directors. His community involvement includes the South Hempstead Baptist Church Senior Citizen Board, Project Pride Civic Association, and the NAACP.

Duran has an associate's degree from SUNY-Farmingdale, a bachelor's from Western Michigan University, and a master's from SUNY-Stony Brook.

DiBiaggio: Raising Hispanic Graduation Rates "Imperative"

Calling it a "moral and practical imperative," Tufts University (Mass.) President John DiBiaggio said high schools and universities must look for ways to increase their Hispanic graduation rates.

In a visit with students at Belen Jesuit Preparatory School in Miami, Fla., DiBiaggio hailed the high school's standing Hispanic graduation rate. Belen graduates nearly 100 percent of its students, many of whom enroll in some of the finest institutions of higher education in the United States.

DiBiaggio, who is the American Council on Education board chairman, said that the number of Hispanic students pursuing higher education has increased by nearly 90 percent in the last decade, but fewer than half of them graduate from public colleges and universities.

Brown Speaks at Latino Education Conference

ASPRA Dr. Sara E. Brown, an expert in educational opportunity who heads President Clinton's White House Initiative on Educational Excellence for Hispanic Americans, presented a keynote address at the First Annual Latino Education Conference, held at Harrah's Hotel in Atlantic City, N. J. The conference was sponsored by ASPRA, Inc., of New Jersey.

Brown facilitates the work of the President's Commission on Educational Excellence for Hispanic Americans, and provides the connection between the Commission, the White House, the U.S.
Department of Education, and the rest of the federal government.

William Cohen, executive director of ASPRA, said Brown's presentation provided the national perspective on issues that directly affect the education of Latino children.

**Villas Named to Border Health Commission**

Dr. Paul Villas, executive director of the University of Texas (UT) System Texas-Mexico Border Health Coordination Office, located on the campus of UT-Pan American, has been appointed by President Clinton to serve as a member of the federal United States-Mexico Border Health Commission.

Villas is an associate professor in the Department of Health and Kinesiology at UT-Pan American.

The commission, which is under the administration of the Office of International Health of the U.S. Department of Health and Human Services, was created with the intent of finding ways to improve the health status of Americans living along the border.

Villa earned his doctorate at the University of Tennessee.

**Perez Named American Council on Education Fellow**

Dr. Jorge V. Perez, chairman of the Mathematics Department at LaGuardia Community College in New York, has been named an American Council on Education (ACE) Fellow for the 1999-2000 academic year. Since 1965, the ACE Fellows Program has worked with colleges and universities to identify and prepare leaders in higher education.

As an ACE Fellow, Perez will spend one semester working at a host institution where he will be included in the highest level of decision-making while participating in administrative activities.

Perez is the author of six textbooks on topics ranging from college algebra to abstract algebra. He earned a master's degree from State Technical University in Santiago, Chile and another master's as well as a doctorate from Columbia University's Teachers College.

**Maricopa College District Names Cárdenas Acting Chancellor**

Dr. Raúl Cárdenas, president of Paradise Valley Community College (Ariz.), has been named acting chancellor of the Maricopa Community College District (Ariz.) for one year, beginning July 1.

"I am pleased to have this opportunity to assume the leadership role of an outstanding community college system," said Cárdenas. "It is my hope to continue to maintain the successful track record our colleges have managed to achieve."

Cárdenas recently received the College Boards Exemplar Award, the most prestigious award authorized by the Western Regional Assembly. The award recognizes those who have offered meritorious service to their profession and proven their ability as a leader of leaders.

He is a founding member and former president of the National Community College Hispanic Council, a charter member of the Hispanic Association of Colleges and Universities, and a member of the coordinating council for the Kellogg Foundation's Hispanic Border Leadership Institute in Arizona.

**Cellular Biologist Soto at Ramapo**

Dr. Ana M. Soto, a professor in the Department of Anatomy and Cellular Biology at Tufts University (Mass.) School of Medicine, gave a lecture at Ramapo College (NJ.) entitled "Is There Anything Wrong with the Way We Study Cancer?"

Since arriving in the United States in 1973, Soto's research interest has been the control of cell proliferation in metazoan organisms. In particular, she studies the regulation of cell proliferation by sex steroids in breast and prostate cells, and possible health effects in humans due to hormone active agents and other panels dealing with endocrine disruptors. In 1998, she shared with Dr. Carlos Sonnenschein the Marla Frazin Award for breast cancer research. Soto and Sonnenschein are currently working on a book concerning the control of cell proliferation.

**In the Spotlight at Bristol Community College**

Salete Antunes-Kenyon and Margie Pacheco, both from the Greater New Bedford Women's Shelter in Massachusetts, gave a lecture entitled "Portuguese American and Puerto Rican Women: Culture, Community, Identity Issues" in March at Bristol Community College (BCC). Antunes-Kenyon and Pacheco examined the role culture plays in Portuguese American and Puerto Rican concepts of identity, family, community, relationships, child-raising, education, employment, sex and sexuality, and social action.

Elaine Vieira, professor of office administration at BCC, was named Massachusetts Business Teacher of the Year by the Massachusetts Business Educators Association. She was nominated on the merits of both her leadership and teaching skills.

**Mass Bay Appoints Norman President**

Massachusetts Bay Community College has named Dr. Lindsay D. Norman the third president in the school's history.

Norman's decision to come to Mass Bay was influenced by the unique potential of the college to become a leader in education and training in Boston and the MetroWest area. "Considering the location of Mass Bay," Norman noted, "we are poised to develop many more business and industry alliances and will widen our academic program offerings to better serve our community.

We anticipate program expansions in the health professions, advanced technologies, the liberal arts, business and careers, profes-
sional development, and personal lifelong learning.”

Norman received his bachelor’s degree, his master’s, and his doctorate from the University of Maryland.

Sánchez Becomes Texas-Austin VP for Research

On April 1, Dr. Juan M. Sánchez became the permanent vice president for research at the University of Texas (UT)-Austin. Sánchez, a veteran researcher and author, is responsible for fostering effective research and for maintaining healthy relationships with constituents who have strong connections to the university.

“Research is a vital component of any great university, and it must be properly nurtured,” said Sánchez. “We must also look to the future, and position the university so that it can achieve its full potential during the next century.” He said it is important to redefine and enhance the role of UT-Austin in the development of the new Texas economy.

Saldívar Lectures on “Border Identities” at Texas-Austin

Ramón Saldívar, vice provost for undergraduate education at Stanford University (Calif.), presented the 15th Annual Américo Paredes Distinguished Lecture in April at the University of Texas (UT)-Austin.

The lecture, “Transnational Migrations and Border Identities: Immigration, Postmodern Culture, and the Pedagogy of Conjunto,” was sponsored by the Center for Mexican American Studies at UT-Austin.

Saldívar is a professor of English and comparative literature and an associate dean in the School of Humanities and Science at Stanford. He has a bachelor’s degree from UT-Austin and a master’s and a doctorate from Yale University.

Postesdad at University of San Francisco

A play by Argentine playwright Eduardo Pavlovsky focusing on the effect of Argentina’s “Dirty War” on a middle-class family was presented at the University of San Francisco.

Postesdad is set during Argentina’s “Dirty War,” in which thousands of the country’s citizens disappeared because of political oppression. The play dramatizes the complications of the war that affects a typical middle-class family.

The play was sponsored by the Davies Forum and The Center for Latino Studies in the Americas.

Hispanic Education Conference at Modesto Junior College

Modesto Junior College (MJC) in California, the Hispanic Leadership Council, and Pacific Bell were the sponsors of the 15th Annual Hispanic Education Conference, held at MJC.

The conference offered over 30 workshops on career education. The theme of the conference was Latinos in the entertainment business. David Gill, production director of the CinéVista Television Station in Phoenix, Ariz., was the keynote speaker.

Two-Day Immigration Conference at University of Houston

“Coming to America: Asian and Latino/a Experiences in the 1990s,” a conference exploring immigration and policy issues that affect both the Asian and Latino communities, was held at the University of Houston (UH) in April.

Sponsored by the UH Center for Mexican American Studies, the Center for Immigration Research, and the Asian American Studies Center, the event featured noted speakers from the Houston area and from out of state. Topics discussed included “The Law and Myths about Immigration,” by Dr. Michael Olfas (pictured here) and Professor William Bates, “The


St. John’s Mock Trial Team in Nationals

St. John’s University’s (N.Y.) Mock Trial Team was headed to the National Championships after successfully defeating Columbia University, New York University, and the University of Pennsylvania in the regional finals. St. John’s came in second behind Yale University in the local competition and was to compete for the top prize against 60 teams from other prestigious schools in the country.

During the local competition, St. John’s student Annie De las Nueses, a native of the Dominican Republic majoring in criminal justice, was selected as one of the 10 outstanding witnesses. Fellow student Kareem Vessup was selected as the No. 1 outstanding attorney for the region.

Master Drawings at the Carlos Museum

MC Drawings are perhaps the most intimate form of art, recording most directly an artist’s vision and documenting a creative process. Current Emory University’s (Ga) Michael C. Carlos Museum is presenting “Master Drawings from the Worcester Art Museum,” an exhibition of 100 European and American drawings from about 1250 to 1750. Because of the potentially harmful effects of exposure, drawings cannot be permanently on view, therefore, this survey of 700 years of art provides a rare opportunity to study such a distinguished selection of works.

This exhibition, which runs until July 11, fea
tutes works by luminaries in the history of art, such as Parmigianino, Tepole, Bouche, Van Gogh, Homer, and Hockney, as well as others.

**Barry University News Briefs**

Barry University (Fla.) has closed on the purchase of the assets of the University of Orlando School of Law. After signing a letter of intent in December 1998, Barry began a period of due diligence, ending its examination and receiving Board of Trustees approval in March. "No woman-founded college has ever had a law school," said Barry President Sr. Jeanne O'Laughlin, OP. "We're making history. Also, Barry's Catholic heritage makes ethics central to our educational mission."

Also in March, *Miami Herald* columnist Robert Steinback moderated a National Issues Forum (NIF) on Affirmative Action. "How Can We Be Fair? The Future of Affirmative Action." The NIFs have shed light on the public's perception of important public issues and whether people are willing to work together to resolve certain issues.

The forum followed the announcement that Ward Connelly, a Black California businessman and the nation's leading opponent of racial preferences, will lead a campaign for a statewide ballot measure to ban affirmative action in Florida government, public universities, and colleges.

**Pima College Hosts Minority Youth Conferences**

Pima Community College welcomed more than 9,000 middle and high school students from throughout Arizona for a series of minority youth leadership conferences entitled "Leadership for the New Millennium." The March event consisted of the 1st annual Native American Leadership Conference, the 3rd annual African American Leadership Conference, and the 10th annual League of United Latin American Citizens (LULAC) Youth Leadership Conference. LULAC's conference targeted the presentation of dropouts and encouraged secondary education. Their conferences have been recognized nationally for their contributions to at-risk youth. Keynote speakers this year included U.S. Secretary of the Army Louis Caldera, LULAC National President Enrique "Rick" Dosaluna, and Texano singer Paquita Torres.

**Anonymous Gift for Loyola-Chicago Women's Center**

The Ann Ida Gannon, BVM, Center for Women and Leadership at Loyola University-Chicago has received a gift of $32,000 from an anonymous donor. The gift, directed to the center's endowment fund at the donor's request, puts the endowment past the $25 million mark. The goal for the endowment is set at $3 million.

According to Carolyn Farrell, associate vice president and director of the Gannon Center for Women and Leadership, the gift to the endowment fund will allow the center to continue its core activities, such as the annual women's conference: maintenance of a women and leadership archives; production of the LINKAGE newsletter; and development of the Gannon Scholars program.

**Westchester Colleges Receive $20,000 Grant**

Westchester Colleges Project on Racial Diversity, a consortium of 10 institutions in higher education in the country, has received a two-year $20,000 grant from Texaco Inc. In 1988, the colleges formed this group to promote diversity and combat racism by providing students with leadership training skills. The Texaco funding will enable the consortium to increase its effort in this area.

**Through the consortium, a diverse group of students is helped to develop leadership skills and apply them to campus life, with the assistance of professional consultants. (Pictured here are students at a training session by Westchester Colleges Project on Racial Diversity.)**

**"Classical Vocal Music from Latin America" at DePaul**

DePaul University's College of Education presented a three-concert series, "Classical Vocal Music from Latin America," celebrating multiculturalism in music, as part of the school's year-long centennial celebration.

Classical, jazz, Afro-Cuban, and folk-influenced music by a variety of male and female composers was presented. The multilingual program included songs with lyrics in Spanish and English. Italian arias written by Latin composers, and Brazilian works in Portuguese.

"There is a particularly rich cross-cultural musical repertoire in Latin America because of its geography, history, and colonization," said Linda Hirt, coordinator of the concert and DePaul's vocal performance program.

**Xmas Daily News Insults Puerto Rican Actress Jennifer Lopéz**

The New York Chapter of the National Hispanic Media Coalition (NHMC) has contacted Fred Dresner, chief executive officer of the New York Daily News, to express widespread Latino community concern regarding the newspaper's insulting portrayal of popular Puerto Rican actress Jennifer López. In an article and caption in an accompanying photograph published in March, López is referred to as a "Reformed Tramp," and she was said to have "ditched her usually trashy look for one of serene sophistication." (NHMC's emphasis)

"We are requesting that officials at the Daily News provide us with an explanation for this article," said Angel F. Alcón, senior policy executive with the Puerto Rican Legal Defense and Education Fund and Steering Committee member of the NHMC New York chapter.

**Craford Hills College Hosts High School Students**

Members of the San Bernardino High School Partnership Academy (pictured here) were among 45 high-school students to visit Craford Hills College (CHC) in California on High School Visitation Day. The CHC
Counseling Department sponsored the event to provide information about CHC to prospective college students.

The Visitation Day included campus tours and informational workshops for high school students and counselors.

**Latin American Art Exhibition at Miami-Dade College**

A Latin American Art Exhibition run by Joshua Gonzalez, a pre-law student, and Patricia Jimenez Xader, a communications student, was held recently at Miami-Dade Community Colleges (Fla.) InterAmerican Campus. There was $25 million worth of artwork by famous Latin American artists Fernando Botero, Cundo Bermudez, Miguel Padura, Victor Manuel, Carlos Enriquez (whose artwork is pictured here) and others on display.

The exhibit included paintings, sculptures, and drawings representing more than half a century of Latin art history.

Exhibiting artists Padura and Fernando Tovar were expected to attend the reception for the show's opening.

**Art of Peace Awards at St. Mary's**

The Art of Peace Award, the first annual recognition of three San Antonio women whose poetry promotes peace and social progress, was given out March 30 at St. Mary's University (Texas) by the St. Mary's University President's Peace Commission. The awards ceremony was part of a three-day program, entitled 'Sex, Money and Power Women in the Global Economy,' on how men and women interact in an increasingly interconnected interdependent world marketplace.

Receiving the Art of Peace Award were Dr. Carmen Tafoya, Paulette Jiles, and Angela de Hovos.

Tafoya is critically acclaimed for her work on multicultural and educational issues. Jiles writes non-fiction, poetry, and prose poetry. De Hovos is widely published in textbooks, literary journals, and anthologies.

**Cal State-L.A.'s Hall of Fame Inductees**

The Athletics Hall of Fame at California State University-Los Angeles (Cal State-L.A.) has inducted (pictured left to right) Abdon Piñon, baseball; Jennifer Lyda, women's tennis; and Bill Mallory, men's basketball, during their annual awards ceremony.

Piñon was a four-year letter winner with the Golden Eagles baseball team and holds multiple school records as a pitcher. Having earned his degree at Cal State-L.A., he is now a detention officer for the Los Angeles County Probation Department.

Lyda won the 1990 NCAA Division II Doubles Championship, with her partner Edna Ovarez-Aguirre, a 1996 Cal State-L.A. Hall of Fame inductee. Among other honors, she was an Academic All-American, a Scholar Athlete of the Year, and a Golden Key National Honor Society member. She works for the Torrance Police Department.

Mallory is a Division I basketball official in California. He ranks among the schools' all-time leaders as a basketball player. In 1975, he was chosen State-L.A.'s male Athlete of the Year.

**Dominican-American Writing Discussion at City College of N.Y.**

"Fiction and the Nightmare of Migration. Dominican-American Writing in New York" was the title of a discussion, reading, and booksigning held in March at the City College of New York. The event, sponsored by the City University of New York Dominican Studies Institute and Dominicans 2000, featured special guests: Loida Maritza Pérez, Annecy Báez, and Carolina González.


**Afro-Latin Religiosity Discussion at Long Island University-Brooklyn**

Long Island University-Brooklyn Professor Andrés Pérez y Mena, an authority on Afro-Latin religions, presented a lecture on HIV infection and Afro-Latin religiosity in March on the school campus.

Pérez y Mena is a professor of educational anthropology and Afro-Latin religion at the Brooklyn Campus' School of Education. His talk focused on the alternative healing systems found in Haitian voodoo, Cuban Santería, and Puerto Rican spirituality. He reviewed research that points to alternative healing techniques among the Afro-Latin Caribbean urban population with access to Western scientific medication but also using traditional healing practices.
Latin American History: From Independence to the Present
Lewis Hanke and Jane M. Rausch, eds.

It is Jane M. Rausch's hope that a careful examination of these materials will introduce undergraduates to the fascinating complexities of historical analysis and to some of the memorable men and women who have helped shape the destinies of Latin American nations.

1999
367 pgs.
ISBN 0-7914-5503-1
$22.95 paper
Markus Wiener Pub.
("32) 225-222"

The Dominican Republic: A National History
by Frank Moya Pons

The "standard Dominican history book" (according to the Hispanic-American Historical Review)—this publication examines the distinct political periods in the country's history, such as the Spanish, French, Haitian, and U.S. occupations and the several periods of self-rule. It pursues a socioeconomic history, and it examines contemporary events up to 1990.

May 1998
544 pgs.
ISBN 0-8135-182-6
$21.95 paper
Markus Wiener Pub.
("32) 225-222"

American Policy in Nicaragua: The Lasting Legacy
by Henry L. Stimson, Paul H. Boeker, Andres Perez, and Alan Brinkley

Perhaps the most illuminating document ever published on American foreign policy in Nicaragua, this book represents a full spectrum of critical perspectives.

1991
268 pgs.
ISBN 0-8135-057-4
$14.95 paper
Markus Wiener Pub.
("32) 225-222"

Freedom's Web: Student Activism in an Age of Cultural Diversity
by Robert A. Rhoads

In the 1990s, as in the 1960s, college students have turned to campus demonstrations as a means to advance social change. Through illustrative case studies, Robert Rhoads reveals the significant connections between contemporary student activism and the efforts of a previous generation of student activists to advance participatory democracy and civil rights.

October 1998
291 pgs.
ISBN 0-8018-5887-4
$54.00 cloth
The Johns Hopkins University Press
("32) 535-548"

When Women Ask the Questions: Creating Women's Studies in America
by Marilyn Jacoby Bover

This book traces the successes and failures of women's studies, examines the field's enduring impact on the world of higher education, and concludes that the rise of women's studies has challenged the university...
in the same way that feminism has challenged society at large.

September 1998
360 pgs.
ISBN 0-8018-5854-8
$29.95 cloth
The Johns Hopkins University Press
(800) 548-5467

The Responsible Administrator: An Approach to Ethics for the Administrative Role
by Terry L. Cooper

This is "the" standard resource for public administrators seeking to systematically confront and address ethical issues and incorporate them into their decision-making and management choices.

September 1998
288 pgs.
ISBN 0-7879-4133-6
$29.95 cloth
Jossey-Bass Inc
(888) 988-253

Educational Renewal: Better Teachers, Better Schools
by John I. Goodlad

What comes first—good schools or good teacher education programs? The answer, according to John Goodlad, is that both must come together. In this book, he provides the vision and rationale behind "centers of pedagogy" that can bring schools and universities together in a close, renewing relationship.

September 1998
320 pgs.
ISBN 0-879-4424-8
$21.95 paper
Jossey-Bass Inc
(888) 988-253

The Practitioner-Researcher: Developing Theory from Practice
by Peter Jarvis

Genuine understanding of any field can only be developed through practice in that field. This book shows how theories of practice evolve from the practice itself and are unique to each practitioner.

October 1998
199 pgs.
ISBN 0-879-3880-7
$29.95 cloth
Jossey-Bass Inc
(888) 988-253

Aztlán and Viet Nam: Chicano and Chicana Experiences of the War
George Mariscal, ed.

Showcasing short stories, poems, speeches, and articles, this book is the first anthology of Mexican American writings about the U.S. war in Southeast Asia. The works illustrate the contradictions faced by the traditionally patriotic Mexican-American community, and show us the war and the grassroots opposition to it from a new perspective.

March 1999
35 pgs.
ISBN 0-520-21405-6
$19.95 paper
University of California Press
(800) 822-665

Modernismo, Modernity, and the Development of Spanish American Literature
by Cathy L. Jade

"Modernismo" arose in Spanish American literature as a confrontation with and a response to modernizing forces that were transforming Spanish American society in the late 19th Century. In this book, Cathy L. Jade undertakes a full exploration of the "modernista" project and shows how it provided a foundation for trends and movements that have continued to shape literary production in Spanish America throughout the 20th Century.

November 1998
208 pgs.
ISBN 0-292-76045-4
$19.95 paper
University of Texas Press
(800) 252-3206

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box. 2055
Princeton, N.J. 08543-2055

José Zorrilla: Don Juan Tenorio
José Zorrilla's play was the most successful of the 19th Century in Spain. The reason is made obvious by this stylish, lavish, and captivating production.

(Spanish. 2 hrs., 30 min. color)
Item #FHI 5231

El Greco

The program provides an unusual glimpse into the art, life, and times of this famous 16th-Century painter. The program details El Greco's travels to Italy before settling in Toledo, Spain, in the 1570s.
the artist's confrontations with Spanish monarch Philip II are documented, along with his struggles to maintain his artistic integrity.

(29 min. color)
Item #FFH 8806

Pablo Picasso

This program explores the reasons why Picasso might have placed a number of strange, indecipherable figures within "Crucifixion," his classical representation of Calvary. Many allusions found in the work's enigmatic composition seem to indicate that the painting might have been created during a personal crisis.

(33 min. color)
Item #FFH 7701

Goya

Under the direction of Paloma Chamorro, this new RTE production explores the life, works, and epoch of one of Spain's most beloved painters, utilizing images from his pictures, drawings, and exclusive imprints. Avoiding polemic interpretations of Goya's creations, it presents his work within the context of the events of his life and the period in which they were printed.

(58 min. color)
Item #FFH 8770

CONFERENCES

The Macalester Forum on Higher Education

June 2-3

Diversity and Stratification in American Higher Education is the theme of this higher education forum sponsored by Macalester College. The keynote address, 'Life on the River: Talking about Race-Sensitive College Admissions,' will be delivered by William G. Bowen, president of The Andrew W. Mellon Foundation. At the Mariquette Hotel, St. Paul, Minn.

Contact: fax to (651) 696-6500.

National Multicultural Institute

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence: Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: XMCI, (202) 483-0700; e-mail <nmc@nmc.org>, Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on Race & Ethnicity in American Higher Education (NCORE '96) will be held at the Peabody Hotel in Memphis, Tennessee. Program highlights include: four keynote addresses; 45 major workshops providing in-depth focus on critical issues and concerns; five multiple-session institutes, each providing a coherent, integrated set of curriculum; six practicums, providing hands-on training to develop selected tools, skills, and end products: a series of documentary film screenings and discussions; approximately 100 different concurrent sessions selected from responses to a national call for presentations; a student leadership development conference scholarship program; and a series of special events and performances. NCORE is sponsored by the Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: Dr. Maggie Abudu, 1-805 292-3722, Web site at <www.ocece.ou.edu/ncore>.

AACU - Summer Institute

June 9-13


Contact: Iris C. Jacobs, (202) 387-3660 x428; e-mail <meetings@acuunw.dc.us> or <jacobs@acau.nw.dc.us>.

NAWE National Conference for College Women Student Leaders

June 10-12

NAWE, Advancing Women in Higher Education's 15th annual national conference, "Women Leading: Today and Tomorrow," is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.

Contact: NAWE, (202) 659-9330; e-mail <naive@dark.net>, Web site <www.nawe.org>.

LAC - Summer Dance Institute

June 19-26

This Latin American and Caribbean Summer Dance Institute is sponsored by, among others, the Latin American and Caribbean Center at Florida International University in Miami, Fla. Featured are technique classes, scholarly seminars, academic classes, and performances.

Contact: Andrea Mantell-Deidel, (305) 348-2894; e-mail <ndami@fiu.edu>.

Center for the Study of Books in Spanish for Children and Adolescents - Summer Workshops

June 21-23

July 6-8

July 10-21

The Center, at California State University-San Marcos, directed by Isabel Schon, is holding three summer workshops: (June 21-23, 9:00 a.m.- 5:00 p.m.) Bilingual Books and Books in English about Latinos for Children and Adolescents. (July 6-8, same) Current Issues. Books in Spanish for Young Readers, and (July 10-21, same) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.
Dean of Admission and Financial Aid

The President of Wesleyan University seeks nominations and expressions of interest for the position of Dean of Admission and Financial Aid. Located in Middletown, CT, Wesleyan University is a highly selective liberal arts institution of 2,700 undergraduate students, 150 graduate students, and 270 faculty.

The University seeks a Dean who will have broad-based responsibility for implementing student recruitment and financial aid programs. Wesleyan maintains its historical commitment to need-blind admissions, and distributes over $15 million annually to its undergraduate students based on their financial need. The new Dean will oversee a staff of 29, a combined admission and financial aid budget of $17 million, and supervise Wesleyan’s Director of Financial Aid who manages the Financial Aid office and function. As an officer of the University, the Dean will report to the President and serve as a member of the senior staff.

The successful candidate will have a commitment to diversity and liberal learning, demonstrate significant successful management experience, and will have, through education and experience, a thorough understanding of the goals of Wesleyan’s liberal arts education. An undergraduate degree is required; an advanced degree preferred. Excellent communication and interpersonal skills are essential.

Please forward nominations and expressions of interest in confidence to:

Dean of Admission and Financial Aid
Wesleyan University
175 College Street
Middletown, CT 06457

San Juan College
Position Announcement

DIRECTOR

PHYSICAL THERAPIST ASSISTANT PROGRAM

San Juan College is one of the largest two-year comprehensive community colleges in New Mexico and offers academic, occupational, and community service programs. The campus is located on a 600-acre site in northeast Farmington, and serves students in San Juan County as well as the Four Corners area of the American Southwest.

A detailed position description and list of desired/required qualifications may be obtained by contacting the Personnel Office as noted below. Successful candidates will value diversity and have a multi-cultural perspective with adult/immature students, and have a strong commitment to the community college philosophy.

DUTIES & RESPONSIBILITY

The PTA Program Director is responsible for coordination and supervision of the instruction program associated with the Physical Therapist Assistant degree program. Responsibilities include coordinating to meet all accreditation requirements of the APTA; recruiting adjunct faculty; recruiting student employees; and student advisement.

QUALIFICATIONS

Bachelor’s degree in Physical Therapy or equivalent, or eligible for licensure in the State of New Mexico required. Masters degree highly desirable. Successful candidate will have graduated from an accredited program and should have at least two years of clinical experience; experience in physical therapy education or administrative experience at either the clinical or academic level.

SALARY: Range is $47,000 to $52,000 per year commensurate with education and experience. Position is a professional staff, 12 month contract.

STARTING DATE: June, 1999

CLOSING DATE: Open until filled

SELECTION PROCESS:

Interested candidates must submit a 15-page application for employment and a current resume. A letter of application indicating how the candidate meets the above listed qualifications requirements: transcripts of all academic work, and three current letters of reference. The selection committee will base the resume submitted. The successful candidate will be reimbursed for expenses.

CONTACT:

San Juan College
Personnel Office
4601 College Road
Farmington, NM 87402
(505) 599-0215
Fax (505) 599-0521

An equal opportunity/affirmative action employer.
Book Review

by Manuel Avalos


No policy issue in higher education today sparks such heated ideological debate as that of affirmative action. At the center of the debate is the issue of standards and qualifications for admittance and race and gender classifications of applicants as one of the criteria used in the admissions process by most colleges and universities over the last 35 years. Much of the debate over the last few years has relied on anecdotal evidence, assumptions about "facts," and conjectures by conservative and liberal critics alike.

William Bowen and Derek Bok, in *The Shape of the River*, offer the first comprehensive empirical longitudinal study of the effects of affirmative action policies in higher education and their consequences for African American and White students. Using a comprehensive database, called College and Beyond (C&B), of more than eighty thousand undergraduate students who enrolled at twenty-eight academically selective colleges and universities in the fall of 1978, 1979, and 1980, the authors provide a wide-sweeping analysis of the impact of well-known contextual (race, gender, college admission test scores, high school grade point averages) and socioeconomic variables (individual and family characteristics) on college admissions and student outcomes for three student cohorts.

The most revealing findings of this study are: 1) the vast majority (70-80 percent) of all colleges and universities accept all qualified applicants and do not award special status to any group of applicants defined by race or any other criterion; 2) in the analysis of applications to five selective college, more than 75 percent of Black applicants had math and verbal SAT scores higher than the national average for White test-takers; 3) once admitted, 75 percent of Black students in the C&B database graduated within 6 years (a figure far above the national average at NCAA Division I schools [40 percent Black graduation average and 39 percent White graduation average]); 4) earnings for Black 1976 graduates of C&B schools were higher than the average earnings of "X" students of all races (the top 11 percent of all students in the national control group for this study) who entered colleges nationwide in the same year; and 5) by any standard, the authors conclude, the achievements of Black students in the C&B database have been impressive.

Despite the many contributions that this book makes to the affirmative action debate, however, there are several serious problems that limit the impact of the study due to methodological flaws in design and in sample frame. The authors' decision to limit the analysis to Black/White college students is puzzling. Given the fact that Latinos will become the largest minority group population by the year 2000 and given the increasing immigration of new Asian groups, one must ask why these emerging groups were absent from this study.

The authors' use of Black conservative Shelby Steele's comment, "The real racial divide in American was and remains black and white," to support their decision to include only Black subjects in their sample simply panders to the mistaken Black essentialist argument in race relations. The failure to include Latina/o subjects as part of the study cannot be justified by the Black essentialist argument nor the argument that Latinas/os are too heterogeneous and small in numbers within colleges and universities to be adequately sampled. If the authors had examined reference sources such as Hispanic Serving Institutions, it would have been possible to construct a sample of colleges and universities with an adequate sample of the three largest Latina/o ethnic groups: Mexican, Puerto Rican, and Cuban.

A final shortcoming of this book involves the failure of the authors to engage in the historical and political nature of the affirmative action debate. The center of the debate today is not the question over what constitutes merit, but questions about who has access to higher education and privilege in American society. A more powerful book would have been one that, using a rich empirical database, examined the historical impact that affirmative action policy has had on different groups (Black, Latina, Asian, and American Indian).

In light of these shortcomings, this book will be of only marginal interest to Latino scholars in the social sciences or in higher education. I would urge readers to be on the lookout instead for three forthcoming and exciting books by Latinas/os on a variety of issues in higher education: Carolyn Sotello Turner and Samuel Myers, eds., *Faculty of Color in Academe: Bittersweet Success* (University of Minnesota Press); Gloria Holguin Quadra, *A Plume in History: Chicanas in the Era of Affirmative Action* (Temple University Press); and Celia Alvarez, *Intersection Lives: Puerto Rican Women as Community Intellectuals* (Temple UP). These books will be of more significant value in expanding our understanding of the impact of affirmative action on the lives of other groups of color.

Manuel Avalos is an associate professor of politics in the Department of Political Sciences at Arizona State University West, teaching undergraduate courses on race and politics, urban political economy, and research methods. His recent research focuses on questions of social, political, and economic inequality of racial and ethnic groups. He is completing a book to be published by NYU Press, *Race and Politics in the American: The Rise and Decline of the Racial Empire* (co-authored with Anthony Alfano, Providence College, and Melanie V. Jackson, Virginia Commonwealth University).

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
CONNECTICUT
Community Technical Colleges

BOARD OF TRUSTEES OF
COMMUNITY-TECHNICAL COLLEGES

Connecticut's Community Technical Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the
DIVERSITY FELLOWSHIP PROGRAM

- Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education
- Gain valuable professional experience
- Enhance the ethnic, racial, and intellectual diversity that the colleges seek to promote (emphasis will be placed on increasing the participation of African American and Hispanic applicants in the program)
- Serve as a role model for students
- Develop professional relationships in your field
- Earn financial support for your educational expenses: $3,000 per semester.

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community Technical Colleges Board of Trustees, 61 Woodland Street, Hartford, CT 06015; (860) 725-6606.
The Board of Trustees is an Affirmative Action/Equal Opportunity Employer M/F.

VACANCY ANNOUNCEMENT
Search Extended

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

COLLEGE OF EDUCATION—Yiping Wan, Ph.D., Dean

Assistant Dean

Assists Dean in the management of the College by aiding in the determination and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional, research, and administrative functions.

Qualifications: An earned Doctorate in Education, demonstrated excellence in teaching, scholarship, and professional service, direct involvement in K-12 educational settings, and in the pre-service and in-service preparation of teachers. Knowledge of current reform efforts in teacher education experience in academic program development, enrollment management, distance learning, and educational technologies and effective interpersonal skills and written communication.

University for Applications: June 2, 1998

NEW JERSEY CITY UNIVERSITY
2039 Kennedy Blvd., Jersey City, NJ 07305

In an affirmative action equal opportunity employer: we encourage applications from women and minorities.

CHAIR
Department of Mass Communication
Southwest Texas State University

Southwest Texas State University invites applications and nominations for the position of chair of the Department of Mass Communication to begin on or before August 1, 2000.

The chair provides leadership for a department of 27 faculty members, who instruct 750 majors and 750 minors in five sequences of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication. A new master's program has been established, and the department is currently exploring ACEJMC accreditation. Mass Communication is in the School of Fine Arts and Communication, which also houses the departments of Speech Communication, Art and Design, and Music and Theater.

Candidates should have an earned doctorate relevant to the programs offered by the department. The candidate should have an outstanding record of teaching, scholarship, and professional service consistent with appointment to the rank of full professor. A history of working collaboratively with faculty and other members of the academic and professional communities, fund raising, and previous administrative experience in higher education is desirable.

Review of applications will begin September 24, 1999 and will continue until the position is filled. Applicants should send a letter of application addressing their qualifications for communication education, writing, and public relations, and three letters of recommendation to: Dr. Barbara Lyman, Chair of Search Committee, Department of Art & Design, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666 816 01609000000.

Southwest Texas State University, founded in 1899, is a public state-supported educational institution. With a student enrollment of over 24,000 and faculty exceeding 1,000, the Institute is the state's second largest institution of higher education.

Southwest Texas State University consists of seven schools and three professional departments, offering a wide range of degrees at the baccalaureate and master's levels.

Web Page Address: http://www.swt.edu

Full-Time Tenure Track Openings for FALL 1999

Bloomfield College, a 130-year-old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multicultural society.

Nursing

• Child Health Nursing/Pediatrics
• Adult Health Nursing (Medical/Surgical)
• Maternal-Child Health Nursing

Teach in newly revised integrated curriculum based on levels of prevention and nursing roles across the continuum of care. Master's degree in specialty required; doctorate or doctoral study in progress preferred. NJ RN license required. Reply to Dr. Phyllis More

Mathematics Assistant Professor

Doctorate in Mathematics education. Experience with the use of technology in teaching mathematics and the ability to teach a wide variety of courses including statistics and geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus. Reply to Dr. Michael Schiro

Positions will remain open until filled. Prior applicants need not re-apply.
Send CV, 3 references and transcript indicating position of interest to:

Bloomfield College
Bloomfield, NJ 07003
www.bloomfield.edu

Bloomfield College
Bloomfield, NJ 07003
www.bloomfield.edu

Affirmative Action/Equal Opportunity Employer
Opportunities at New School University

DIRECTOR OF RESEARCH

Position #99049

A proactive professional is sought to manage a non-program staff serving the University's decentralized development operations. The director will research the interests and gifts capacities of major individual prospects for University-wide initiatives and prospects for targeted capital drives or for the University's seven schools; identify corporate and foundation prospects; and help expand the pool of prospects for the annual fund. Conduct research on donors and keep an up-to-date record of giving. Maintain and report on gift-cultivation strategies, and solicit the cultivation and solicitation of major gift prospects. Participate in strategic planning and prospect-screening sessions involving the University's key volunteer leadership. Five years experience in research, preferably in foundations or related field, and expertise in sophisticated online databases is required. Strong writing and communication skills, solid understanding of the financial indicators of wealth, and ability to attend to detail essential.

COORDINATOR OF SPECIAL EVENTS

Position #99051

The Coordinator will assist with all aspects of event planning and implementation of annual special events: verifit, entertainment, and functions sponsored by the University and its academic divisions. Duties include maintaining special events database and planning the invitation process. Must have at least 3 years related experience. Proficiency in Microsoft Word and Excel and excellent verbal and written communication skills. Attention to detail and the ability to handle several projects simultaneously are essential. Must be available for evening work.

New School University offers a dynamic, fast-paced environment and excellent benefits, including tuition and comprehensive health insurance. Position available immediately. Please forward resume and cover letter indicating position of interest and salary requirements to Ruth Kalla, Director of Development and External Affairs, NEW SCHOOL UNIVERSITY, 53 West 11th Street, New York, NY 10011. New School University is an affirmative action employer and encourages applications from women and under-represented groups.

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

DIRECTOR OF THE OFFICE OF GRANTS AND CONTRACTS

The University of Houston is seeking an innovative and experienced director to fill this key administrative position. The Director of the Office of Grants and Contracts reports directly to the Vice Chancellor/Vice President for Research and Intellectual Property Management and will play a major role in expanding the University's extramural support for research at the University of Houston. The Director will manage a professional staff responsible for processing all proposals and awards for outside funding in support of research and scholarship activities and will act as liaison between faculty, university officers and sponsoring agencies on research-related issues. Responsibilities include the review of federal and state regulations and the design and implementation of procedures to ensure compliance and monitor developments with federal, state and private agencies and foundations.

The successful candidate will hold a Bachelor's degree in Business Administration or an equivalent. A minimum of five years of relevant experience is required. A master's degree is highly desirable. Analytical and organizational skills are required. Although a law degree is not required, it is preferred that candidates have legal experience with the ability to negotiate. Experience in data analysis and electronic research administration is desirable.

The University of Houston offers a full range of undergraduate, graduate and professional programs to more than 35,000 students from across the United States and around the world. Located in an attractive 250-acre campus near downtown Houston, the University is home to 14 colleges and schools.

This is a sensitive, sensitive position and a criminal history record investigation will be conducted. Applicants should submit a letter of interest, current resume, and three references via email to Beth Bitler, bbilir@uh.edu or through the mail attention:

Search Committee Chair, Beth Bitler
Research Financial Center
University of Houston
Houston TX 77204-2163

Applications will be accepted immediately and continue until the position is filled.

The University of Houston is an equal opportunity/affirmative action institution. Women and minorities are encouraged to apply.
BUSINESS MANAGER

The University of Arkansas Physical Plant invites applications for the position of Business Manager. Reporting to the supervising department and administering a $19 million - operating budget and new construction project budget of $162 million. The main campus established in 1871 as a Land Grant institution, is situated in Fayetteville, in the Ozark Mountains of Northwest Arkansas on 420 acres in 265 buildings totaling 8.1 million square feet. The student enrollment is 14,322 with 3600 faculty staff. The Fayetteville population is 52,000 with the 2 county Northwest Arkansas corridor exceeding 100,000 residents. The Northwest Arkansas metropolitan home to Beaver, JB hunt and Wal-Mart, currently ranks in the Forbes list of 18 U.S Cities which offers cost of living below the national average. Northwest Arkansas has a 5 year job growth rate of 30%.

Position Description

The successful candidate will manage the departments' accounting office, computer operations, campus key office, and the campus service center. The individual will be responsible for the departments' budgets, providing financial management reports to the facilities administrators, preparing budget forecasts, and new budget, as well as overseeing personnel functions and records, providing facilities expenditure information to campus customers, generating utility distribution and campus bills, and overseeing the facilities switchboard, receptionists, and accounting technicians.

Qualifications

Bachelor's degree in accounting or a related degree in business or finance and three years experience in accounting. A CPA accreditation is preferred but not required.

Benefits

Salary is competitive, based on experience and educational professional qualifications. University employees earn 11 official paid holidays per year, 12 paid vacation days annually, and 4 paid days off at the rate of 8 hours per each full month of employment.

The University currently pays 60% of an employee's monthly health care premium and offers 3 different health care plans, a vision care plan, and pays the full cost of a basic long-term disability plan with optional additional coverages available at the employee's expense. The University also offers several flexible spending accounts to include a medical care reimbursement account, and a dependent care reimbursement account.

Employees are eligible to request to enroll in University courses for fees as low as $5 per credit hour and to receive tuition dependent on the required enrollment. The University offers a 401(k) defined contribution retirement plan and will automatically contribute an amount equal to 5% of the employee's salary to the retirement account, and, if the employee's election, will match the employee's own contribution up to 1%.

Application Procedures

Submit letter of application with detailed resume, and names, telephone numbers, and addresses of three references by June 10, 1999 to Human Resources Department, University of Arkansas, Administration building, room 222, Fayetteville, Arkansas 72701. Women and minorities are encouraged to apply.

FACULTY POSITIONS

DEAN OF CONTINUING EDUCATION AND NON-TRADITIONAL PROGRAMS

Reporting directly to the Provost/Vice President for Academic Affairs, the Dean is responsible for providing vision and leadership in the planning, development, and implementation of the University's continuing education activities and non-traditional degree programs. The Dean also serves as Director of the summer school.

Qualifications include an earned doctorate from an accredited university with at least five years of full-time university teaching experience; relevant university administrative experience; successful grantmanship and research experience; proven ability to work with business, community, and service constituencies as well as faculty, students, and other administrators; and experience working with a diverse student population in an urban setting, and strong communication skills.

Applications including a cover letter, resume, and three letters of reference should be submitted no later than May 10, 1999.

Ms. Adela Hernandez
Director of Affirmative Action & Cultural Diversity
Chicago State University
9501 South Martin Luther King Drive
Chicago, Illinois 60628

Chicago State University is an equal opportunity affirmative action employer.

St. Thomas University

FACULTY POSITIONS

Education

Position 1: Candidates should have graduate level training in TESOL and be prepared to teach primarily in an undergraduate Elementary Education program. Experience teaching in elementary education majors is preferred, and instructional responsibilities may include supervision of student interns.

Candidates should have experience in Distance Education to teach in a Master's Degree program in Education with a specialization in Elementary Education. Responsibilities include supporting students in the program, but not on campus, to accomplish successful completion of the degree through Distance Education, program coordination and the ability to work with organizations that partner with the University in the delivery of the program.

Health Care Services

Candidates must be able to teach undergraduate courses in Health Care Services. Position includes teaching at the local Community College in a program to assist students with Associate level degrees in health related fields to complete a Bachelor's Degree in Health Care Services. On occasion the successful candidate may teach in our Health Management graduate program. Candidates should possess a doctorate in Health Management or a closely related field with appropriate graduate course work in Health Management. Prior teaching and experience in the management of healthcare facilities or programs are desired.

Psychology

Candidates should be prepared to teach in an undergraduate program and have a Ph.D. in Psychology. Experience in Cognitive Psychology preferred. On occasion, the successful candidate may teach in our Counselor Education graduate programs. Commitment to professional preparation through strong undergraduate education and support of student growth outside of the classroom are highly desired.

Candidates are required to have doctorate in-field, and should provide evidence of effective University teaching, scholarship, and research. We offer competitive salaries commensurate with experience plus an attractive benefits program. Review of applications for respective position will begin on May 28, 1999 and continue until respective positions are filled.

Application Process: Submit letter of interest (specifying specific position sought), resume, name, address and telephone number of three professional references and official transcripts for all degrees to:

Rev. Gary N. McCloskey, O.S.A., Ph.D.
Vice President for Academic Affairs
St. Thomas University
16400 32nd Avenue N
Miami, FL 33054
Fax: (305) 628-6682

St. Thomas University is an equal opportunity employer committed to hiring a diverse work team.
ADMISSION COUNSELOR/MINORITY RECRUITMENT SPECIALIST

Responsibilities include serving on the College of Arts and Sciences committee for the recruitment of minority students and providing support for minority student recruitment efforts. Applicants should have a minimum of a bachelor's degree in education or a related field, with a commitment to diversity and inclusion. A minimum of two years of experience in counseling or recruitment is preferred. The position requires excellent communication skills and the ability to work effectively with a diverse student population.

APPLICATION DEADLINE: Open Until Filled

www.MUohio.edu

LAREDO COMMUNITY COLLEGE
INSTRUCTOR POSITIONS

ART
QUALIFICATIONS: Master's Degree in Fine Arts with proven competence in area of specialty and active exhibition record.
APPLICATION DEADLINE: Open Until Filled

OCCUPATIONAL THERAPY ASSISTANT
QUALIFICATIONS: Associate's in Applied Science in Occupational Therapy Assistant, three years of clinical experience within the past five years, currently licensed by the Texas Board of Occupational Therapy Examiners.
APPLICATION DEADLINE: Open Until Filled

READING (2 positions available)
QUALIFICATIONS: Master's Degree in Reading with 18 graduate hours in teaching field; Professional Readers Specialist Certification and must have a minimum of 3 years teaching experience; prior experience in teaching Secondary Developmental Student.
APPLICATION DEADLINE: Open Until Filled

CHILD DEVELOPMENT
QUALIFICATIONS: Master's Degree with a minimum of 1 year child development experience in Early Childhood Education, 1 to 3 years' experience in Child Development programs, working with children under 3 years of age.
APPLICATION DEADLINE: Open Until Filled

Laredo Community College offers competitive salaries and excellent fringe benefits.

Please request position description and application packet from Laredo Community College, Department of Human Resources, West End Washington St, Laredo, Texas 78040, Tel: 956-721-5138; Fax: 956-721-5367.

TUFTS UNIVERSITY
Budget Coordinator, Mayer Campus Center
STUDENT ACTIVITIES

Position assists with financial management, oversees student activities, and coordinates events. Requires excellent organizational and communication skills. A Bachelor's degree is required. Experience in student affairs is preferred. Candidates must have strong interpersonal and leadership skills.

Send resume and cover letter to: Raymond Domingo, Tufts University, Human Resources, 106 Holland St, Somerville, MA 02144. Email: resume@tufts.edu

www.aauw.org

Think Convention!
AAUW National Convention
June 19-22, 1999
Washington, DC

www.aauw.org
MADONNA UNIVERSITY

FACULTY POSITION IN SPECIAL EDUCATION

The faculty of the Education Department of Madonna University invites applications for a full-time position as Coordinator of the Graduate Program in Learning Disabilities. The department includes ten full-time faculty who offer instruction in NCATE-approved elementary and secondary teacher education programs and three advanced programs in Educational Leadership, Literacy Education and Learning Disabilities.

REQUIRED QUALIFICATIONS INCLUDE:

1) An earned doctorate in special education
2) Substantial teaching and special education teaching experience in K-12 settings including a valid teaching certificate.
3) Teaching and administrative experiences in major education.

RESPONSIBILITIES INCLUDE:

1) Coordinating the Masters degree Learning Disabilities Program
2) Teaching courses in special education at both the initial and advanced levels.
3) Collaborating with graduate and undergraduate personnel to improve regular and special education teacher preparation.
4) Advising undergraduate and graduate students.
5) Supervising graduate students in field experience settings in the greater metropolitan area of Detroit.
6) Acting as liaison and advisor to student chapters of Kappa Delta Pi.
7) Serving as a liaison to the Michigan Department of Education Special Education.
8) Participating in a broad range of departmental, university, and community endeavors, including recruitment of minority students and illness.
9) Participating in the development, maintenance, and evaluation of undergraduate and graduate professional preparation programs in the Madonna education standards.

Salary is competitive and commensurate with qualifications and experience. Rank higher in status is available in qualifications. Deadline for applications will begin Jan. 1999 and continue until the position is filled. Submit resume/Curriculum Vitae, three letters of recommendation, and other requested forms to:

Dr. Robert Q. Kimball
Chairperson Education Department
Madonna University
36600 Schoolcraft Rd.
Livonia, MI 48150

Application Procedure: Please see or fax cover letter, resume/Curriculum Vitae, and transcript to the attention of this person. At this time, it is expected that applications will begin Jan. 1999 and continue until the position is filled. The position is available starting in the academic year 1999-2000. Inquiries and applications will continue to be received for the fall of 1999.

Plattsburgh State University of New York invites applications for Fall 1999 non-tenure track positions.

FALL 1999

Plattsburgh State University of New York is a comprehensive, coeducational public institution of nearly 6,000 undergraduate and graduate students located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain-Adirondack region of New York State. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural feel is such as neighboring Montreal, Canada, one hour’s drive from campus. We offer a competitive salary and an excellent benefits package.

Successful candidates must be committed to excellence in teaching with an interest in interdisciplinary and collaborative programs such as Women’s Studies, Latin American Studies and Canadian Studies, all of which are special for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

Salary dependent upon qualifications and experience, excellent benefits. Review of applications begins immediately and continues until positions are filled.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

COMPUTER SCIENCE (PI# 2284-808)

VISITING ASSISTANT PROFESSOR – Full-time, one-year position to replace a faculty member on leave

Minimum Qualifications: Substantial progress toward a doctoral degree in computer science. Responsibilities: Teach three courses per semester selected from operating systems, computer graphics, programming languages, numerical methods, and C++, as well as introductory courses.

PSYCHOLOGY (PI# 2287-808)


CENTER FOR EDUCATIONAL STUDIES AND SERVICES (PI# 2291-808)

VISITING ASSISTANT PROFESSOR – Full-time, two-year position as a Writing Specialist. Qualifications: MA/MASS in appropriate professional education area; experience and professional credentials in the field of K-12 education, recognized expertise as a writer, demonstrated ability and experience in teaching writing at the college level. Responsibilities: Each semester, teach four sections of EDUC 330, Exploring Educational Issues Through Writing, the required professional writing and literacy screening course for education majors; advise, counsel, and develop, coordinate writing workshops.

Application Procedure: Please send or fax cover letter, resume/Curriculum Vitae, transcripts, three letters of recommendation and other requests mentioned in a letter to Search Committee (PI# 2291-808), c/o Personnel, Plattsburgh State University of New York, 101 Broadway, Plattsburgh, NY 12901-2681. Fax # (518) 564-5666.

Plattsburgh State University of New York, 101 Broadway, Plattsburgh, NY 12901-2681. Fax # (518) 564-5666.

Visit us at: www.plattsburgh.edu/busvp/personnel/
ASSOCIATE COORDINATOR 
CENTER FOR PUBLIC POLICY

The Union Institute, a national university dedicated principally to baccalaureate and doctoral degree programs for adults, seeks an Associate Coordinator for the Changing Country Project of the Center for Public Policy (CPP) to begin work on July 1st. The Center is a division of the University's applied research units: the Office for Social Responsibility, and is located in Washington, D.C. The Changing Country Project will help the nonprofit sector analyze and respond to the needs of its fundamental nature and purpose and will strengthen the network's capacity to respond effectively to social and developmental challenges. The project consists of five research and design components in order to examine the key issues facing the sector (e.g., asset engagement, commercialization, diversification). The Coordinator will help conceptualize, design, implement and manage one or two components. The successful candidate will have experience managing research and organizational strengthening initiatives, executed new and written communications and interpersonal skills, knowledge of adult education techniques, knowledge of and experience in developing, implementing, and managing development programs and strategies designed to enhance organizational diversity, and the ability to work collaboratively with a wide range of people in various organizational settings. Candidates should send a letter of interest, resume and letter to: Eric S. Feinberg, President, The Union Institute, 1710 Rhode Island Ave., NW, #1100, Washington, D.C. 20036-3007

ONONDAGA COMMUNITY COLLEGE

Computer Studies Faculty Vacancies

The Computer Studies Department invites applications for two (2) tenure track positions: an advanced in Computer Information Systems (CIS) and Computer Science (CSC). Beginning August 1994, the CIS and CSC desire a Master's degree in computer science or a related discipline and demonstrated ability to teach.

CIS applicants should evidence knowledge of modern computer theory and computer application systems. CIS prefers expertise in either (1) networking hardware and software or (2) data base systems and data warehousing.

CSC applicants should evidence knowledge of modern computer theory and computer architecture and languages.

The Computer Studies Department seeks applicants who demonstrate the ability to work in a high-energy environment with a high level of student interaction, the ability to work on a team, and the desire to work in a diverse community. For more information on the department, please visit the website: http://www.sunyocc.edu/programs/cs/

Applicants invited to interview will be expected to give a twenty (20) minute presentation on a computer topic included in a typical introductory course in Computer Information Systems or Computer Science. Applicants may choose their own topics. Examples include an introduction to Excel and algorithms for iteration. Questions about the presentation and other requests for multimedia equipment should be directed to: kirbve@aurora.sunyocc.edu

Salary: Contingent upon rank to which appointed.

Application Review: Begins June 1, 1994 and continues until the positions are filled.

To Apply: Submit a current résumé, application cover letter, names, addresses, and telephone numbers of three professional references to:

Office of Human Resources
Room 114
Service and Maintenance Building
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215-2099
(attention: CIS or CSC search)

OCC is an Affirmative Action/Equal Opportunity Employer.

Search Chair
Developmental Studies/HO0521
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302
An Equal Opportunity, Affirmative Action Institution
http://www.millersv.edu

Assistant Dean

Eugene Lang College, the undergraduate liberal arts division of New School University, seeks an Assistant Dean responsible for overseeing faculty and peer advising, developing and orienting programs, supervising the senior work, independent study programs, acting as an interdivisional coordinator for dual degree programs, and developing new programs to address academic issues that confront the students of color. Qualifications: Ph.D. in a liberal arts discipline preferred, minimum 3 years' combined administrative and teaching experience, ability to communicate effectively with diverse students, faculty, and staff. Applications should be sent no later than June 11, 1994 to: Tom H. Olszewski, Associate Dean, Eugene Lang College, New School University, 65 West 11th Street, New York, NY 10011.

New School University

DEAN OF GRADUATE STUDIES

Chicago State University invites applications for the position of Dean, Graduate Studies. Reporting to the Provost/Vice President for Academic Affairs, the Dean is the senior administrator who provides vision, leadership and support for the development and overall administration of the university's graduate programs.

Qualifications include an earned doctorate from an accredited university with at least five years of full-time university teaching experience, a record of scholarly activity, and success in securing grant support for academic program development. Strong interpersonal skills, a commitment to diversity, multiculturalism, and academic excellence, and ability to lead effectively are essential.

Applications, including a cover letter, resume, and three letters of reference, should be submitted no later than May 31, 1994 to:

Ms. Adela Hernandez
Director of Administrative Affairs & Cultural Diversity
Chicago State University
9501 South Martin Luther King Drive
Chicago, Illinois 60628

(Chicago State University is committed to an affirmative action, nondiscrimination policy.)
DIRECTOR OF HUMAN RESOURCES

Anne Arundel Community College, a comprehensive community college located just outside of historic Annapolis, Maryland, with easy access to Baltimore, Washington, DC, and the Chesapeake Bay, moves applications for the position of Director of Human Resources. Approximately 2,050 faculty and 375 staff members comprise the regular workforce serving over 15,000 credit students and 22,000 non-credit students annually.

Reporting to the Vice President for Finance, Planning, and Human Resources, the Director is responsible for administering a comprehensive human resource program, including recruitment of faculty and staff, job classification, compensation, benefit administration, performance appraisal, training and development, employee relations, personnel payroll system, and personnel control. In addition, the Director serves as an advisor to management on college human resource issues.

QUALIFICATIONS INCLUDE: Master’s degree or equivalent combination of education and management experience required. Current human resources certification preferred. Five years of progressively responsible administrative or management experience in a human resource-related function preferred in an institution of higher learning. Demonstrated knowledge of one or more of the following areas: compensation, benefits, training and development, employee relations, personnel payroll system, affirmative action and Equal Employment Opportunity procedures, state and federal statutes relating to personnel functions. Demonstrated supervisory skills and experience required.

Review of applications is currently under way. The position will remain open until filled. For further information visit our website at www.aacc.ccc.md.us.

Please send a cover letter and resume to:
Office of Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

Associate Directors
Admissions

Barnard College, a women’s liberal arts college affiliated with Columbia University, seeks two Associate Directors of Admissions to join the senior staff. Reporting to the Dean of Admissions, the Associate Directors will assume responsibility for the admissions programs, organize and execute candidate evaluation and selection processes, and develop and oversee special admissions programs. Special projects will include direct mail, athletic recruitment, communications, admissions technologies, including Web pages, EPS, ASQ, and other projects related to the experience and skills of the candidate.

Requires a Bachelor’s degree from a liberal arts institution, 4-5 years’ experience in college or university admissions; understanding of the values of a liberal arts education for women and the ability to articulate these effectively. Strong verbal and written skills, time management, and organizational skills, and interpersonal skills are essential. Computer literacy and a driver’s license are also necessary. Must be willing and able to travel for up to 3 weeks at a time. Start date early July.

Send letter with resume and salary requirements to Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: (212) 854-2100.

Barnard is an equal opportunity-employer and encourages applications from persons of diverse racial, ethnic, and cultural backgrounds.

Springfield College invites nominations and applications for the position of Vice President for Institutional Advancement.

Springfield College, an independent, co-educational college located in Springfield, Massachusetts, with a national and international reputation in the education of leaders for the allied health, human service, and physical education professions. Springfield College offers more than 40 undergraduate and graduate degree programs to more than 4,000 traditional, nontraditional, and international students enrolled at the main campus and at satellite programs in six states and three foreign countries. Its new president, Dr. Richard Filz, assumed office on March 1, 1999.

The Vice President for Institutional Advancement reports directly to the president and serves as a member of the president’s cabinet. The vice president is responsible for the overall leadership and management of the College’s development, alumni relations, marketing and communications activities. The top priority of the vice president will be to work closely with the president to prepare for and implement a major capital campaign. The vice president is expected to establish goals and objectives to augment the College’s ability to fulfill its mission, and to advance the understanding and support of the College with alumni, trustees, students, faculty and staff, parents, friends, corporations, foundations, government agencies, and the general public.

For more information on qualifications and challenges for this position contained in the Executive Search Profile, please contact:

Neil A. Stein, Vice President
R.H. Perry & Associates
2097 31st Street, NW
Washington, DC 20008
Telephone: (202) 965-6464
Fax: (202) 338-3953

For immediate access to the Executive Search Profile and information on the college, visit the website at www.appliedcolleges.com

Springfield College is an equal opportunity employer.

TUFTS UNIVERSITY Associate Dean of the Colleges for Sophomores and Advising Programs

Tufts University seeks applications for the position of Associate Dean of the Colleges for Sophomores and Advising Programs. This position is responsible for the support and enhancement of pre-major academic advising in the Colleges of Liberal Arts and Engineering. The position also serves as a dean for sophomores.

As dean for advising programs, the position coordinates placement of students into advising groups, recruits and trains advisors, and evaluates the quality of advising programs. Offers for a smooth transition to a major.

As Dean of Sophomores, the position works collaboratively within a team dedicated to the success of students in particular concern to sophomores: encourages students on academic success and participates in the planning and coordination of new students.

Candidates must possess a Master’s degree, with a PhD or Ed.D. preference. Preference is given to candidates who have at least 5 years of experience in advising students. Demonstrated experience in advising and conducting research; demonstrated respect for students and their needs; ability to work collaboratively and effectively with students; and talent in the development of strategies for advising students.

Interested candidates must submit a resume and cover letter along with three references to: Tufts University, Human Resources Department, 600 Holland Street, Somerville, MA 02144. Job No 995-653-RD.

Tufts is an Affirmative Action/Equal Opportunity Employer and actively solicits candidates from diverse backgrounds.
HOUSTON COMMUNITY COLLEGE SYSTEM
Faculty Openings, Fall 1999

Houston Community College System (HCSC), a public, comprehensive community college, is the largest institution of higher education on the Gulf Coast of Southeast Texas. With an enrollment of 55,000 credit and non-credit students and 223 instructional programs, HCSC is organized into five regional colleges that serve a culturally, ethnically, and economically diverse student body. HCSC is a leader in workforce development and academic transfer programs, offering associate degrees, technical training, technical certificates, and continuing education opportunities.

Houston, the fourth largest city in the United States with a population of 1.8 million, is well known as a center for energy, medicine, international business, and technology. Houston is also a thriving cultural center, home to a world-class symphony, opera, theater, ballet company, and sports teams.

We invite applicants for anticipated faculty openings in the following disciplines:

ACADEMIC INSTRUCTORS

- Anthropology
- Biology
- Chemistry
- Computer Sci.
- Dev. Math*
- Dev. English*
- Economics
- English
- English as a Second Lang. (ESL)

TECHNICAL INSTRUCTORS

- Audio Video Technology
- Criminal Justice/Law Enforcement
- Emergency Medical Technician (EMT)
- Technical Writing
- Business Technology - Bilingual (English/Spanish) preferred
- Computer Science Technology

* Bilingual (English/Spanish) also needed in these fields

All applicants for academic areas must have a Master's degree with 18 graduate hours in the teaching field, as well as related teaching experience at the post-secondary level.

Candidates in the technical areas must have appropriate academic credentials (minimum of Associate degree), as well as 36 months of related work experience.

Experience working with a diverse student population is desired. A commitment to the mission of community colleges and their students is required. HCSC offers competitive market salaries and excellent benefits. Please forward inquiries to Houston Community College System, Human Resources Department, 220 Jackson Hill Suite 220, Houston, Texas 77007.

An employment application and a copy of your college transcript are required for consideration. To request an application call (713) 718-8565 or Fax request to (713) 718-8641. Application deadline: June 15, 1999. For specific information on individual job postings, call the HCSC Job Line (713) 718-8566 or consult the HCSC website (www.hcsc.cc.tx.us). HCSC is an Equal Opportunity Employer.

Department Administrator II

The University of Medicine and Dentistry of New Jersey's University Behavioral HealthCare seeks a qualified Department Administrator II. Reporting to the Chairperson, the Administrator is responsible for the administration of behavioral health-care services, including inpatient and outpatient services provided by University Behavioral HealthCare. The Administrator is responsible for the supervision of general department operations, grants, and contracts. Clinical and departmental budgeting and personnel management are also key responsibilities. Excellent written and verbal communication skills are required. Experience in a healthcare setting is preferred.

Please submit resumes to: Dept. of Human Resources, 600 Hufnagel Road, Piscataway, NJ 08854-0501. UMDNJ is an Affirmative Action/Equal Opportunity Employer.

St. Cloud State University
DIRECTOR OF PLANNED GIVING

St. Cloud State University invites applications for the position of Assistant/Associate Professor of Agriculture. The successful candidate will have a Master's degree in Agriculture Related Field. The ideal candidate will have a demonstrated commitment to teaching excellence, scholarship, and service. The successful candidate will be expected to maintain an active research agenda and publish in refereed journals. The position requires the ability to teach undergraduate and graduate courses in agricultural economics, policy, and marketing. The successful candidate will be expected to engage in scholarly activities in support of the university's mission. Search Committee, SCSU Foundation, 720 Fourth Avenue South, St. Cloud, MN 56301. It is required for consideration as a candidate is a minimum of 3 years full-time work experience in the agricultural field and a commitment to diversity and inclusion.

Additional information about the position can be found at http://www.scsu.edu/...
PRESIDENTIAL SEARCH

The Fox Valley Technical College (FVTC) Board of Trustees invites applications and nominations for the position of President. The President is the Chief Executive Officer of the College and reports to the nine-member appointed Board of Trustees.

Application Process: The Profile Brochure which contains details on the presidential search, the challenges and opportunities and the preferred qualifications should be requested by contacting Mr. Marge Rubin, Search Liaison, Fox Valley Technical College, 1825 N. Bluemound Drive, Appleton, WI 54913-2277.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1200 17th St. NW, Washington, DC 20036. Tel: 202-775-4667; Fax: 202-222-1267; e-mail: erocklin@acct.org

All inquiries, nominations and applications will be held in strictest confidence. All applications and nominations will be considered in confidence. Fox Valley Technical College is an equal opportunity employer operating under an affirmative action plan. Applications and nominations of individuals who would increase the richness of Fox Valley Technical College's diversity are welcomed.

Visit our website at www.foxvalley.tec.wi.us

... An ACCT Search ...

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR OPERATIONS/FACILITIES

The Assistant Director of Residence Life for Facilities is a full-time, twelve-month, professional position in the Department of Residence Life. Reporting directly to the Associate Director of Residence Life, the Assistant Director assists in the development and implementation of a broad range of goals and objectives, which facilitate the management of departmental programs. The Assistant Director is responsible for coordinating the maintenance of all residence halls and other residential facilities. The position requires the development and implementation of policies and procedures for the operation of residence halls, including the supervision of residence hall staff. This position is subject to the evaluation of the Associate Director and the Director of Residence Life. The successful candidate will be expected to have at least two years of related experience or a combination of experience and education. The candidate will also be expected to have strong written and oral communication skills.

A comprehensive public university, William Paterson University comprises an internationally engaged and diverse faculty; state-of-the-art information and communication technology; and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student/teacher ratio (12:1) and a enroll class size (12:1). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

RESIDENT DIRECTORS

Cleveland State University invites nominations and applications for the position of Associate Dean of Enrollment Services/University Registrar. The Associate Dean plays a key role in the matching of goals and objectives of the Division of Enrollment Services to the overall mission of the University. The Associate Dean is a member of the Enrollment Services Management Team. The Associate Dean is responsible for all aspects of student academic records management and the registration of all students. These duties will include registering students, scheduling courses, academic record maintenance, grade processing, transcript certification, transcript processing and implementation of academic policies. The position requires Knowledge of computers helpful and strong interpersonal, organizational, and written communication skills. Minimum starting salary is $32,511.27. A comprehensive benefits package is included.

The search process will not begin until the position is filled. Please forward letter of application including resume, salary history, and names of three references to: Patricia Whittemore, Associate Director, Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.

RESEARCH DIRECTORS (3 positions)

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 graduate resident assistant student assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 400-500 students. The Resident Director serves on various student life committees and coordinates a comprehensive educational programming effort in the area of residence hall programs. The Resident Director is expected to be available three to four evenings a week.

Bachelor's degree in business, educational administration or related area required. Master's degree in student development preferred. Three years of residence hall administration above the undergraduate level required. Knowledge of computers helpful and strong interpersonal, organizational, and/or written communication skills. Minimum starting salary is $28,746.12 with a comprehensive benefits package. Application deadline is February 15, 2003. Please forward letter of application, resume, salary history and names of three references to Mr. Patrick Power, Associate Director, Residence Life, Drawer H-3, William Paterson University, 300 Pompton Road, Wayne, N.J. 07470.
GEORGIA PERIMETER COLLEGE
(formerly DeKalb College)
An Associate Degree Graying College of the University System of Georgia

LIBRARIAN

Responsible for original and complex copy cataloging in a variety of formats, database maintenance, and authority control. May include some acquisitions responsibilities.

Master's degree in Library Science from an ALA-accredited program. Knowledge of OCLC, AACR2, LCSH, LC classification, MARC formats. Excellent interpersonal, organizational, and communication skills. Cataloging experience in an automated, academic library required.

Salary: $30,000 - Excellent benefits.

Starting Date: ASAP

Candidates should reference position number 90-109 and send the following as a single packet to the address below:

(1) a letter of interest, (2) a resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers).

Judy Chastin
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

Deadline: 6/11/99

ACCOUNTING
Tenure Track Position-Fall 1999
WESTERN CONNECTICUT STATE UNIVERSITY

The Anselm School of Business invites applications for an Assistant Professor position. A Ph.D. in accounting is preferred. Candidates must have 1-3 years of teaching experience. Candidates should apply by mailing a letter of application, a current curriculum vita, a description of teaching philosophy, and three letters of recommendation. Review begins September 1, 1999.

Deadline: September 1, 1999

VALENCIA COMMUNITY COLLEGE

The District Board of Trustees will consider the professional experience and accomplishments, character, and educational background of candidates. Leading candidates will demonstrate a strong record of achievement, including senior-level experience in a community college, other post-secondary institution, or business/industry government or non-profit organization.

Qualifications include:

- Integrity, judgment, ability, and the use of strong communication skills including the ability to listen and collaborate
- Strong commitment to fostering institutional diversity and access
- Ability to promote and enhance financial strength and act in an entrepreneurial manner
to develop a network of contacts with the community, education, government, business and industry, media, and other institutions for students
- Commitment to learning and supporting leadership initiatives and values consistent with those of Valencia.
- Understanding of the importance of technology as it relates to all areas of the institution
- Ability to identify the needs of the Central Florida community and respond appropriately and proactively to those needs
- Commitment to promoting economic development and meeting the teaching and educational needs of employers
- High energy level, strong sense of self-worth and a good sense of humor

APPLICATION PROCESS
- Interested applicants should submit a letter of interest, a current resume, a current vita, and three letters of recommendation to:

President Richard Hoover
CEA, One Valencia College, 1881 West State Road, Orlando, Florida 32892
Fax: 407-756-7020
E-mail: president@valencia.com

Deadline: June 30, 1999

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

STAFF RESEARCH ASSOCIATE/PROJECT ANALYST AND MANAGER

Three project staff associate positions at the Columbia University School of Social Work for studies of poverty, welfare reform, and social policy. Each staff associate will be responsible for data analyses, writing for research reports and publications and project administration. Qualifications: BA with four years' professional experience; masters in public policy, social work or related field preferred. Excellent written and verbal skills. Familiarity with word and data processing programs, experience with database software and ability to work independently. Submit applications by June 1, 1999 to: Director, Search and Recruitment, Columbia University School of Social Work, 521 W. 118th Street, New York, New York 10027.
ASSISTANT DIRECTOR OF ADMISSIONS

SUNY Empire State College in Saratoga Springs, NY seeks a full-time Assistant Director of Admissions. This person will manage the admissions operations process, coordinate a statewide admissions management system, and participate in the development and implementation of admissions policies and information systems. Duties include management of the admissions staff and coordination with other statewide locations. Must be detail-oriented, organized and willing to work in a highly automated, multi-task environment. Must demonstrate strong written, verbal, analytical and project management skills. Evening hours possible. Masters degree, experience in academic program administration or admissions required. Experience with COLLEGE system preferred. We seek a diverse pool of applicants and encourage women and minorities to apply. Application review to begin June 4, 1999 and continues until position is filled. Send letter and resume with names of 3 references to: Carolyn Jarmon, SUNY Empire State College, 1 Union Avenue, Saratoga Springs, NY 12866. AA/EEO

San Jose State University is seeking applications for the following position

ASSISTANT DIRECTOR FOR FACILITIES OPERATIONS (Administrator II)

University Housing Services  SRN #: EA99-007

Overview: Responsible for supervision of the custodial, grounds, and inventory control areas.

Responsibilities: Select, train, evaluate, and supervise up to 5 employees and indirectly supervise approximately 16 custodians, 4 groundskeepers and 1 gardener, including the coordination of the hiring and evaluation processes. Assist in administration of facilities long-range planning and development of all annual maintenance contracts and related budgets; develop and maintain an injury, illness & Prevention program; serve on various teams, perform other duties as assigned.

PHYSICAL AND ENVIRONMENTAL CONDITIONS: Office located in a multi-story building, accessible by elevator; work site includes areas that may not be wheelchair accessible; however, accommodations are available. Travel across campus to other offices and buildings and to the South Campus facilities required. May be required to be on-call.

QUALIFICATIONS AND EXPERIENCE: Equivalent of three years progressively responsible housing-related experience with a strong background in management, facilities administration and student affairs. Knowledge of management practices related to facilities operations, co-active bargaining regulations and procedures. Demonstrated ability to supervise and develop a staff of four permanent employees; manage a budget, work sensitively and effectively with students and staff, including the resolution of conflict among coworkers. Knowledge of the University's performance evaluation system and its impact on the career progression of employees. Must possess excellent verbal and written communication skills. This is a 12-month position with excellent benefits package. To apply, please submit application, resume, and names and addresses of three references to: Human Resources, San Jose State University, One Washington Square, San Jose, CA 95192-0118. Application deadline: May 30, 1999.

Head Women's Basketball Coach/Instructor

Eastern College, an evangelical Christian liberal arts college, welcomes applications for a Head Women's Basketball Coach and Health/Exercise Science Instructor position beginning Fall, 1999. The College is dedicated to a balanced approach to education through teaching, scholarship, service, and spiritual formation and to the development of undergraduate and graduate students for thoughtful and productive lives of Christian faith and service. The Eastern community celebrates diversity and encourages the holistic development of students, faculty, and staff. For more information about the College visit www.eastern.edu.

A Masters degree in exercise science or related field and college coaching experience are required. An earned doctorate is strongly preferred. A commitment to integrating one's Christian faith into the practice of teaching the discipline, a strong interest in teaching undergraduate students, and proven leadership and administrative abilities are essential.

Review of applications will begin immediately and continue until the position is filled. Interested and qualified candidates should forward a cover letter, current vitae, undergraduate & graduate transcripts, and at least three professional letters of reference to:

Eastern College
Human Resources
Attn: Women's Basketball Coach/Instructor
1300 Eagle Road
St. Davis, PA 19087-3694

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THE LAKE UNIVERSITY
OUR LADY OF THE LAKE UNIVERSITY

DEAN
School of Business

Our Lady of the Lake University of San Antonio invites nominations and applications for the deanship of the School of Business.

Our Lady of the Lake University is a Catholic, comprehensive university that has been growing significantly for the past several years.

- Currently enrollment in bachelor, master, and doctoral degree programs stands at 3,523, of which a full 40% are School of Business majors.
- The ACBSP accredited School of Business is aggressively exploring and implementing innovative approaches to learning in providing educational opportunities to all.
- The School of Business offers undergraduate degrees in accounting, computer information systems, electronic commerce, management, marketing, and human resources.
- The weekend program, with locations in San Antonio, Houston, and Dallas, offers an MBA in health care management and an MBA in electronic commerce management as well as specializations in management, finance, and international business. The primary focus of the weekend curriculum is to provide both graduate and undergraduate level courses and educational opportunities to adult employed students who desire to enhance their career opportunities.
- Further information regarding the mission and history of Our Lady of the Lake University is available at our website: www.ollusa.edu

Candidates for the deanship should possess either a strong academic background with an earned doctorate in a business with top-level management experience. The dean should understand and affirm the University's collegial character and its emphasis on an inclusive and culturally diverse student body.

Letters of application, including a detailed curriculum vitae should be sent to:

Dean Search Coordinator
School of Business
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio, Texas 78207-4689

All replies will be kept in strict confidence.

Our Lady of the Lake University seeks employees who are committed to the values of Catholic higher education. Our Lady of the Lake University is an Equal Opportunity Employer. It encourages applications from women and minorities

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EDUCATION

The Community College of Baltimore County at the Essex Campus invites applicants for the following anticipated tenure-track (3 one-year contracts followed by multi-year contracts), ten-month faculty positions. Available Fall 1999. All positions require demonstrated proficiency in a Learning College environment.

- **MATHEMATICS**: Seeking a faculty member to teach a variety of courses ranging from developmental mathematics through calculus and computer science. Required: Master's degree in mathematics or Master's degree in computer science and Bachelor's degree in mathematics; strong verbal and written communication skills; experience with the use of technology in teaching mathematics; and demonstrated ability to present mathematical concepts in a lucid and effective fashion. Attention: Division Search Committee, Division of Science and Mathematics.

- **BIOLOGY**: Seeking a faculty member to teach introductory biology and at least one of the following: anatomy and physiology, botany, microbiology and zoology. Required: Master's degree in a biological science and experience teaching biology at the college level; demonstrated strong oral and written English communication skills; demonstrated commitment to the field of biology. Prefered Ph.D. in a biological science. Attention: Division Search Committee, Division of Science and Mathematics.

- **CHEMISTRY**: Seeking a faculty member to teach introductory chemistry and at least one of the following: inorganic chemistry, general chemistry, or introductory organic chemistry. Required: Master's degree in chemistry; experience teaching chemistry at the college level; flexibility to teach day and evening classes; strong oral and written communication skills; demonstrated commitment to the field of chemistry. Preferred: Ph.D. in chemistry. Attention: Science Division Search Committee, Division of Science and Mathematics.

- **ESOL SPECIALIST**: Seeking faculty member to teach ESOL composition, and developmental writing courses in learning centered environment. Required: Master's degree or equivalent in ESOL. Preferred: Experience in composition and/or developmental writing. Attention: Division Search Committee, Division of Humanities and Arts.

- **VOICE INSTRUCTOR AND DIRECTOR**: Seeking a faculty member to teach studio voice. Coordinate vocal ensembles, coordinate departmental vocal program, teach classes as needed, and recruit for department. Required: Master's degree in music; significant documented experience as performer and teacher of voice in classical and popular styles and as a director of ensembles. Attention: Division Search Committee, Division of Humanities and Arts.

- **CRIMINAL JUSTICE**: Seeking a faculty member to teach introductory courses in criminal justice, criminology, parole & probation, and victimology. Required: Master's degree with work experience in the field and experience teaching criminal justice at the college level; demonstrated strong oral and written English communication skills; demonstrated commitment to advancing criminal justice education. Willingness to teach at different campuses and academies. Preferred: Ph.D. in criminal justice with full-time college teaching experience. Attention: Division Search Committee, Division of Business and Social Sciences.

- **EARLY CHILDHOOD EDUCATION**: Seeking faculty members to teach a diversity of education courses with an emphasis on early childhood education. Required: Master's degree in Education with a background in child growth and development and preschool education. Three years classroom teaching experience and/or training of adult learners in that area. Attention: Division Search Committee, Division of Business and Social Sciences.

- **COMPUTER INFORMATION SYSTEMS**: To teach courses in COBOL, Systems Analysis and Design, Visual Basic, Microsoft Office and Networking. Required: Bachelor's degree; minimum two years teaching exp. in computer programming, documentaion, etc. Exp. in COBOL Visual Basic and Systems Design. Exp. in Learning College environment preferred (Permanent Position).

- **COMPUTER INFORMATION SYSTEMS**: To teach courses in Computer Literacy and Microsoft Office. Required: Bachelor's degree; minimum two years teaching experience. Exp. in Learning College preferred (Temporary Position).

- **HEALTH**: Seeking a faculty member to teach health, wellness, community health, nutrition and sexuality classes. Applicant's voice should demonstrate integration of knowledge in health and human performance. Applicant's under consideration will be asked to present a teaching demonstration. Required: Master's degree or equivalent with significant course work in Health or Allied Field. Attention: Division Search Committee, Division of Allied Health and Human Performance.

- **FITNESS**: Seeking faculty members to teach individual and team sports, rhythmic activities, aqua exercise, and other fitness classes. Applicant's voice should demonstrate integration of knowledge of health and human performance. Applicant's under consideration will be asked to present a teaching demonstration. Required: Master's degree or equivalent with significant course work in Fitness, Human Performance and/or related field. Attention: Division Search Committee, Division of Allied Health and Human Performance.

The teaching load for full-time faculty is fifteen contact hours, a minimum of five office hours and 2.5 hours of college service per week.

Applicants should submit a letter of interest, indicating the specific position, which addresses the requirements of the position; a comprehensive curriculum vitae, copies of all graduate transcripts and the names, addresses, and telephone numbers of three work-related references. Additional documentation, including references, will be required after review of the initial materials. Candidates selected for an interview should anticipate presenting a mini-lecture utilizing an application or educational technology presented in the main field as part of the interview process. Official transcripts are required prior to employment. For best consideration submit your application by June 18, 1999 to:

The Community College of Baltimore County

Essex Campus
7201 Rossville Boulevard
Baltimore, MD 21237-3855

E-mail: jobs@ccbc.cc.md.us

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Wabash Valley Region

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Ivy Tech State College is seeking a dynamic and visionary leader to serve as Chancellor in west central Indiana (Wabash Valley Region).

Ivy Tech State College is Indiana's third largest public post-secondary institution with 22 campuses located throughout the state. Ivy Tech will enroll over 70,000 students statewide this academic year and offers the Associate of Science and Associate of Applied Science degrees. Technical Certificates, industry and skill-specific certifications, and business, industry, and apprenticeship credit and non-credit training.

The Ivy Tech system is administered by a President within the policies established by a state board of trustees. Each geographic region of the state (typically 4 to 8 counties) is administered by a Chancellor, who serves as the Chief Executive Officer of the campus and who meets regularly with and receives advice, counsel and direction from a regional board of trustees.

The Chancellor provides the vision, planning and leadership to assure that the educational and training needs of the students and employers in the 8-county Wabash Valley region are met. The Chancellor will provide executive oversight for the deans and directors assigned to the academic affairs, student affairs, business affairs, human resources, facilities management, public relations, business and industry training, and development functions of the regional administration. The Chancellor will establish and maintain a positive presence in the academic, business and service communities and provide personal leadership in the development (fund-raising) efforts of the College.

Qualifications:

A Master's degree in education, public administration or a related field is required. A Doctorate and previous post-secondary teaching experience are preferred. Position requires substantial leadership experience, preferably in a post-secondary educational environment. Candidates should be able to demonstrate on their resume a career of progressively more responsible positions. Prior experience with fund-raising a plus.

The successful candidate will be a visionary, have strong interpersonal skills, a collaborative working style and the ability to effectively interact with faculty, staff, students, trustees, state and local college administrators, legislators and the general public. Candidates should also demonstrate experience in working with local community and economic development entities.

Ivy Tech offers a comprehensive compensation package, including TIAA-CREF. To apply, submit a resume and a letter of application that describes your philosophy about the role of the technical college in the continuum of higher education opportunities, and three current letters of reference. To ensure consideration, please submit your application materials by May 31, 1999 to:

Mr. John Adkens
Director of Regional Affairs
Ivy Tech State College
7999 Highway 41 South
Terre Haute, IN 47802

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I POINT FINAL!

GOING WHERE WE HAVE TO GO

Last year I was asked to be the keynote speaker at the Forum for Diversity in Graduate Education being held in San Francisco. The conference coordinators hoped that I would present a reasoned answer to the question, "Who go on to graduate school?" My audience included some of California's brightest college students whose ethnicities are very much underrepresented in graduate schools.

It wasn't an easy question to answer. While I would have liked to tell them clearly and unequivocally that they should pursue graduate work, the truth is that I, like many other Latinos, let the world define my choices and path in life for a fairly long time before I finally discerned my own desires and choices. My path was more circuitous than linear, reminding me of the repeated line in a poem by the late Theodore Roethke, "I learn by going where I have to go."

As I again contemplate the question about graduate school, I realize that higher education in general, and the role of professors in particular, face the same circular path of learning by going where they need to go. Responding to both external and internal pressures for change, due in large part to the demand for access, higher education is faced with having to assess its role in the current and future environment, and adapt to new directions. And one clear direction that is emerging is toward the primacy of teaching and of educating future professors to teach. This shift will have a profound impact on the research model as the primary vehicle for training and preparing future faculty.

It has been estimated that the world store of information doubles every seven years. Imagine what such a statistic means to an institution like CSU-San Marcos that is approaching only its 10th anniversary, and how our young professors must be constant, fast-paced learners or risk being left behind in yesterday. The traditional role of the professorate is being challenged, not only by the pace of information but also by challenges to reinvent itself and make teaching more of a goal in graduate training.

Traditionally, the triad of teaching, research, and service has been at the heart of the profession. Depending on the type of institution, research or teaching is emphasized, one more than the other. However, the research endeavor has always been viewed more positively, and research institutions have been at the top of the academic hierarchy.

Today we are witnessing at all types of institutions a movement away from the primacy of research toward the emphasis on teaching. A recent report from the Carnegie Commission called for a much higher priority for teaching at the undergraduate level and recommended that faculty be rewarded for outstanding teaching on a level equal with cutting-edge research. Included in the findings were items for revitalizing the freshman-year experience, reducing class size, better utilizing technologies for students, and providing mentors for all students. Realistically, research institutions represent about 5 percent of the universities where graduate students will be hired after their Ph.D. The vast majority of the positions that are available in academe are at non-research institutions such as my own. The movement toward the emphasis on teaching at all types of institutions cannot come soon enough.

Why the push for these and other changes? The purpose is to guarantee a quality undergraduate education for all students. The primacy of teaching is especially critical for Hispanics. Consider the relative sizes of university systems in California alone. The California State University system my university is a part, educates more than 75,000 Hispanic students each year, compared to only 20,000 by the University of California system. Those statistics indicate that the majority of doctoral graduates will find jobs not in research institutions but in large university systems like the CNSL, where teaching is the primary focus. As we draw faculty from research universities, the quality of instruction for our students will depend in large part on a renewed focus to train future professors to teach well.

I told the prospective graduate students in my speech a year ago to seek out mentors or role models at the undergraduate level in preparation for advanced study. I noted that "they don't have to look like you; they just have to believe in you." The reality is that for a long time to come, the odds are quite high that their role models won't look like them. But for the short run, we can at least ensure that they will bring strong teaching to institutions like the CNSL. That can only result in more Hispanic students choosing to pursue graduate study and reinforcing new ideas for making teaching a focal point in addition to engaging in research and scholarly activities.

If done correct, these changes will bring about an educational system that is more responsive and better suited to the changing faces and needs of students. To matter their background. Donald Kennedy, former President of Stanford University, has written that higher education is recognizing that academic freedom, the cornerstone of the modern university, has as its counterpart academic duty. This implies that the Academys must be responsive to the needs of its students. The long-term results of this will make higher education more accountable for what it does and how it is done and will benefit Hispanics at all levels of academic.
SCOPING MEDICAL CAREERS

THE HISPANIC OUTLOOK IN HIGHER EDUCATION
ASSOCIATE DEAN FOR TECHNOLOGY AND RESEARCH

Borough of Manhattan Community College of the City University of New York seeks applications for the position of Associate Dean for Technology and Research. The Associate Dean will report to the Vice President of Academic Affairs and have managerial, planning, and fiscal responsibilities for all aspects of academic technology and research at the college. The Associate Dean will be responsible for innovation, advancement, and short and long range implementation in the areas of technology and institutional research. The Associate Dean will supervise the directors of instructional technology, media center and institutional research. Workload and faculty, the Associate Dean will develop the program and provide guidance and instruction on the use of instructional technologies in classrooms and labs. The Associate Dean will perform other duties as assigned by the Vice President of Academic Affairs.

An earned doctorate in an appropriate or related field, a demonstrated record of distinction in college teaching and research, and a successful record of grant funding are required. A minimum of five years of higher education leadership with broad technical knowledge relative to both academic and administrative computing is required. Candidate must be visionary and possess excellent oral and written communication skills and budget and financial management experience. Candidate must also have the ability to work with support personnel who provide academic technology support and research services for the instruction in all academic programs and departments. Salary: $82,050 A - $102,749 A. Vac #770

ASSISTANT DIRECTOR OF FINANCIAL AID (Higher Education Associate)

Serves as the Assistant Director, assuming responsibility for the program in the Director's absence. Manages the day-to-day administrative operations of the program for optimal efficiency and student service; in concert with the Director, plans, designs and implements operations, policies, procedures and compliance activities; responsible for the coordination of the office services with College and University offices and programs; supervises, train, train, and monitor staff and manage computer operations including the design and implementation of mainframe and PC support systems; coordinate systems activities with College and University data centers. BA degree required. Master’s degree preferred. Familiarity with financial aid and experience in a progressively responsible position. Demonstrated commitment to student-centered services. Extensive knowledge on and experience with electronic processing and the application of technology to financial aid administration particularly in the design and implementation of mainframe and PC systems. Familiarity with federal and state financial assistance programs. Excellent written and oral communication skills. Must possess strong administrative and leadership skills. Ability to respond to competing priorities and deadlines in a dynamic environment. Salary: $40,123 A - $64,306 A. Vac #769

ACADEMIC ADVISORS (Assistant to Higher Education Officer)

As a member of the Department of Advisement and Counseling, the successful candidate will report to the Director and will work with faculty, student affairs and other College officers to deliver coordinated academic advising and advising services to a diverse urban community college student population. The selected candidate will be responsible for large groups of students on an individual basis and will conduct developmental pre-enrollment workshops and programs. The position requires occasional evening hours and may also include some weekend programs for new and continuing students. Bachelor’s degree and two years experience in higher education counseling/advising required. Master’s degree in Counseling or Student Personnel preferred. Experience with registration orientation programs, knowledge and experience in word processing, technology, study skills and excellent written and oral communication skills. Salary: $25,796 A - $47,337 A. Vac #771

DIRECTOR OF PUBLICATIONS (Higher Education Associate)

Management of the Office of Publications. Provide leadership and direction in development of a preeminent electronic and print media image for the College. Oversee the design and printing of all college publications, including college web-site using a computer desktop publishing system. Maintain, edit, and maintain publication guidelines and protocols for the College. Supervise staff. Manage budget and bid process for all college publications and advertising. Bachelor’s degree with a minimum of three years experience required. Excellent written and oral communication skills. Ability to work in a diverse college environment. Computers and desktop publishing experience essential. Salary: $40,173 A - $64,266 A. Vac #772

ADMISSIONS COUNSELOR/RECRUITER (Assistant to Higher Education Officer)

Serves as a recruiter for high school, community and corporate agencies; evaluates transfer credits; supervises the processing of admissions applications and requests for materials and counseling students. Minimum of 18 hours with two years experience. Familiarity with outreach or recruiting community college programs and communities. Excellent written and verbal communication skills and commitment to urban students are required. Schedule includes some weekends. Salary: $25,796 A - $47,337 A. Vac #773

INSTRUCTIONAL COMPUTER SERVICES COORDINATOR (Higher Education Assistant)

Reports to the Director of the Learning Resource Center. The Coordinator is responsible for the user computer support services. Leads training workshops for staff, students and tutors, develops training materials, lab procedures and equipment, and maintenance for the Learning Resource Center's instructional computer labs. Supervises assigned staff, manages and maintains database and report generation functions; and interacts with faculty on methodologies, instructional materials, and services for students. Bachelor's degree in Computer Science or a related area; four years of full-time relevant work experience; preference given to individuals with strong programmer skills and good supervisory or management skills. Knowledge of operating systems is required. Experience with instructional technology a plus. Evenings/Saturdays teaching may be required. Salary: $30,829 A - $57,099 A. Vac #735-A

FULL-TIME TEACHING POSITIONS • INSTRUCTOR OR ASSISTANT PROFESSOR

MEDICAL-SURGICAL NURSING

MATERNITY AND CHILD HEALTH NURSING

Bachelor's degree in Nursing clinical specialization, fifteen (15) related credits beyond Master's degree required. Professional license required. Student Workload Hours: 36. Experience in obstetrics and gynecology preferred. Salary: $38,480 A - $57,099 A. Vac #773

PHYSICAL/ENGINEERING

Teach: physics, electrical engineering and computer methods. Develop: electrical engineering lab. Help: coordinate multiple sections. Vac #778

PHYSICS/ASTRONOMY

Teach: physics, astronomy and computer methods. Help: supervise the labs and coordinate multiple sections. Vac #777

ORGANIC CHEMISTRY/BIOCHEMISTRY

Teach: organic chemistry and general chemistry. Oversee: organic chemistry lab. Knowledge or interest in application of organic chemistry to biological and health science desirable. Full-time, extra-curricular and professional activities expected. Ph.D. preferred. College teaching experience required. Vac #778

PSYCHOLOGY

Teach a range of courses in following areas of Psychology: Introduction Developmental Social Child Personality, Abnormal. Gender Studies. Vac #779

SOCILOGY


ANTHROPOLOGY

Teach and develop a range of courses in Anthropology. Doctorate. B.A. preferred. Knowledge of instructional technologies an asset. Knowledge of instructional technologies an asset. Minimum of three years teaching experience required. Vac #781

ELECTRONIC RESOURCES LIBRARIAN

Coordinate electronic resources, including libraries website, CUNY, search engines and print service. Assist in development of virtual library. Liaison with campus instructional technology departments and CUNY Computer Center. Evaluate and maintain electronic resources and participate in the creation of virtual resources and in resource guides. Knowledge of HTML required, experience in ILTS, network, library and learning systems preferred. ILTS required for instructor and instructor for all assistant professor rank. Minimum of 2 years professional library experience required. Vac #782

SPANISH

Teach all levels of language and surveys courses in literature. Commitment to current language teaching techniques and technology. Participation in scholarship, activities college and departmental activities essential. Ph.D. preferred. B.A. considered. Vac #783

MATHEMATICS

Teach: Mathematics courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantsmanship. Service to college and department. College-level teaching experience required. Experience in one or more of the following preferred: graphing calculator function of computer lab, life science, computer-based learning, software development, grant proposal writing, curriculum development, and/or innovative pedagogy. Ph.D. in Mathematics or Mathematics Education is preferred. Vac #784

ETHNIC STUDIES

Teach courses representing the Social Sciences and Literature of the Caribbean. Ph.D. in a field of Caribbean Studies and teaching experience required. Vac #785

HEALTH INFORMATION TECHNOLOGY

Teach: range of Health Information Systems courses. Masters degree. B.S. in computer science required for Instructor. Vac #786

COMPUTER INFORMATION SYSTEMS

Teach range of computer courses including object-oriented programming, telecommunications systems, database management, etc. Vac #787

SALARY:

Instructor: $29,409 A - $44,533 A
Assistant Professor: $32,682 A - $55,830 A

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Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, New York 10007

B.S. Verification Required. No phone calls please.

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Binge Drinking Must Be Stopped

By Gustavo A. Mellander

For the past several years, many higher education leaders have been concerned about binge drinking at our colleges and universities. Although studies do not exist, as yet, on how many Hispanics are involved in this practice, there is no reason to believe that they are any less involved than the majority population.

We are not talking about a few drinks on a Friday night, nor even a fraternity beer blast of years gone by. We are not talking about social drinking as a rite of passage that for some will be anything but harmless.

We refer to irrational, deadly behavior—behavior that reflects either woeful ignorance or willful stupidity.

Binge drinking means excessive drinking by college men and women. It means not only drinking to inebriation but drinking to oblivion.

Binge drinking means ingesting as many as twenty-four or more cans of beer in an hour or so. Or chugging a half a fifth of hard liquor. Encouraged and egged on by their classmates, many pass out. Some, as drunk as they are, get into automobiles and drive away. Serious life-changing, death-dealing accidents have ensued.

Others have fallen to their deaths from roof tops or dorm windows. Some have died of alcohol poisoning.

There is another hidden problem. Given the realities of youthful exuberance and the times we live in, drunkenness can lead to other deadly outcomes. Promiscuous, unprotected sexual activity in our age can lead to HIV infection, dehydration, and ultimately death.

A National Problem

Finding a way to curb binge drinking is a problem faced by all college administrators and teachers. It is not a matter of preaching morality; it’s a matter of saving lives.

Last year, the problem had alarmed so many administrators that Stanley O. Steenbrey, president of the American Council on Education (ACE), decided to launch a nationwide campaign to try to stem binge drinking.

He wrote an open letter to every president highlighting the alcohol-related deaths of college students. He urged them to redouble their efforts to end the scourge.

The issue had already been a subject of substantial discussion at the national meetings of ACE, Association of American Universities, AASCU (American Association of State Colleges and Universities), and NASULGC (National Association of State Universities and Land-Grant Colleges), and was the focus of a panel discussion at ACE’s annual meeting.

The ’80s and ’90s

The problem has bedeviled administrators throughout the 1980s and ’90s. According to the widely circulated 1995 report by the Commission on Substance Abuse at Colleges and Universities, binge drinking among college students has sharply increased in the last 20 years.

Binge drinkers pay a price. The students targeted in the 1995 report were found to perform more poorly academically, to be subject to more disciplinary sanctions, and to engage in such high-risk behaviors as driving under the influence of alcohol and having unprotected sex.

Washington Reacts

In the same period during which binge drinking increased significantly, Congress adopted a series of measures aimed at restricting alcohol abuse among young adults.

In 1984, Congress adopted the National Minimum Drinking Age Act, which withdrew federal highway funds from any state that failed to adopt and enforce a minimum drinking age of 21. Every state was in compliance within two years.

Alarmed by reports of commuting alcohol abuse by college students, Congress then passed the 1989 amendments to the Drug-Free Schools and Communities Act, amendments that required every college and university to adopt and enforce a program for prohibiting alcohol use by students under 21 years of age.

Additionally, among the requirements of the Campus Security Act of 1990 is the stipulation that annual campus security reports include statistics on alcohol-related incidents and policy statements regarding alcohol education programs.

Two Useful Reports

What can a college administrator do? Where can she or he turn for information?

In 1998, the Higher Education Center for Alcohol and Other Drug Prevention formed the Presidents’ Leadership Group to develop a set of policy recommendations to address the problem of underage and dangerous drinking.

The group’s report, Be Vocal. Be Visible. Be Visionary., was mailed to ACE’s membership last year. It is a good starting point. The authors built their recommendations around three key ideas:

1. Be Vocal. College presidents should openly and publicly acknowledge that alcohol and other drug abuse problems exist. They should announce that the institution is going to address the problem.

2. Be Visible. College presidents should take an active, public stand on alcohol and other drug issues. Expectations and standards should be clearly conveyed to all. They should remember that they serve as a role model to other senior administrators, faculty, and students. Their words and actions carry weight.

3. Be Visionary. College presidents should make alcohol and other drug abuse prevention a central part of their institution’s strategic plan. Alumni and parents should be enlisted to help.

Another helpful report is “Promising Practices: Campus Alcohol Strategies,” by David Anderson and Gail Gleason-Milgram. It highlights pragmatic and sensible successful programs already in place at colleges throughout the nation.

We can all think of situations at our institutions when some of our Hispanic students have been enticed into drinking too much. Steps must be taken to help them. As Hispanics are finally finding their way into higher education, we must mobilize so that their bright futures are not cut short.

Dr. Mellander is a professor at George Mason University.
The Triple Whammy: Hispanics in Allied Health Careers

Remedies from Southwest Texas State

By Rumaldo Z. Juárez, Ph.D.

Hispanic and in allied health is indeed a "triple whammy." We are underrepresented in the ranks of allied health practitioners (especially in our own Hispanic communities), severely underrepresented in the student population preparing for careers in allied health, and almost nonexistent in the ranks of higher educational institutions. That's the bad news.

The good news is that considerable momentum is developing throughout the higher educational continuum, from community colleges to health science centers and four-year universities and colleges, to address this underrepresentation. This momentum is largely reinforced by programs being put in motion by both public, private, and community-based organizations and by professional associations such as the Texas Society of Allied Health Professions and the National Association of Schools of Allied Health Professions.

For example, beginning in Fiscal Year 1999, the Bureau of Health Professions of the Health Resources and Services Administration (HRSA) in the U.S. Department of Health and Human Services is requiring grantees to provide outcome data that address the Bureau's four cross-cutting goals:

- Promote a health care workforce with a mix of the competencies and skills needed to deliver cost-effective quality care (increase the number of schools/programs with culturally appropriate curricula).

- Support educational programs' ability to meet the needs of vulnerable populations (increase the number of faculty and trainees in settings serving underserved areas, low-income populations, and/or high-risk populations).

- Improve cultural diversity in the health professions (increase the number of minority faculty and the number of minority/disadvantaged graduates in health professions).

- Stimulate and monitor relevant systems of health professions education in response to changing demands of the health care marketplace (increase the number of...
schools/programs with active partnerships or cooperative working agreements with public and private community-based organizations, such as managed care sites, rural health organizations, community health centers and others.

Numerous programs funded by HRSA under the Health Careers Opportunity Program are assisting minority and disadvantaged students (e.g., those from low-income families, rural areas, and the underrepresented Health Professional Service Area) to pursue these types of programs in community colleges, health science centers, universities, and four-year colleges. A few of these programs are targeting students in high school, and others are targeting students in community colleges who might be interested in pursuing a four-year or more advanced degree.

Two shining examples in Texas of community-based programs targeting minority and disadvantaged students are the Center for Health Policy Development, Inc. (HCOP funded) and the Mexican American Physicians Association (privately supported). Both are extremely effective in grassroots work with high school students and their parents from the barrios of San Antonio. What makes them unique, besides a committed and dedicated staff and corps of community volunteers, is their credibility and reputation in the community and the bilingual/bicultural approach in working with the students, their parents, their school teachers, and their counselors.

After providing students with a curriculum that contributes toward enhancement of self-esteem, awareness of the various health professions careers, development of testing skills, information about financial aid, and knowledge about how to access the various health professions programs in the state, they close the loop by helping them pursue a college education.

Both programs have a working relationship with the School of Health Professions at Southwest Texas State University in San Marcos. They also have access to a rich network of other higher educational institutions in San Antonio that offer programs in the health professions, such as the University of Texas Health Science Center at San Antonio, Our Lady of the Lake, San Antonio College, Palo Alto College, St. Philip’s College, Alamo Community College District, and the University of the Incarnate Word.

Southwest Texas State University (SWT) itself has an HCOP program, now in its fourth year. Its purpose, under the direction of Dr. Ruth B. Welborn, associate dean of the School of Health Professions, is to facilitate the transfer of minority and disadvantaged students from health professions programs in community colleges to one of several baccalaureate programs in health professions offered at SWT. In particular, the allied health professions targeted by this program are respiratory care, health information management, and clinical laboratory science.

SWT collaborates closely with Austin Community College, Laredo Community College, Palo Alto College, San Antonio College, Southwest Texas Junior College, St. Philip’s College, and Blinn College. Eligible students are those who have completed one year at their community college.

During the summer after completing their first year in the community college, students attend a six-week residential program at SWT and then return to their community college to complete their sophomore year. Participants who complete both the summer program and their sophomore year are guaranteed admission to the health professions program of their choice.

Once again, programs such as these are successful because of the committed staff that directs them, the strong support and commitment they receive from the respective institutions administration, and the desire by community colleges to see their students go on to earn baccalaureate degrees that will benefit not only the graduate but the patients and the communities they will serve.

In addition to publicly supported programs, there are those sponsored by private foundations. This year a consortium of foundations announced its 1999 request for proposals “to address the longstanding underrepresentation in the health professions of certain racial/ethnic groups, especially African Americans, Hispanics, and Native Americans.” This initiative “challenges schools of the health professions to develop educational partnerships with undergraduate colleges, community colleges, local high and middle schools, and community groups that improve student performance by systematically developing their academic skills and interest in careers in the health professions.” (Project 5000 by 2000 Health Professions Partnership Initiative 1999). The foundations involved are the W.K. Kellogg Foundation, the Robert Wood Johnson Foundation, the Association of American Medical Colleges, and the Association of Schools of Public Health.

Currently, the Southwest Texas State School of Health Professions has approximately a 33 percent minority enrollment, most of whom are Hispanic.
Despite opportunities and successes such as these, there remains a lot of ground to cover before we can begin to realize a better representation of Hispanics.

Today, Hispanics represent about 11 percent of the total U.S. population but only about four percent of the nationwide enrollment in health information management, eight percent in clinical laboratory science, and eight percent in respiratory care. Less than three percent of the physical therapists in the country in 1994 were Hispanic, and the proportions in occupational therapy aren’t much better. These statistics are only the tip of the enchilada. Other professions, such as nutrition analysis, speech/language pathology and audiology, physician assistant, health administration, radiation therapy, dental hygiene, and long-term care administration, have such minimal representation that percentages cannot even be calculated.

It stands to reason, then, that if the representation is low in our enrollments, what will follow is underrepresentation of Hispanic allied health practitioners in our communities and, even worse, almost no representation in the ranks of higher education. We can expect that these figures will either get worse before they get better or, at best, stabilize for a while at a level that might seem stagnant.

Several factors support this prediction. Court rulings such as Hopwood in Texas will no doubt slow the momentum and make recruitment more difficult in some states of the Southwest. Managed care is certainly playing havoc with both the training needed by the new cohorts in health professions (that is, a trend toward multi-skill training) and the job redistribution effects in terms of geography and type of health care setting for practice. Also, in recent years, we have begun to see a “degree creep” phenomenon in which the entry-level degrees in several areas have moved from the one-year certificate to the associate degree, from the associate degree to the baccalaureate degree, from the baccalaureate degree to the master’s, and from the master’s to the doctorate. What are the implications for Hispanics in this regard? It means that fewer will get into some of these professions, at least for a few years, until there is an adjustment to the new requirements.

But these are merely lumps in the atole (hot cereal). They are destined to dissolve, and there will eventually be a smooth serving.

Will it get better in the future? Of course it will, but it will be a very slow and gradual process and will require considerable long-term commitments by state and federal agencies, institutions of higher education, allied health professional associations, and accrediting bodies, and it will require lots of information dissemination. Information has to be very widely and loudly spread so that all will hear. Most of all, I believe that it will require a different approach to recruitment, modeled after what community-based organizations like the Center for Health Policy Development, Inc. and the Mexican American Physicians Association in San Antonio are doing. They are working with both the students and the parents at the community and middle school and high school levels.

It is my contention that one of the major reasons Hispanics are poorly represented in the allied health professions is that our families don’t know about the exist-
tence of these health professions and their indispensable role in the health care system, and our families lack of knowledge about the salaries and rewards that these professions have.

The minimum starting salary for a clinical lab scientist (medical technologist) in 1997 was $26,033. The median salary was $35,100. Health information managers had an average salary of $51,200 in 1996, and those having advanced training earned even more. Health service administrator salaries vary by size of the facility. In 1997, ISAs of small group practices were averaging $56,000, and those in large practices were averaging $70,000. Also in 1997 the majority of hospital CEOs earned more than $90,500. Administrators of long-term care facilities earned an average of $69,500 in 1996. Speech-language pathologists just starting their careers in 1997 were averaging $35,000. During the same year, audiologists were averaging $42,700, with those in private practice generally earning more than those in salaried positions. Physical therapists in 1996 averaged $40,300, with those employed in hospitals and medical centers averaging about $48,000.

So, how about it? Are these good careers or not? You bet! Are they secure and rewarding careers? You bet! Would I want my son or daughter to go into them? You bet!

For years we have been wanting our sons and daughters to become physicians and dentists and were lured by the aura and status given to these professional degree-holders. Pre-med majors continue to enroll by the dozens, and many aspiring and ill-advised Hispanic high school scholars are drawn to the glory of the white coats. Uninformed parents or those who did not achieve their own dreams continue to force their aspiring children into becoming a “doctor” or “doctora,” not realizing that there is another rewarding world in the health professions that is just as indispensable as the physician, and that is the allied health professional.

At Southwest Texas State University, we are fortunate to have an HCOP program that is helping to recruit minorities and other disadvantaged students into several of our allied health programs, and we also are fortunate in the success we have been having in attracting these types of students in general. Currently, the School of Health Professions has approximately a 33 percent minority enrollment, most of whom are Hispanic. This success did not just appear overnight and without some intervention and commitment. The department and program chairs are aware of and sensitive to the under-representation of minorities in their professions and have committed themselves to improving representation. Such efforts will succeed, however, only if the entire administration is behind it. A testament to this being the case at SWT is clearly reflected in one of the four goals of the institution’s Strategic Plan for the next four years: To recruit, retain and maintain a faculty and staff workforce that is representative of the diverse stakeholders in the state.

Students desiring information about health professions programs offered at SWT can visit our website at www.southwest.edu. For those desiring information about a school of health professions in their state, visit the website of the Association of Schools of Allied Health Professions at www.assoc.org.

Doctor Juárez is a professor and dean of the School of Health Professions, Southwest Texas State University, San Marcos, Texas.
Prescriptions for More Hispanic Doctors

By Amalia Duarte

Medical school is tough. But it can be even tougher for young Hispanics who are often the first in their families to pursue higher education—let alone to aspire to complete the years of training required to become a physician. Faculty members at the University of Texas Health Science Center at San Antonio have seen Hispanic medical students wrestle with emotional and psychological difficulties.

The prognosis for Hispanic medical school students should start to improve in the near future, thanks to the efforts of two nascent organizations that are gearing up to boost the number of Hispanic physicians in the United States.

The National Hispanic Medical Association (NHMA) and the Hispanic-Serving Health Professions Schools are out to give Hispanic students a double dose of support. Formed three years ago, the Hispanic-Serving Health Professions Schools has a new president, Dean Ruy Lourenco of the New Jersey Medical School, and a new executive director, Dr. Elena Ríos, both of whom are trying to refocus and reenergize the organization. And there would seem to be lots of opportunities for this group to work with NHMA, especially since Dr. Ríos is the executive director of both organizations.

The challenges faced by these two groups, however, are growing. On one hand, the nation’s Hispanic population is rapidly increasing due to immigration and a higher-than-average Hispanic birth rate. Early in the next century—some prognosticators say as early as 2010—Hispanics are expected to surpass African Americans as the largest minority group. Yet currently, just four percent of the nation’s doctors are Hispanic, and the number of Hispanics in medical schools has dropped, thanks to assaults on affirmative action.

Adding to the problem is the situation in which Latin American physicians who emigrated from places including Cuba and the Dominican Republic in the ’50s and ’60s are moving into retirement, with fewer young immigrant doctors to replace them.

“The older-generation doctors in our communities are starting to retire, and it’s harder for foreign-born doctors to get in now,” said Dr. Ríos. “It’s much more difficult.”

Faced with this crisis, both NHMA and the Hispanic-Serving Health Professions Schools are hoping to produce U.S. born Hispanic doctors at higher rates.

Established in 1994 to address the interests and concerns of the nation’s 26,000 licensed Hispanic physicians and 1,800 medical faculty, NHMA recently has launched a number of programs aimed at helping Hispanic medical students. In Texas, for example, a pilot mentoring program is pairing Hispanic doctors-in-training with local Hispanic physicians. The program, which just got off the ground in January, is under the auspices of the NHMA.

“We would like to develop a national program where we match Hispanic medical students with Hispanic physicians or physicians who are experienced in treating Hispanic patients,” said Dr. Ríos.

“Hispanic medical students, overall, don’t have doctors as role models within their families. They usually are not the sons and daughters of doctors. We need to encourage them to develop their own potential and understand they have lots of career options.”

A second mentoring program is planned for Massachusetts General Hospital, where they will work with students from medical schools in the greater Boston area, including Harvard and Tufts. The mentoring program seems particularly needed in Texas since the state’s public university system was forced to cut back its affirmative action initiatives following a lawsuit against the University of Texas. (Known as the Hopwood case, this lawsuit forced the University of Texas to dismantle its dual-admissions process for minority applicants.)

Post-Hopwood, the University of Texas Health Science Center at San Antonio saw its Hispanic medical school enrollment drop by 50 percent, said Dr. Martha Medrano, director of the Medical Hispanic Center of Excellence at the University of Texas Health Science Center. The Health Science Center is composed of five schools: Dental School, Medical School, School of Allied Health Sciences, School of Nursing, and the Graduate School.
of Biomedical Sciences, with more than 2,700 students in some 55 degree programs. While the numbers have gone up at the medical school this year, they are not back to the diversity of the early 1990s.

In this context, the mentoring program is carefully pairing up potential mentors and medical school students to make sure the relationship will prove beneficial.

"We actually interview the prospective mentors to get a feel for their personalities, and then they take a survey," said Dr. Medrano. "We want to make sure this works."

By the end of March, Dr. Medrano had managed to match some 35 Hispanic students with mentors and was expanding the program to include e-mail mentoring of students at nearby Texas A&M in College Station, Texas. "There's a real need for more Hispanic doctors in Texas, where Hispanics make up 25 percent of the population, and it goes as high as 80 to 90 percent in some border towns. We're nowhere near parity."

For further professional exposure, Dr. Medrano brought ten of her medical school students to the NHMA annual conference held in Washington, D.C., last March. The conference theme focused on "A National Agenda: Increasing the Number of Health Hispanic Families." This continuing medical education conference had four tracks: "Increasing Hispanic Families with Chronic Illnesses," "Healthy Systems Strategies That Target Latinos," "Medical Education and Research," and "Health Promotion Strategies." Panels included discussion on everything from Latino Elderly Health to Career Opportunities for Residents. The four-day meeting drew more than 500 Hispanic doctors, students, and others involved in Hispanic health care.

Surgeon General Dr. David Satcher spoke on the U.S. Department of Health and Human Services' Race/Ethnic and Health Disparities Initiative, and author Via Castillo addressed the group with a personal message.

"It was a really exciting event. We had doctors from all different types of clinics and health departments as well as from private practice and academics in attendance," said Dr. Rios. "It's a continuing health education conference, of course, but it's also a real chance for networking. They had the opportunity to learn new skills and successful strategies from each other."

In its third year, this annual confab is becoming more popular among medical school students as well. It drew some 60 medical school students, including members of the National Network of Latin American Medical Students, who held their annual business meeting at the conference. This national organization serves as an umbrella group for five regional Hispanic medical student collectives.

NHMA held pre-conference training seminars for some of its other initiatives. The NHMA Research Network, started last year, involves providing more research opportunities for Hispanic doctors. An initial group of 100 researchers is participating in this effort.

A second venture, called the NHMA Leadership Fellowship Program, offers 20 mid-career Hispanic health care professionals training in government and public policy. The program includes a week at New York University's Wagner Graduate School of Public Service and a week with public officials in Washington, D.C., including meeting with the Hispanic Congressional Caucus staff.

"We hope they learn how to push an agenda forward," said Dr. Rios. "These are health care professionals we have identified who have the potential to fill high-level policy positions." A similar program started by NHMA will provide leadership training for Hispanic medical residents. Ten residents will be chosen from California and 10 from New York to learn more about government and how it operates. "We'll take them to the state capitals to give them firsthand exposure," said Dr. Rios.

While NHMA has launched all of these efforts, the Hispanic-Serving Health Professions Schools has been slower in getting off the ground. The organization started back in 1996 as part of the Hispanic agenda for Action announced by the U.S. Health and Human Services Department. The decision was made to start out by focusing on the nation's medical schools. Some 16 medical schools with a Hispanic enrollment of at least 5 percent and a commitment to diversity were invited to join. But changes in leadership stalled the launch.

Today, the group is headed by Dr. Rios, serving as executive director, and Dean Ron Lourenco from the New Jersey Medical School in Newark. A federal study of national Hispanic medical schools has already been budgeted by the DoD. But with changes in leadership stalled the launch.

The organization plans to improve the profile of medical schools by reaching all the way down to middle school student with a national advertising campaign promoting math and science.

"We need to improve the pipeline of students," said Rios. "Unfortunately, students have been scared off by the anti-affirmative action movement. The states with the largest numbers of medical school students--California and Texas--are those that have been targeted by this movement. We're heading for a disaster in another couple of years if the climate doesn't change. With all that's happen now, there's an even greater need--perhaps more than ever--for organizations like NHMA and Hispanic-Serving Health Professions Schools. No one else is doing this work."

Vandali Duarte is an editor in public relations at Reactivate Technologies.
On the Move with Dr. Martha Medrano

Outstanding Leader, Hispanic Center of Excellence

Simply put, Dr. Martha Medrano is an expert at leading people in the right direction. As the new director of the Medical Hispanic Center of Excellence at the University of Texas Health Science Center at San Antonio and as a newly inducted San Antonio Women’s Hall of Fame honoree, she is providing invaluable guidance for Hispanic students, fellows, faculty, and future health care providers. She’s also enlightening Hispanics and non-Hispanics on cultural diversity issues in medicine.

A native of El Paso, Texas, Dr. Medrano completed her bachelor of science degree at the University of Texas at El Paso and her doctor of medicine degree at the Health Science Center. She is assistant professor of psychiatry.

“We are at a very exciting time at the Center and continue to be a significant piece of the university in the areas of student recruitment, curriculum development, faculty development, information resources, and other things,” said Dr. Medrano. “We have liaisons with many, many people, so we can lead them in the right direction.”

Student Recruitment

While I stay here and work the fort, Dr. Miguel Bedolla, the previous director of the Center, travels throughout the South Texas region to recruit new students into the health professions,” said Dr. Medrano. He visits a number of independent school districts, community colleges, community-based organizations, and undergraduate institutions along the United States/Mexico border.

Curriculum Development

Dr. Medrano’s primary area of interest is curriculum, particularly the inclusion of cultural competence, cultural diversity, and minority health issues in the medical school’s curriculum. Working with the Health Science Center medical curriculum committee and with course directors, Dr. Medrano is trying to secure a grant to develop curricula focused on cultural competence. The group composed of Dr. Medrano, Dr. David Schneider, associate professor of family practice, and Dr. Gavin Corcoran, assistant professor of medicine, wants to purchase 200 case vignettes developed at Harvard University.

“The case vignettes incorporate cultural, religious, ethnic, and belief issues,” explained Dr. Medrano. “We studied that the clinical profession might not have the same health beliefs as eastern physicians, for example. When physicians and patients are from different backgrounds or parts of the world, communication is significant. Issues might fall through the cracks. The vignettes deal with those issues and focus on a variety of cultures.”
Together, these educators are changing the Medical School’s Clinical Integration Course to include cultural diversity and minority health issues in the simulated patient exercise.

Dr. Medrano’s guidance also is strengthening the Medical School’s simulated patient training. An individual, the “simulated patient,” is trained to take on disease symptoms: high blood pressure, heart failure, and a diagnosis of cancer. Previously, this simulated patient exercise was intentionally gender- and culturally neutral. These simulated patients would pretend to have hypertension, a headache, or hearing loss, for example.

“Dr. Schneider and I wanted to integrate the case vignettes that we were getting from Harvard into the simulated patient exercise,” said Dr. Medrano. “Dr. Schneider had extensive experience in training simulated patients, and I had the expertise in minority health issues, but I’ve never trained a simulated patient.”

Sensing the need for a consultant, Dr. Medrano obtained the assistance of Dr. Judy Ann Biggs from Harvard University. Together, these educators are changing the Medical School’s Clinical Integration Course to include cultural diversity and minority health issues in the simulated patient exercise. Second-year medical students in the Advanced Clinical Examination Skills Course also will benefit from this effort in that simulated patients are used as part of the course.

The Health Science Center’s students’ education in cultural diversity will not stop in the classroom or teaching lab. They will be traveling to remote areas of South Texas to provide clinical care as part of the family practice third-year clinical rotation.

“The clinical rotations in that region will be very educational,” said Dr. Medrano. “We felt it was important to assist students in being prepared for some cross-cultural communication unique to South Texas.

“The people in South Texas do not comprise a homogeneous group: it’s a very heterogeneous group,” Dr. Medrano added. “Health beliefs and practices that occur in Laredo, for example, may or may not be similar to those of the residents in McAllen. Immigration patterns, even within families, have resulted in different health beliefs.”

“Cultural diversity includes religious values, socioeconomic status, and occupational issues—it’s not just about race and ethnicity,” said Dr. Medrano. “With these rotations, we can enhance what students learn and give them an opportunity to observe different types of health beliefs relative to South Texas.”

The Health Science Center’s students participating in clinical rotations in South Texas. “We’re really trying to develop a continuum of education for students throughout medical education.”

Research

The Center of Excellence facilitates summer research programs and it places students in ongoing research programs in which the learn specifically about Hispanic health issues. The Health Science Center’s Aging Research & Education Center (AREC) directed by Dr. Walter Ward, associate professor of physiology, and Dr. Arla Richardson, professor at Methodist Hospital Foundation.
chair in the Department of Physiology, is one such interest. The Center of Excellence is identifying faculty to serve as mentors for students interested in gerontology and is recruiting more minority students to do geriatric research. Among those mentors is Dr. David V. Espino, associate professor of family practice and gerontologist, noted Dr. Medrano.

"We received a grant from the National Hispanic Medical Association to develop a mentorship program beginning in January," said Dr. Medrano. "That's exciting because the Health Science Center has been selected to develop a mentorship model that will be used at other institutions. Next year, Harvard will implement a mentorship program using our model. The grant funded 10 Health Science Center students invited to attend a National Hispanic Medical Association annual meeting in Washington, D.C., in March.

The Center of Excellence has two senior faculty fellows. "The Center essentially has 50 percent of their time, so they can do research," Dr. Rene Olvera, assistant professor in the Department of Psychiatry, and Dr. Robert Castro, associate professor of pediatrics, are the fellows. Also, Dr. Albana Dassori is a junior faculty fellow, with five percent of her time funded.

The Center facilitates a tutoring program at the Health Science Center and a monthly support group. "We also provide tutoring for students preparing to take the USMLE ['United States Medical Licensing Examination'], and there's a five-week preclinical program focused on medical terminology, verbal comprehension, and study skills that helps incoming first-year students get a head start," Dr. Medrano stated.

Faculty Hispanic Association

While the Center of Excellence touches the lives of numerous students, it also facilitates faculty interests. "The Health Science Center has an Hispanic Faculty Association, which began in 1996, that anyone with an interest in Hispanic health issues can join," said Dr. Medrano. "We help orient new faculty to the campus, assist them with grant information, review C.V.s or resumes, and sponsor a poster session during Hispanic Heritage Week. We also work closely with the campus Briscoe Library to ensure the availability of resources related to Hispanic health issues."

Beyond her commitment to the Hispanic Center of Excellence, Dr. Medrano does research on the effects of child and adult trauma in women drug addicts. She is certified in addiction psychiatry and is in the Alcohol and Drug Addiction Division of the Department of Psychiatry.

At the March 25 induction into the San Antonio Women's Hall of Fame, Dr. Medrano was recognized for her work with the San Antonio Metropolitan Health District that began in 1987. She and colleagues created the Maternal Substance Abuse Program targeting recovering women and their infants. As a result of her work, the Integrated Family Treatment Program, with two residential facilities, was born.

Also, Dr. Medrano, a child psychiatrist, established an Annual San Antonio Women's Health Issues Conference in 1994. It has grown into a regional conference that was awarded $50,000 in federal funding this year, with an anticipated attendance of at least 250 health professionals.

She also serves as the women's outreach director for a community outreach AIDS program. Along with a team of researchers, she provides HIV testing and educational intervention to help women and men reduce their risk of contracting AIDS and to motivate them to enter treatment.

Last month, she hosted participants—including researchers from Harvard, Yale, Brown and Stanford Universities—for "The Interface Between Research and Treatment: Women, Drugs and Trauma" conference.

Dr. Medrano's interests include art and Latin America, exercise, and travel. She'll be ushering in the new millennium in Australia.

Whether she's working with students, faculty, fellows, or patients, Dr. Medrano is directed towards better health care and educational enrichment for people of all cultures.
It was an auspicious occasion for the Hispanic population of the Miami, Florida, region and an historic landmark for American higher education as well. Effective May 1, South Florida entrepreneur Carlos M. de la Cruz was installed as chairman of the University of Miami Board of Trustees. When he took office, he became the first Hispanic to chair the board of a major U.S. university. This was significant indeed because the University of Miami's 67-member board governs one of the leading private research universities in the Southeast.

De la Cruz is the chairman of the board and CEO of Eagle Brands, Inc., the Anheuser-Busch distributor in Miami-Dade County, and of CCL Inc., the Coca-Cola bottler in Puerto Rico. He serves as chairman of several local automobile dealerships and is also a member of the Board of Directors of LXR Property Corporation.

UM President Edward T. Foote II remarked, "Mr. de la Cruz brings a wealth of business experience and civic leadership to his new position on the UM Board. He is a widely respected businessman who has served the university exceptionally well for a long time." The president added, "I look forward to working with him in the building of a great American university."

Born in Havana, Cuba, de la Cruz has lived in New York City and Madrid, Spain, and has been a resident of Miami since 1975. After graduating from Phillips Academy in Andover, Massachusetts, he earned a bachelor of science degree in economics and a master of business administration from the Wharton School, University of Pennsylvania, as well as a Juris Doctor degree from the University of Miami School of Law. He has served as a member of the UM Board of Trustees for the past 11 years.

"The University of Miami is a vital resource for our community. As a national research university with a major medical school, it has a tremendous educational, economic, and cultural impact on South Florida, Latin America, and beyond," de la Cruz said. "I am honored to serve on the UM Board along with other community leaders and to have a role in shaping the future direction of this great university."

Congratulations to the University of Miami and to Chairman de la Cruz for another distinction, installation on the Hispanic Outlook Honor Roll.

Founded in 1925, the University of Miami is the largest, most comprehensive private research university in the southeastern United States. With its 260-acre main campus located in the suburban city of Coral Gables, UM currently enrolls 13,422 undergraduate and graduate students from all 50 states and 148 foreign countries. The university offers 10 undergraduate programs, 95 master's programs, 55 doctoral programs, and two professional areas of study through its 14 schools and colleges.

Students can choose from the following fields of study: architecture, arts and sciences, business, communication, continuing studies, educat-
Honor Roll Facts in Brief

INSTITUTION
University of Miami

LOCATION
Office of Admission
University of Miami
P.O. Box 248025
Coral Gables, FL 33124-4016
(305) 284-4325

ESTABLISHED
1925

ENROLLMENT
13,422

HISPANIC ENROLLMENT (Fall 1998)
2,730 undergraduates, 1,080 graduate and professional

HISPANIC DEGREES CONFERRED
(1997) 452 bachelor's, 14 master's, 16 doctoral

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$20,424 full-time, undergraduate

NUMBER OF FACULTY
1,865 full-time

A FEW NOTABLE DEGREE PROGRAMS
Art History
Computer Science
Latin American Studies
Marine Science
Meteorology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Student Association
North-South Center

INTERNET ADDRESS
www.miami.edu

Edward T. Foote III, University of Miami president,

tion, engineering, international studies, law, marine and atmospheric sciences, medicine, music, and nursing. In his assessment of the university's remarkable strength and prosperity, President Foote disclosed that last year, "applications to study here were the most numerous in our history," adding, "nearly 12,000 people applied for 1,800 places in the next first-year student" class. Philanthropic contributions of $80.3 million was the highest ever. The endowment, at $418 million, is the largest it has been, thanks not only to the surging stock market but also to several major gifts. Competitive research and sponsored program expenditures were at an all-time high—$161.2 million—one of many tributes to the faculty, significantly strengthened over many years by a steady infusion of new talent." And, he adds, "The budget is balanced."

In 1989, the university completed one of the largest fund-raising campaigns in higher education, a five-year campaign that raised $517.5 million in commitments for buildings and equipment, endowments, and scholarships. That fund-raising success is ongoing. Giving by alumni, friends, and organizations of the $80.3 million noted by President Foote for 1998 represented the top year in private giving at the University of Miami—in addition to the fact that the institution's 1,865 full-time faculty members generated the above-mentioned $161.2 million in 1998.

The National Science Foundation ranked University of Miami 50th in the nation among institutions receiving federal research funds, first among universities in expenditures of federal funds for research and development in 1996.

More than 97 percent of the full-time faculty hold a Ph.D. or terminal degree in their field. At its medical campus near downtown Miami, the University of Miami is best known for research in AIDS, cancer, dia
According to U.S. News and World Report, the University of Miami was ranked in the top 10 universities in the nation for its campus diversity. The undergraduate class is composed of 48 percent White, non-Hispanic; 35 percent Hispanic (2,750), 12 percent African American, and six percent Asian. Approximately 46 percent of these students come from South Florida, 11 percent are from elsewhere in Florida, and 34 percent are from the rest of the United States and 15 territories, and nine percent are international.

There were 499 Hispanics among last year's entering first-year student class, and 1,086 Hispanics enrolled in graduate and professional programs.

U.S. News and World Report also ranked UM among the top 10 universities in the United States for its share of international undergraduate students. More than half of the classes for undergraduates have 14 or fewer students, and more than 75 percent have 24 or fewer students. The student-to-faculty ratio is 12.5 to one. Two-thirds of entering first-year students are in the top fifth of their high school class. Approximately 1,544 students participate in the Honors Program. UM has 55 academic honor societies, including Phi Beta Kappa.

Nearly 5,200 enrolled students live on campus, including 70 percent of new first-year students and 58 percent of all degree undergraduates. UM has five residential colleges as well as on-campus apartments. Also available are fraternities and special housing for disabled students.

The Otto G. Richter Library is the central library. There also are libraries serving the School of Architecture, School of Law, School of Medicine, School of Music, and the Rosenstiel School of Marine and Atmospheric Science. The combined holdings of the libraries total more than two million volumes, 20,353 serial subscriptions, and more than three million microforms. Richter Library is a Federal Government Documents Depository.

The mission of the University's North-South Center is to promote better relations and serve as a catalyst for change among the United States, Canada, and the nations of Latin America and the Caribbean. It seeks to do so by advancing knowledge, understanding, and addressing the major political, social, economic, and cultural issues affecting the nations and peoples of the Western Hemisphere. North-South Center Director Anthony Moss, Jr., says, for over a decade, the North-South Center has been dedicated to the intensive study of complex global problems with special emphasis on the Western Hemisphere. As an independent research and educational organization, it produces policy-relevant research aimed at facilitating the revolution of the most critical issues. The Center's research, cooperative study, education, and training have benefited citizens of the Western Hemisphere by supplying significant knowledge and expertise relevant to an inter-American agenda that grows more pressing each year.

Strategically located in Miami—the natural gateway between the United States and most of Latin America and the Caribbean and a key metropolis for Europe in the region—the Center hosts leaders and scholars who value opportunities for dialogue, study, and exchange in an ambiance free of partisan agenda. Moss notes that the Center engages and informs government and opinion leaders throughout the Americas by means of conferences, public affairs activities, and research resulting in timely publications.

"A valuable national and global resource," reports Moss, "the Center has become a focal point for cooperative study, a respected clearinghouse for ideas, and an adept coordinator of international projects." Moss continues that among the crucial international issues that challenge the Americas are the searches for freedom and democracy, the economic crises that divide rich and poor, the pursuit of a path toward sustainable development, and the construction of trade partnerships that cross international borders.

Further building on Miami's status as a global city, the University of Miami is constructing a new School of International Studies set to offer both undergraduate and graduate programs. The creation of the new school underscores UM's long-standing involvement in international education dating back to the University's founding in 1925. Programs from the existing UM Graduate School of International Studies will be folded into the new school, which will also incorporate the department of geography and regional studies, currently part of the College of Arts and Sciences.

The new School of International Studies will assume full responsibility for an undergraduate program, a professional master's program, and a 'highly selective, research-intensive Ph.D. program.' Roger Kanet, former dean of the Graduate School of International Studies, has been tapped to head the new school, which formally began accepting students last fall.

"The new school represents a more focused effort to develop a strong, interdisciplinary international program at the undergraduate level, in addition to our already existing graduate program," says Kanet. "The School of International Studies will provide an opportunity for the University of Miami to draw upon and use its excellent faculty resources. As a result, both our undergraduate and graduate students will benefit greatly."
Hispanics in this country are a young population. The majority are under 25, and there is a tidal wave of Hispanic children in our elementary and high schools. The societal environment that is shaping them is revolutionary and different.

Patricia Hersch is a former contributing editor of Psychology Today. She was the editor of the "Women in Development" newsletter for the United Nations. Later, she conducted an ethnographic study of homeless adolescents in San Francisco and New York City for the National Institute of Drug Abuse and Georgetown University Child Development Center.

She lives in a placid suburb of Washington, D.C.—Reston, Virginia—a small town outside a large metropolis. It's perhaps not that different from other small towns nationwide whose names have been burned into our nation's psyche: Jones, West Paducah, Pearl Littleton.

Hersch has written a riveting book that has been making the rounds on Capitol Hill. A Tribe Apart portrays teens in the nineties as very alone and isolated from adults.

Last year, the nation's attention was focused on the Quiet town of Jones, Arkansas, and we all wondered how and why two young boys, ages 11 and 13, could suddenly become killers. Those shootings came only a few months after multiple shootings at schools in West Paducah, Ky., and Pearl, Miss.

They mobilized public concern about school violence and left parents, politicians, and psychiatrists wondering why youngsters would be moved to shoot their classmates.

To signal the national impor-
tance of these tragic incidents, President Clinton asked Attorney General Janet Reno to find experts who could analyze the schools where shootings occurred to identify similarities and advise on how to prevent attacks.

Solutions were not found in time to avoid the madness, tragedy, and pain that will always scar a sleepy "All-American" town in Colorado called Littleton. The undulating waves of pain and shock will continue to affect all of us no matter where we live.

How can such senseless anger, which led to cold-blooded murder, be hidden within the bosom of youngsters—youngsters who should be more interested in reading, proms, sports, and, yes, in tentative reaching out to friends both male and female.

Patricia Hersch's book provides some insight into what is happening nationwide. She writes from the experience of spending three years with adolescent kids. Her findings are chilling:

"We as a society have inadvertently abandoned this age group. We have failed to provide boundaries, direction, consistent values, and places to be and be listened to.

"We're so busy [that] we're just relieved when our kids are old enough to be left alone. But it turns out that kids want more of us, and as a tragic incident like this reveals, they need us more than we can imagine."

A Tribe Apart

Hersch explains that today's kids have very few resources with which to process the confusion and pressures of being an adolescent. They figure things out and make significant decisions about their lives—decisions about drugs, alcohol, sex, and relationships—on their own.

She notes, "With the availability of guns, they can literally get away with murder." In the absence of community and involved adults, they have created "a tribe apart."

Patricia Hersch travels deep into the teenage subculture to show us how American adolescents have fashioned a culture of their own, one that most of us neither see nor imagine. It is a culture of unequaled freedom and baffling complexity, with rules but no structure, values but no clear morality, codes but no consistency, in every sense "a tribe apart." Hersch paints a disturbing portrait of life for today's average teens—a powerful exhortation to adults to pay attention.

Good Kids

In eight riveting portraits of "good kids" from 7th to 12th grade in her home town of Reston, Virginia, Hersch shatters the prevailing myth that "it's not my kid that does those things; it's everybody else's."

"It's simply not true," says Hersch, who followed eight "average" teenagers over a three-year period. "All kids are affected by the teen culture in which behaviors that were once considered 'normal' are now accepted as 'normal.' Good kids from good families do experiment—sometimes in risky or dangerous ways."

At the same time, A Tribe Apart is a compelling rejoinder to the 67 percent of Americans who equate adolescence with "rudeness," "irresponsible," and "wildness" (Public Agenda Foundation, 1997). Once Hersch moves past the fragile persona teens usually offer up to adults, she shows us what resilient, searching, passionate people teens can be—and how much they long for real contact with adults.

Our piecemeal attempts to fix, protect, motivate, or rescue our kids from potential harm obscure a much larger and more significant reality—we don't really know them.

Adolescence à la '90s

In these moving portrayals, Hersch lets us see how in the transition from elementary to middle school, our nation's children slip into a netherworld of adolescence that too often becomes a self-fulfilling prophecy of estrangement.

"I noticed that everyone was hysterical about teens in the aggregate," says Hersch, "but no one was paying much attention to individual kids."

Hersch spent three years following her subjects through their daily lives—attending classes and assemblies, accompanying them to fast food restaurants, malls, and all-night track meets, watching as they grew, changed, and matured, and listening to their stories. "They knew I wasn't there to judge but to listen," said Hersch. "And [being listened to], it turns out, was what they all craved."

Hispanic children are no exempt from America's cauldron isolation, loneliness, and gun violence will affect many of them.

The stories that comprise A Tribe Apart are raw, intimate evocations of adolescent life in process—the good, bad, the frightening, the inspiring—because they portray society in which teens spend far to much time alone, one in which far to many adults have reigned on their responsibilities to children. Inspired because no matter how much kids mess up or risk their lives or make stupid decisions, they're struggling to figure out what's right, and to make their lives mean something."

Dr. Mellander is a professor at George Mason University.
Women in Academic Medicine

Leveling Off

Angela Díaz knew her calling ever since she was a youngster growing up in an impoverished area in the Dominican Republic. She wanted to be a doctor.

Decades later, she not only has realized that dream in the United States but has risen to the top of her field. A few months ago, Dr. Angela Díaz was appointed to the prestigious role of director of the Mount Sinai Adolescent Health Center in New York City, and was named vice chair of pediatrics for the entire hospital.

The long hours, perseverance, and allegiance to her goals paid off, as she now is considered one of the highest ranked women of color in hospital administration in the country.

"I never forgot what it was like to know that there was someone for me to go when I was worried and confused," she said, recalling how she emigrated to New York City without health insurance and therefore without the ability to visit a hospital of her choice.

"I wanted to do my part to ensure that every teenager in this city has the same opportunity," she says.

In Díaz's view, she seized upon an opportunity to realize her goal and attain new heights. And her entrance into a medical profession came during a period when women were shoving the doors open wide and stepping into the field of medicine in larger numbers than ever before.

But that surge has now slowed considerably. The burst of women applying to medical school during the 1970s and the steady increase during the 1980s has now virtually plateaued. That's the finding of a recent statistical analysis, the 1998 edition of Women in U.S. Academic Medicine, by the Association of American Medical Colleges (AAMC).

The report, which culls information from hundreds of medical institutions across the nation, is more extensive than in previous recent estimates.

The number of women applicants fell at a higher percentage than did the number of male applicants. The authors found that between 1996-97 and 1997-98, for the first time in a decade, the number of women applicants dropped by 8.8 percent, while the number of men applicants declined by 8.1 percent.

However, women fare better in acceptance rates to medical schools: 31 percent of women and 39 percent of men were accepted. Women over age 24 were more likely to be accepted than were younger women when compared to men.

The report does not focus heavily on ethnic diversity among the ranks of male and female applicants, but it does track the racial breakdown of female faculty in medical schools. As of September 1998, there were 17,409 or 5.8 percent—white female faculty at U.S. medical schools, while there were 7,074 non-white female faculty.

A further breakdown shows that Asians represented the highest numbers (2,319 or 10.1 percent) and Latinos the lowest (Puerto Rican, 250 or one percent, and other Hispanic, 420 or 19 percent).

"There's actually a higher proportion of women minority faculty than men," says Janet Bickel, the AAMC's associate vice president for Institutional Planning and Development. She says the report provides a window into which institutions can look to determine whether stronger efforts are needed to expand the number of women in leadership positions.

"This is an effort to encourage schools to pay more attention," Bickel says, reflecting on this second analysis of gender roles on a school-by-school level. "We can tell that schools that have not taken a responsibility in this area are starting to do that. Many schools already do look at their data every year with regard to women and minorities on staff."

And the report provides statistical portraits for school officials to view in many areas, such as residences, faculty ranks, salaries, administration, and funding of medical programs. Among the findings:

- The number of women in residency programs spotlights the leveling off of women entering the
field of medicine. For instance, the number of female residents ballooned from 1980—when they accounted for 22 percent—to 1996, when they accounted for 35 percent. But that number grew by only one percent in 1997, the last year statistics were available.

- For the first time in the 10 years—the period of time that the AAMC has tracked women in medicine—the proportion of full-time female faculty remained stagnant, at 26 percent, and did not increase by a full percentage point. The number inched up only from 22,479 in 1997 to 22,970 in 1998.

Women continue to attain pediatric faculty positions at the highest rate (40 percent). The most sizable increases in representation by women since 1989 took place in emergency medicine, ophthalmology, obstetrics, gynecology, dermatology, and internal medicine.

At the other end of the spectrum, however, are faculty positions in orthopedic surgery. The number of women in that field has increased by only 1.1 percent since 1989. It's a disturbing statistic that the authors of the report hope will be more diverse in order to meet the patient and student needs.

However, Bickel noted that the smaller number of women faculty also points to a larger trend, a slowing down of full-time faculty at medical schools.

"I really believe it was a brief plateau," she says, "I do believe that the proportion of women on the faculty will continue to grow."

- The ranks of professors also remain dominated by males. For example, there were 834 basic science professors in 1998, and 811 the year before, a .05 percent increase.

Overall, the report cites, 11 percent of all professors and 22 percent of associate professors are women, numbers that did no change between 1997 and 1998. However, the number of female full professors is increasing slightly.

On average, the report notes there are 19 women full professor per medical school compared to 16 men full professors.

- Men are much more likely to
earn tenure than are women. According to information provided by the schools, 5 percent of men had achieved tenure, compared to only 1 percent of women.

• The study points out that many schools are now performing regular salary analyses to uncover any gender inequities, but the authors were unable to thoroughly compare salaries.

The authors write that “a number of schools report that their studies revealed no disparities, but a greater number found some unexplainable undercompensation of women, ranging in amount from minimal to substantial, affecting a small to sizable group of women.”

• Women do not serve on institutional committees as frequently as do men. Schools polled for the report cited 360 committees, but only a fraction provided enough information for a thorough analysis. The authors point out that of 109 specific schools, 34 had no important committees headed by a woman. Women were least likely to chair financial committees.

• Women are least likely to pursue surgical subspecialties such as orthopedic surgery (seven percent), urology (10 percent) and thoracic surgery (five percent).

The authors note that the numbers of women residents are increasing in all specialties, and the same areas is that “many women are apparently still not finding mentors in or are discouraged from entering surgical fields, raising questions about whether women enjoy the same access as men to the full range of specialty choice opportunities.”

Bickel says “it’s a combination of women trying to maintain their family responsibilities during the same interval in which they have to prove themselves professionally. If only there weren’t such time pressures in their late 20s and 30s to achieve a certain level, if only there was more flexibility in our systems. These are areas that we are particularly interested in helping medical schools with.”

Díaz agrees that striking the appropriate balance is tantamount.

She now supervises a health center visited by more than 10,000 patients annually, and has helped found programs focusing on substance abuse, HIV prevention, smoking, teen depression, and pregnancy prevention.

“I do a lot of public speaking, and people are very curious about the field and medical school, and they ask about what it takes and what it’s like,” she says. “People, especially women, are interested in knowing how to balance work and family.”

“I basically think it’s a combination,” she says. “I worked toward my goal. I’m very committed. I work very hard, and I think people appreciate that. I don’t wait for people to hand me things. I actually try to figure out the best way to obtain the objective I am pursuing.”

However, she believes that medical institutions need to do more to attract greater numbers of women into medicine.

“Women need to be promoted to higher positions to serve as role models, especially for the younger generation, because they are looking for more,” she says “young people can see what they can achieve. They can see you have a family and a job and actually achieve in your profession. They can see women have the skills and can do it.”

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<th>Apps %</th>
<th>New Entrants No.</th>
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Source: AAMC Data

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1264
Minority Medical Students at Largest-Ever Symposium

High School Students Win $5 Million in Fellowships for Disease-Careers

Thirty-two of the nation's most gifted minority medical students gathered at the headquarters of the Bristol-Myers Squibb Pharmaceutical Research Institute in Princeton, New Jersey, from March 10th through 12th, to present findings of their biomedical research projects during the annual symposium of The Fellowship Program in Academic Medicine for Minority Students.

The meeting was the largest annual gathering of minority medical students in the United States.

The symposium also included a Role Model Roundtable where students from New Jersey high schools participated in small-group discussions with the medical students about the challenges and rewards of their chosen careers.

The fellowship program is designed to encourage medical students from minority groups under-represented in academic medicine and biomedical research to explore and pursue careers in these fields.

African Americans, mainland Puerto Ricans, Mexican Americans, and Native Americans make up 18 percent of the population in the United States—but less than four percent of the M.D. faculty in the nation's medical schools.

“Diversity in the scientific and medical communities strengthens the quality of life and health for everyone,” said John L. Damonti, president of the Bristol-Myers Squibb Foundation. “The fellowship program helps achieve this goal.”

More than 400 fellows have completed the program since its founding in 1984. The fellowship program has received nearly $5 million from the Bristol-Myers Squibb Foundation, which has supported the program since 1990 and has acted as sole funder since 1993.

Areas of Research

This year's 32 fellows are researching a broad range of topics, among them the use of lasers in the early detection of glaucoma, identification of underlying disease mechanisms in lupus, use of growth factors in early brain development, treatment of trauma-related infection, measurement of balance disorders, and apoptosis (cell death) in stroke.

The fellows are third- and fourth-year minority medical students who are nominated by their deans and chosen by a committee of distinguished medical school faculty and biomedical researchers. Fellows are selected based on their academic achievements, leadership abilities, and potential for assuming responsible roles in academic medicine.

Key Role of the Mentor

Each fellow spends eight to 12
weeks on a research project of interest under the guidance of an established medical school-based researcher who acts as a mentor and supervises the fellow's research progress.

"The mentor plays a key role in helping the fellow in his or her chosen career path," said Vivian Manning Fox, president of National Medical Fellowships, Inc., a not-for-profit organization that administers the program. "The vast majority of fellow-mentor relationships endure well beyond the conclusion of these research projects."

Overcoming Challenges
Fellows frequently have to overcome tremendous obstacles before they become physicians. Alfredo Quiñones-Hinojosa, an honors student at Harvard Medical School, spent his childhood as a migrant farm worker in California after immigrating from Mexico. Now studying ways to prevent brain damage in stroke, Quiñones-Hinojosa has received five highly competitive research fellowships and is well on his way to becoming a skilled neurosurgeon.

Many of the fellows are involved in mentoring minority youth. Linda Barry, a student at the Joan and Sanford A. Weill Medical College of Cornell University, volunteers in a mathematics and science mentoring program for minority high school students.

Richard Lyn-Cook, a Yale University School of Medicine student, has worked with young people in New Haven, Connecticut, Queens, New York, and Washington, D.C.

UCLA School of Medicine student Gary Schoeman, a member of the Potawatomi Tribe, has volunteered with urban Native American youth at the Bellflower, California, American Indian Clinic since his days as an undergraduate student.

The Role Model Roundtable
Fellows had the opportunity to serve as mentors the first morning of the symposium during the Role Model Roundtable. Minority high school students who exhibit an interest in science and medicine from 12 Northern and Central Jersey school districts participated in small-group discussions with fellows on their experiences leading up to and during medical school.

The program provides the high school students with an opportunity to gain insight, inspiration, and guidance from the fellows during discussions of their challenges and successes.

Bristol-Myers Squibb, a research-based company, believes that diversity in the scientific community is crucial for ensuring that research serves the needs of society as a whole. By encouraging minority medical students to pursue careers in academic medicine, the Fellowship Program in Academic Medicine for Minority Students helps ensure that minority perspectives are reflected in future biomedical research and health policy.

Founded in 1984 by the Commonwealth Fund, the fellowship program is one of several science education initiatives supported by the Bristol-Myers Squibb Foundation.

National Medical Fellowships, Inc. (NMF) is the only national, private, nonprofit organization in the United States dedicated to increasing the number of minority physicians. NMF pursues this goal by offering need-based scholarships, special fellowships, and academic awards to African American, mainland Puerto Rican, Mexican American, and Native American men and women.

Alfredo Quiñones-Hinojosa
Harvard Medical School

In the last 12 years, Alfredo Quiñones-Hinojosa has traveled far. He has journeyed from his Mexican birthplace to Harvard Medical School, from being a non-English-speaking migrant farmworker to the recipient of many academic honors who is training to become a neurosurgeon.

Quiñones-Hinojosa, a fourth-year medical student, is examining the role of medications known as Interleukin-1 beta enzyme (ICE) inhibitors as part of a "pharmaceutical cocktail" in preventing the death of brain cells (apoptosis) in stroke. Currently, there is no effective medical treatment for stroke.

"Down the line, emergency medical technicians might be able to deliver a cocktail of agents" that can protect from further brain damage once a stroke begins, Quiñones-Hinojosa believes. He hopes his work plays a role in developing new treatment protocols.

The first member of his extended family to go to college, Quiñones-Hinojosa is already the recipient of five research fellowships. This June, he will begin a neurosurgery residency at the University of California at San Francisco. He hopes to work as both a neurosurgeon and scientist, and he would like to practice in an urban setting, where he can "have the most impact on underprivileged communities," he says. A strong believer that it is necessary to encourage more underrepresented minorities to attend medical school, Quiñones-Hinojosa has been a student leader since his days as an undergraduate. He sat for two years on the Harvard Medical School Committee on Admissions and, since he was a second-year medical student, has co-chaired the Hinton-Wright Biomedical Research Society, an organization that focuses on the research achievements of minority group members.

Christopher S. Ogilvie, M.D., associate professor of surgery and chief, Cerebrovascular Surgery, Massachusetts General Hospital, and Kenneth L. Maynard, M.S., Ph.D., assistant professor of surgery, Harvard Medical School, are Quiñones-Hinojosa's mentors.
by Adalyn Hixson

HO interviews Alfredo Quiñones-Hinojosa as he is about to leave Harvard Medical School and drive cross-country to San Francisco with his wife, Anna, and their four-month-old baby, described as "so beautiful—out of a movie!"

"My wife was in San Francisco last week," he tells HO, "and they couldn't believe it. Where did you get that pretty baby?"

"And not only physically. Neurologically she is developing so rapidly—already doing what is expected of a six-month-old—reaching, discovering her hands and feet."

As he heads for his residency in neurosurgery at UC-SF, Quiñones-Hinojosa sounds like the happiest and luckiest man on earth. And indeed he has traveled a lot of ground since his childhood in Mexico.

"When I was about two years old, my little sister died of diarrhea, which is still the Number one cause of death in underdeveloped countries."

He speaks of the bifurcation of classes in his home country, Mexico. "There were the very very poor and the very very wealthy. HO asks if his sister's death influenced his choice of a career in medicine. "I really think that was the beginning of it all."

"I was very close to my grandfather," he tells HO. "Out of 52 grandchildren, he thought I was the one who had something to offer. That was the beginning of a sort of self-fulfilling prophecy."

HO notes that his academic achievements are quite remarkable and asks about the genesis of his academic drive—a question he says he has often asked himself over the years. "I took all the way back, and ask why is it that I have a desire inside of me that every day makes me get up early in the morning and do what I do. I don't have an eloquent answer. I think that probably it was thanks to my parents, and because I was growing up in Mexico."

"We grew up in a very humble background. No running water. No electricity. My parents always said that the only way to succeed in this world was by getting an education."

"My dad said, 'If you don't always want to work for a patron, if you don't want to be a menial laborer all your life, you need to go to school and get an education.'"

Alfredo came to the U.S. having completed secondary school in Mexico. On arrival, he worked as a migrant farmhand. His first exposure to American education was an ESL class.

"I went to a community college—San Joaquin Delta College, in Stockton, California. I think that is the place. I was taking ESL classes, and when I jumped from ESL to normal classes. I met the first people who were sort of mentors to me—Mr. Nichols and his son Peter. They literally took me under their wing and pointed me toward UC-Berkeley."

"Mr. Nichols was the coach of the debate team at San Joaquin Delta College, and I eventually came to be captain of the debate team." Nichols, he says, pointed him toward UC-Berkeley. "And that's when I met two very important figures—Hugo Mora and Joe Martinez, who is now a big professor at UT-San Antonio. He was already a full professor, with three appointments. At UC-Berkeley. Both of these gentlemen believed in me."

"The epitome of how little I knew at the time—I wanted to find out about research, so I called Stanford, and Stanford said, you might want to talk with Hugo Mora. Hugo said, 'Fax me your CV and your grades,' and I did."

"The same afternoon he called and said, 'Alfredo, I'm looking at your CV, and I think that you are a highly qualified student—you could apply to Harvard.' And I remember thinking—this individual is really a nice person but clearly doesn't know what he is talking about! But eventually we became best friends."

"The same thing happened with Joe Martinez. He gave me an award to do research. I had no experience in research, but he gave me a project and a whole space, a postdoctoral fellowship in his lab."

"We became very successful with that project and then another, and that is how I became involved in biomedical research. And that's when I applied to Harvard."

"He had colleagues here too who were very famous in research and full professors at Harvard. That was again a break."

"The main message here is—I haven't done it alone. It has been thanks to all these people in these institutions. There was Berkeley; then I came to Harvard and met two very famous and committed people—Edward A. Kravitz, the youngest-ever tenured professor at Harvard, also a distinguished professor, and David D. Potter, chairman emeritus of neurobiology at Harvard. Both took me under their wings. And I have done things that I never dreamed of doing academically at this institution. And I've broken into one of the best residency programs in neurosurgery in the United States."

"I'm only stating the facts. I don't want to take credit. I have to be clear. The only thing I did was seize the opportunity."

"I hope I will never be full of myself. I don't ever want to say 'I did it alone—I am the greatest.' As I have seen happen with some of my colleagues."

"I want to acknowledge that the only way we can succeed in this country is by helping one another."

1987
Allied Health Survey Yields Useful Data

Rapid Placement in Many Fields

BY FRED LENHOFF

According to a 1998 publication of the American Medical Association, recent graduates of physical therapist and physical therapist assistant educational programs enjoy a near-100 percent rate of job placement. At the other end of the spectrum, the employment rate for athletic trainers is below 40 percent in their field after completing an accredited educational program. There are several valid explanations for this variation—for example, many newly graduated athletic trainers, like graduates in other fields, are pursuing additional education.

These data on the percentages of students who found jobs and/or pursued additional education—collected in the annual American Medical Association (AMA) Survey of Health Professional Education Programs—can be useful to the health professions' associations, researchers, and policy-makers trying to project current and future health care workforce needs.

The 1997 survey, conducted by the AMA in collaboration with 13 accrediting agencies, gathered information from more than 4,000 accredited postsecondary education programs in more than 40 health professions in more than 40 health professions.

Data from the 1998 survey will be published later this year in the 1999-2000 directory.

To get a picture of employment opportunities and plans for additional education, the 1997 survey included the following question: “Of students graduating from your program last year, what percentage found jobs within six months and/or pursued additional education?” Responses could exceed 100 percent if graduates did both.

Generally, professionals with a high rate of job placement had a correspondingly low rate of additional education pursued, and vice versa. For example, 98 percent of physical therapists found work while only five percent pursued additional education. Conversely, 70 percent of clinical laboratory technicians/medical laboratory technicians (certificate) found jobs, while 28 percent continued their studies. Many of them, presumably, are earning an associate’s
Found employment within 6 months of graduation

<table>
<thead>
<tr>
<th>Highest rates</th>
<th>Lowest rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical therapist</td>
<td>Athletic trainer</td>
</tr>
<tr>
<td>98%</td>
<td>40%</td>
</tr>
<tr>
<td>Physical therapist asst.</td>
<td>Ophthalmic medical tech</td>
</tr>
<tr>
<td>97%</td>
<td>73%</td>
</tr>
<tr>
<td>Perfusionist</td>
<td>Medical assistant</td>
</tr>
<tr>
<td>97%</td>
<td>75%</td>
</tr>
</tbody>
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Pursued additional education

<table>
<thead>
<tr>
<th>Highest rates</th>
<th>Lowest rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Histologic technician (Certificate)</td>
<td>Specialist-blood bank technology</td>
</tr>
<tr>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Respiratory therapy technician</td>
<td>Electroneurodiagnostic technologist</td>
</tr>
<tr>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>Respiratory therapy technician</td>
<td>Ophthalmic medical technician</td>
</tr>
<tr>
<td>38%</td>
<td>1%</td>
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</tbody>
</table>

Because few ophthalmic medical technicians and medical assistants were reported as pursuing additional education (one percent and seven percent, respectively), the data suggest that graduates in these fields were not readily able to find employment in their fields in a desired geographic area.

The data collected for the Survey of Health Professions Education Programs and published in the directory also include statistics on program enrollment, graduates, and attrition, broken out by occupation, gender, and state.

The directory includes educational programs in the four most prominent health care fields related to medicine and information on work environments and salaries as well as educational prerequisites and curricula.

The directory has added 18 new professionals over the last three years.

New in 1996-1997 were: audiologist, dental assistant, dental hygienist, dental laboratory technician, dietitian/nutritionist, dietetic technician, and speech-language pathologist.

New in 1997-1998 were: art therapist, music therapist, ophthalmic dispensing optician, ophthalmic laboratory technician, rehabilitation counselor, and therapeutic recreation specialist.

New in 1998-1999 were: genetic counselor, kinesiotherapist, orthoptist, physical therapist, and physical therapist assistant.

The directory is used by students, career counselors, educators, medical librarians, physicians, researchers, and policy-makers.

It is possible to work with the AMA to extract and publish findings on data specific to your organization's field. The contact is Fred Donini-Lenhoff, editor of the Health Professional Directory. who can be called at (312) 464-4655 or e-mailed at fred_lenhof@amattassn.org.

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Culture, Collaboration, and Caring
Michigan State University and University of Guanajuato, Mexico: Partners in Nursing Education

BY CONNIE CURRIER, MILDRED OMAR, AND GERALDINE TALARCYZK

Connie Carrier, MPH, is coordinator for International Programs, MSU College of Nursing. Mildred Omar, Ph.D., RN, is associate professor, MSU College of Nursing, and Geraldine Talarczyk, RN, Ed.D., is associate professor and associate dean for Academic Affairs, MSU College of Nursing.

"In order to meet emerging local, state, national, and international needs, it is important that we educate nurses who are culturally and linguistically competent to work with Hispanic populations. The study abroad program in Mexico is one step toward that goal," said Marilyn Rother, RN, Ph.D., FAAN, dean of the College of Nursing at Michigan State.

I enjoyed my experience in Mexico. I received valuable information that I will use to improve my nursing practice once I become an RN (registered nurse). I've also realized the importance of participating in professional organizations to promote the advancement of nurses. Studying in Mexico has given me a greater respect for nursing globally.

This was typical of comments made by nursing students returning from a study-abroad program in Guanajuato and Celaya, Mexico, offered by the College of Nursing (CON) at Michigan State University (MSU) in collaboration with the University of Guanajuato in Fall 1998.

For the first time, the College of Nursing offered Nursing and Health Care in Mexico, a semester-long study-abroad program for senior nursing students that includes a strong Spanish component, family home stays, and nursing courses required for graduation. A new cohort of students presently is being recruited to attend the program in Fall 1999.

The changing demographic and economic environment of the region requires that the profession of nursing in the U.S. expand its vision. By 2005, the percentage of Hispanics in the U.S. population is expected to exceed the percentage of non-Hispanic Blacks.

The growing Hispanic population has major implications for health care. In order to meet emerging local, state, national, and international needs, it is important that we educate nurses who are culturally and linguistically competent to work with Hispanic populations. The study abroad program in Mexico is one step toward that goal," said Marilyn Rother, RN, Ph.D., FAAN, dean of the College of Nursing at Michigan State.

Economic forces shaping the region are having an impact on the profession of nursing as well. The North American Free Trade Agreement (NAFTA) has stimulated research into the comparability of approval and accreditation of nursing education programs, licensure/registration of nurses, and standards of practice across the discipline of nursing in Canada, Mexico, and the United States.

"We need to begin building bridges to work more closely with our neighbors to advance the profession of nursing," said Dean Rother.

Michigan State University has a long history of providing study abroad opportunities, and currently it offers more than 95 programs in more than 40 countries on six continents to accommodate the needs and interests of the growing number of students seeking international experiences.

MSU President Peter McPherson recently set an ambitious goal that by the year 2000, 40 percent of graduating MSU seniors will have a study abroad experience at a cost comparable to on-campus study.

The College of Nursing developed a new study-abroad program in collaboration with the University of Guanajuato School of Nursing and Obstetrics in Celaya, Mexico. This new initiative will begin to prepare MSU students for the challenges of in-
content from the corresponding on-campus courses to ensure that the courses were comparable. Dr. Marta Elena Espino, faculty from the School of Nursing and Obstetrics, taught content on issues in professional nursing in Mexico as part of NUR 415. The elective course on the health care system in Mexico was taught by Ms. Mercedes Azevedo, faculty from the School of Nursing and Obstetrics in Guanajuato.

Dr. Millie Omar, lead faculty member from the MSC CON, visited the students at the School of Nursing and Obstetrics monthly to provide course seminars, oversee the clinical component of NUR 420, collaborate with SNO faculty, and meet with students to ensure the appropriateness and quality of the learning experiences.

All students and faculty who participated in the Mexico experience believed that the first offering was a success. At the end of the program, students felt they had learned as much, if not more, than in their on-campus counterparts. According to one student, "It was very comparable to campus offerings, with the added bonus of also having the cultural experience." Another student appreciated the fact that she had fewer competing obligations while in Mexico, which enabled her to focus more on her studies. "I was surprisingly more interested in the course content and spent more time studying here than I would have been able to had I been in the U.S."

Dr. Omar shared these observations of students’ progress during the semester: "As time passed, students were able to see their experiences through a new 'lens.' The lens was a kaleidoscope that provided alternate images and expanded students’ viewpoints so they could appreciate the variations in health care practices and priorities in Mexico, and compare these to the practices with which they were familiar in the U.S. They were able to see that while practice varied, the applied underlying principles were the same.

Students lived with families in both Guanajuato and Celaya, which allowed them to interact on a daily basis in a different language and culture. The immersion experience forces students to challenge their values and preconceived notions of other countries and cultures. And to develop a new appreciation for people from different backgrounds.

One student noted, "Initially, I was very homesick and had to ration my phone calls home. It was a sort of' in Mexican which I had to adjust to different eating times, larger meals, and a conservative family. Yet when asked at the end of the program what they liked most about their experience in Mexico, all of the students referred to their families, friends, and nurses in the hospital and community.

'My Spanish improved tremendously. I also made special friendships with the families and some of the nurses at Medicina Preventiva. I will never forget this experience.'

The opportunity to work in Mexico was equal to my own experience for Dr. Omar, who said, "This study abroad experience has been an adventure for me as well. It has required me to expand my own vision and broaden my perspective."

Upon returning to Michigan, students who attended the program are searching for ways to return to Mexico—either to visit their families and friends, to seek employment—or to join the Peace Corps in another Latin American country.

"Study abroad in a country with a culture and language very different from your own is a life-changing experience," said Ms. Connie Currier, CON coordinator for International Programs. "Students will take what they’ve learned from Mexico into their nursing practice, and we will continue to develop their language skills and appreciation for the culture, either through travel, work with minority populations in the U.S., or work abroad."

The College of Nursing has been privileged to establish close collaborative relationships with the University of Guanajuato/Celaya School of Nursing and Obstetrics faculty, and MSC CON students have benefited from interactions with Mexican nursing students as well. The opportunity to learn about and experience cultural diversity firsthand has given all involved greater insight, sensitivity, and understanding of culture, collaboration, and caring within the nursing profession, the health care system, academia, and within ourselves.
Let the Children Walk

A Barry Mission Aids the Indigent

BY FRANCISCO J. DUQUE
Reprinted with permission from Barry University Magazine: Fall 1998.

A Barry mission to aid the indigent in Yucatan, now in its third year, has helped hundreds gain proper use of their feet.

Seven-year-old Didier González had never played soccer with the other boys in his hometown of Chicxulub, an Indian village in Yucatan. He was born with spina bifida, a congenital defect that compelled him to walk with a crippling limp on the side of his right foot. Half the time, when his foot was too weak, he had to be carried by his mother. Corrective surgery, commonplace in the U.S., was prohibitive for his impoverished family.

In the late morning hours of Saturday, June 26, Didier's life dramatically changed. His thin, brown body lay anesthetized on an operating table as two American doctors scrubbed his deformed right foot in preparation for surgery. Within a couple of hours, he would be lying groggy in a nearby recovery room, waiting for his mother to take him home.

Didier is just the latest of dozens to receive free foot surgery through a program initiated two years ago by Dr. Charles Southerland and Barry's podiatric medical faculty. In this sunny peninsula, riddled by the Gulf of Mexico and mottled with the ruins of the Mayan Empire, hundreds of children could have grown up defenseless against crippling foot deformities. Even clubfoot, a condition routinely corrected in the first year of life, usually goes untreated until Dr. Southerland and a dedicated corps of others took up their cause. Podiatric care remained out of the reach of most people. The doctors say they derive profound rewards from their voluntary time and services.

"Nobody stands taller than he who stoops over to help a child," said Southerland, professor of podiatric medicine at Barry. "It gives me great personal satisfaction to see improvement in Mexico—the 20-year Barry Crippled Children's Project staffed by doctors from California colleges. The groundwork had already been laid. The Hialeah Foundation in Miami, which had mobilized massive aid to Yucatan in 1988 after Hurricane Gilbert's devastation, putSoutherland in touch with the mayor of Progreso, a sun-baked seaport town of 35,000. A local family support group agreed to provide administrative support, and Southerland performed the first surgery at O'Hara Hospital in Merida, the state capital, on July 1, 1996.

Since then, on roughly bi-monthly visits, an itinerant team of four doctors and residents arrive in Merida on Friday night, perform surgeries on Saturday, and screen future patients at the DIF center in Progreso on Sunday. On this late June weekend, marking the second anniversary of this mission, Southerland said that 1,200 patients have received treatment, including 43 who have undergone surgery.

"The need is so pressing," said Keith Kashuk, DPM, podiatric surgeon and residency director at Larkin Hospital. "Our inner-city charity hospitals are palaces compared to this place. If patients get medicine or good food, it comes from their families."

On Thursday, June 25, Southerland once again flew into Yucatan. He led three graduates from Barry University...
School of Graduate Medical Sciences—Dr. Yasmin Zamorano, a Yucatan veteran traveling for the fourth time, and two first-timers, Dr. Luz Colón and Dr. Yania Bermúdez. Each will gain his or her own perspective.

"Some of the cases you encounter here you seldom see in the United States," said Colón. "You have a chance to train in different surgical procedures."

Friday June 26, 8:30 a.m.

In a small conference room at the Holiday Inn, podiatric doctors from around Merida were finishing a breakfast of stuffed tortillas and chicken. In a few minutes, Dr. Zamorano, chief resident, would give a slide presentation on US surgical procedures for flatfoot.

Zamorano, 35, a Puerto Rico native who graduated from Barry in 1995, completed her residency at Palmetto Hospital in June. She faced seven male doctors, some of them twice her age. Mexican podiatrists don't always intervene for flatfoot, and she feared that some might seriously question her presentation. She had been awake since 4 a.m. preparing for the presentation. "They know much more than I," she said.

But the presentation was well received. "Very clear, very didactic," said Dr. Alfredo Molina, an orthopedic surgeon from Merida. "She explained some very important concepts."

Later that morning, surgery began on seven-year-old Didier. Southerland and Dr. Arturo Ríos, an orthopedic surgeon who oversees the project in Mexico, began by making two incisions, one on each side of the foot, just below the ankle bone. The procedure lasted two-and-a-half hours. Zamorano, Colón, and Bermúdez applied a cast to the entire lower leg, while Southerland took a break in an adjacent dressing room, quietly sipping a soda before the next surgery. As usual, expenses occupied his idle thoughts.

"Right now we're able to raise $10,000 to $15,000 a year for this project, but we constantly run in the red," he said. A single trip including three more surgeries and the screening of 40 to 60 patients costs less than $2,000. Southerland keeps hoping to secure a large stock of supplies so he won't have to worry if he'll have enough for each trip.

The cost of airfare presents the major obstacle. Barry University has been unsuccessful in repeated attempts to secure complimentary tickets from the national airline, AeroMexico. Round-trip fares usually run $300 for each of the four doctors. This expense alone forced the Yucatan Crippled Children's Project to scale back its plans from monthly to bi-monthly visits.

Despite its name, the mission also has started serving the elderly. "There was a cry of discrimination from the local people," Southerland said. "They asked: 'Shouldn't the elderly also have consideration?'" Heeding this call, the doctors now attend the medical needs of the elderly, unless they present other health complications.

Saturday, June 27

It's 10:30 a.m. A crowd of 50 mostly women and children, has spilled out of the DIF center in Progreso as Southerland and the residents pulled up to the front of the building. In single file, the doctors climbed the short steps to the main entrance, as the women and children watched in anticipation.

For two weeks the DIF had run ads in area newspapers announcing the arrival of the American podiatrists. Rosario Sierra, director of the center, had to turn people away after scheduling some 60 patients for consultation.

Inside the center, Southerland and Zamorano took their positions in separate rooms. Colón and Bermúdez shared a third room. At 11:20 a.m., the cries of children echoed down the hallway as the podiatrists examined one by one the patients in the incessant stream.

Some examples, like Maria Alejandra, offered hope. The 11-year-old had been born with her toes fused together into a single lump of flesh and bone. Southerland had carved out two skinny toes in a previous operation. After the follow-up examination, Maria unveiled a shy, warm smile and slipped into her tan leather sandals.

In all, the doctors saw 65 patients in three hours. They slated five for surgery in August, when the team was to return.

Later that day, local officials held a ceremony to mark the project's two-year anniversary. Some 200 townspeople packed the 150-year-old Palacio Municipal. "May this program continue for the good of Progreso and its children," said Miguel Vega, Aguilera, representative for the eighth district.

Way beyond the festivities, Didier, the seven-year-old from Chicxulub, sat on his mother's lap during the midnight ride back to his village across the dense, warm night. He whispered something into her ear. He wanted to know, his mother said, when the doctors would take off the cast so he could play soccer with his friends in the village.

More than a month later, Dr. Southerland reported that Didier was doing well. The cast was removed and he was walking on the bottom of his right foot. Soon his wish to run and play will become a reality.
López Named Goldwater Scholar

University of New Mexico (UNM) student Roberto G. López, double-majoring in biology and economics, has been named a 1999 recipient of the prestigious Barry M. Goldwater Scholarship. López, who will receive a two-year, $15,000 scholarship, is the first UNM student to be named a Goldwater Scholar since the program was established in 1986. He is among 304 students selected on the basis of academic merit from a nationwide field of 1,181 mathematicians, science, and engineering students.

López said he plans to pursue a doctorate in plant pathology and then hopes to obtain employment with the U.S. Department of Agriculture.

Duasso Wins American Values Award

Manuel Duasso, a Miami-Dade Community College (M-DCC) professor of communications, arts, and philosophy, is a 1999 recipient of the American Values Award, presented by the United Way of Miami-Dade, Fla., and the Green Family Foundation.

The award, which was presented along with $5,000, celebrates public servants who perform their duties with excellence and help their community through voluntary service.

Duasso has taught writing classes at M-DCC since 1994, despite having lost his vision due to a gunshot received during a mugging more than a decade ago. He initiated and led several departmental activities designed to help students gain as much as they can from their academic experience.

Espada at Community College of Baltimore

The 13th Annual Creative Writing Forum at the Essex campus of the Community College of Baltimore County (CCBC-Essex) featured poet Martín Espada, currently an associate English professor at the University of Massachusetts-Amherst. Espada explored the connection between the personal and the public, the private and the political. According to The Nation, his work "defines political poetry for the turn of the century."


Izquierdo Named "Unsung Heroine"

Elena Izquierdo, assistant professor in the teacher education department at the University of Texas-El Paso (UTEP), was named one of nine "unsung heroines" by the El Paso Women's History Month Coalition, which stages the annual event to recognize local women who do important community work in many capacities—not rarely get recognized.

Izquierdo was honored for her work in the professional development of teachers who work with bilingual special education students. She has been working as well to address the professional development needs of teachers in rural school districts.

UTEP student Norma Espina was honored as an "up-and-coming unsung heroine" for her volunteer work with Americorps.

Rodriguez Wins Harry S. Truman Scholarship

Adrian Joseph Rodriguez, government and economics major at the University of Texas-Austin, has been awarded the prestigious Harry S. Truman Scholarship. Rodriguez is one of only "70 college and university students nationwide this year to receive the award from the Harry S. Truman Foundation, which provides winners $30,000 each to further their education.

Rodriguez has maintained high grades while gaining valuable governmental experience working at the state capitol of Texas. He is a legislative aide with the office of state Rep. Norma Chavez of El Paso.

After he graduates, Rodriguez, whose parents grew up in poverty in El Paso, would like to help to develop the economy along the U.S.-Mexico border.

Atencio-Pacheco Named Truman Scholar

University of New Mexico (UNM) student Juana Chamiza Atencio-Pacheco, a political science and economics philosophy major, has been named a 1999 Truman Scholar.

"Receiving a Truman Scholarship is a great personal honor, but moreover, it is a testament to the support and faith of those who have surrounded me throughout my life, particularly my parents, Tomas Atencio and Consuelo Pacheco. Their guidance has been augmented at UNM by that of Dr. Diane Rawls and of my fellow UNM Regent Scholars," Atencio-Pacheco said. UNM Regent Scholarships, which offer full-tuition, are the most comprehensive and prestigious offered by UNM.

Atencio-Pacheco plans to enroll in law school.

Garcia and Herrera-Sobek Win Southwest Book Awards

Two University of California-Santa Barbara Chicano studies professors, Mario Garcia and
Maria Herrera-Sobek have received Southwest Book Awards from the Border Region Library Association for literary excellence and enrichment of the cultural heritage of the Southwest.

García was honored for "The Making of a Mexican American Mayor: Raymond L. Telles of El Paso."

Herrera-Sobek was recognized for her work with co-editor David Nacel of California State University-Dominguez Hills, Culture Across Borders: Mexican Immigration and Popular Culture

Attorney López Visits DePaul University

Attorney Gerald P. López, in April, lectured at the DePaul College of Law (Ill.) on the plight of the Los Angeles garment workers at the turn of the century. López, a professor of law at the U.C.L.A. has represented the Los Angeles garment workers. He is one of several distinguished and diverse speakers sponsored by the College of Law to help commemorate DePaul's centennial year.

Passionate about public interest law, López has a long history of working in civil rights and community organizing. He lectures around the country on such subjects as race, immigration, poverty, economic development, and progressive law practices.

New Jersey Channel Honors Unanue

Images Imagines NJ Public Televisions award-winning Latino public affairs program presented "The Joseph F. Unanue Story: The Man, the Lamb, and the Tradition." In April


At 41 years of age, Joseph Unanue was already an icon in the corporate sector," said William Sánchez, series producer. "More important, he was a visionary, an inspirational leader, and a friend to his colleagues and to the Hispanic community.

He lost his life to cancer but left a legacy of love and family values we can all admire."

NJN is New Jersey's public telecommunications network and a PBS member.

Ensemble Kalinda at Wright State University

traditional folk and popular music from Puerto Rico, the West Indies, and Latin America display strong African influences that are also the roots of today's American popular music. Ensemble Kalinda, an eight-member musical group, brought a diversity of influences to Wright State University's (Ohio) Artist Series.

Ensemble Kalinda's repertoire includes Cuban dances, traditional Brazilian songs, and Puerto Rican ceremonial pieces. Its musical style includes chants, ska, reggae, and calypso. The kalinda is considered "the universal Caribbean dance," and has been danced since the late 15th Century. Eventually, the music reached New Orleans, and it continues to be danced today in Trinidad and in Caracas.

Sánchez-Mulcahy Shows Dedication at University of New Mexico

Deanna Sánchez-Mulcahy, manager of enrollment services for the University of New Mexico (UNM) continued education non-degree credit program and academic advisor Sonja Shew track the progress of approximately 1,000 students per semester at UNM.

We strive to provide the best and most convenient student services," said Sánchez-Mulcahy.

She was on the planning committee for the annual New Mexico Academic Advisors Association conference, held in March, as a scholarship chair on the board of directors of the Association for Non-Traditional Students in Higher Education, whose conference will be held in October. She meets monthly with UNM advisors to discuss professional development, procedural changes, and core curriculum issues.

Denoya Named Fulbright Scholar

Dr. Laila E. Denoya has been selected for a J. William Fulbright Scholar award in Honduras during the 1999-2000 academic year. Denoya was the director and principal investigator of the Upward Bound Program at State University of New York-Fredonia.

Over the past 15 years, Denoya has been responsible for establishing and directing pre-college programs with funding from the National Science Foundation, which has invited her to serve as a primary grant reader, as has the U.S. Department of Education.

Denoya has a bachelor's degree from the Central University of Venezuela, and a master's and doctorate from the University of Pittsburgh.

Vergara Photos to be Exhibited at Cooper-Hewitt

The photographs of documentarian Camilo José Vergara, revealing profound changes in the built environment of Los Angeles County, will be exhibited at Cooper-Hewitt National Design Museum, Smithsonian Institution, 2 East 91st Street in New York City. On view June 20 through Sept. 5, "El Nuevo Mundo. The Landscape of Latino Los Angeles by Vergara's personal account of the transformation in the physical character of Lo
Angeles County as its population has become increasingly Latino.

"Far from seeking a place to reinvent themselves, Latinos are desperately trying to keep in close contact with their families and their culture," says Vargas. "In a place so culturally different from home, they want to maintain their identity.

**Valis Earns Tenure at Yale**

Professor of Spanish Noël Valis, an authority on Spanish peninsular literature who has taught such topics as 19th-Century literature, the post-Civil War Spanish novel, and the theme of Spain in Spanish literature, has been appointed to a tenured position at Yale University (Conn.).

Valis, who also has taught modern Spanish theater and contemporary Spanish women novelists, is the author of *The Decadent Vision in Leopoldo Alas* and the Novels of Jacinto Octavio Picón and co-edited *In the Feminine Mode: Essays on Hispanic Women Writers*.

A Phi Beta Kappa graduate of Douglass College, Valis received her doctorate from Bryn Mawr College.

**Graduate Education Recognized by Women and Minorities**

Years of work as a psychiatric nurse convinced Lucy Montes-Sandoval to return to New Mexico State University (NMSU) for a doctoral degree. Owing three degrees in nursing from NMSU, Montes-Sandoval believes a doctorate will take her to the "next plateau." She is among increasing numbers of women and minority students who see graduate school as leading to more successful careers, said NMSU graduate school dean Tim Pettibone.

Women make up 58 percent of the 2,578 graduate students at NMSU, while total minorities account for 25 percent. Hispanics make up 21 percent.

Pettibone notes that enrollment in education and health and social services has steadily increased over the past five years.

**González Named VP at University of North Texas Center**

Adela N. González was appointed vice president for administration and institutional diversity at the University of North Texas Health Science Center in Fort Worth.

González is responsible for administrative services, human resources, community relations, and for coordinating multicultural enrichment programs for students, faculty, and staff. She has held several posts at the Health Science Center since her appointment as acting director of the Public Health Program in 1994. She is the former director of the Department of Health and Human Service for the City of Dallas.

**Viramontes Speaks at Texas A&M-Corpus Christi**

Critically acclaimed Chicana author Helena María Viramontes read from and discussed her work during Women's History Month at Texas A&M University-Corpus Christi.

Currently an assistant professor of English at Cornell University, Viramontes has written three novels (most recent, *Their Dogs Came with Them*) and co-authored two anthologies. She has a bachelor's degree from Immaculate Heart College and a master's from the University of California-Irvine.

**García y Griego to Direct Texas-Arlington Mexican-American Center**

Manuel García y Griego, an international expert in U.S.-Mexico relations and immigration issues, has been appointed director of the University of Texas-Arlington's (UTA) Center for Mexican-American Studies (CMAS), starting in September.

Griego is a political science professor at the University of California-Irvine. He will be an associate professor of political science at UTA.

"I am impressed with García y Griego's experience in designing and administering Chicano/Latino studies programs in California institutions and at institutions in Mexico," said UTA provost George Wright.

Visit the UTA-CMAS Web site at <www.uta.edu/cmas>.

**DaimlerChrysler Contributes to Hispanic Education Funds**

Jaime Vélez, Jr., received a $5,000 scholarship from the DaimlerChrysler Corporation at the 4th Annual Hispanic Business 500 Salute in San Francisco. The automaker was a Gold Sponsor of the Salute, which honored Bay Area Latino entrepreneurs included in *Hispanic"
Texas A&M-Kingsville Receives Grant for Bio Research

The National Institute of Health awarded Texas A&M University-Kingsville’s National Institutes of Health/Minority Biomedical Research Support (NIH/MBRS) program $380,680. The purpose of the grant is to try to attract minority students into scientific careers, said Dr. Enrique Massa, assistant biology professor and director of the NIH/MBRS program.

This is the first time in the 24-year history of the grant that it has had three investigators—Massa, Dr. John C. Pérez, biology professor, and Dr. Jamie C. Laurenz, assistant animal and wildlife sciences professor. The investigators are examining key aspects of biomedical research and providing data and information regarding questions of biomedical relevance and importance.

Mi Barrio Primero at New Mexico Highlands

La Compañía presented Mi Barrio Primero, by playwright M. Salomé Martínez, at New Mexico Highlands University in March. A successor to the Martínez play Estoy en el rincón, Mi Barrio Primero addresses two of the most pressing issues facing communities—youth alienation and gang violence.

In Mi Barrio Primero, Martínez explores the culture of gangs, including the web of community lies and self-deceptions that breed them. But it also alludes to a sense of belonging and space to be preserved and protected.

Intel Partnership Benefits Texas-Pan American

In March, the University of Texas-Pan American (UTPA) received a gift of Pentium® III computer from the Intel Corporation. Throughout the years, Intel has donated more than $74 million worth of equipment and scholarships to UTPA, the only comprehensive university in the predominantly Hispanic Rio Grande Valley of South Texas.

"We feel very fortunate to have a corporate partner like Intel," said Dr. Miguel A. Nevárez, president of UTPA (photographed). "The contributions of funding, equipment, and intellectual capital help us provide students with the most advanced education in the high tech field."

The Midwest Hispanic Student Leadership Conference

The United States Hispanic Leadership Institute sponsored the recent spring Midwest Hispanic Student Leadership Conference (MHSLC), held in Chicago. The featured speakers were Illinois Congressman Luis V. Gutiérrez, and Dr. Estela López (photographed), provost at Northeastern Illinois University.

Hispanic student leaders representing approximately 80 colleges attended.

The MHSLC seeks to develop student leadership skills, promote unity among Hispanic students in colleges and universities, and advocate the implementation of the Collegiate Leadership Development Program.

Seminar on the Amazon at Long Island University-Brooklyn

Dr. Eloí Rodriguez, a professor of environmental studies at Cornell University, and an expert on rainforest biomedicine, presented a special seminar, "Exploring the Amazon Jungle for Novel Medicines: Entomocides from Giant Antheads and Antitumor Drugs from Tropical Vines," at Long Island University-Brooklyn (N.Y.).

Considered one of the world's leading plant chemists, Rodriguez is part naturalist and part explorer. He looks to nature as a source of beneficial and medicinal substances through interdisciplinary research.

Congressional Budget Resolution Misguided, Says National Council of La Raza

The National Council of La Raza (NCLR)
deeply concerned over certain Congressional budget resolutions, passed by both the U.S. Senate and House of Representatives, that threaten to funnel scarce federal resources away from critical domestic programs to pay for a significant tax cut that would largely benefit the wealthiest Americans.

The resolutions impose direct cuts for fiscal year 2000 in justice and international program areas. The resolutions impose cuts in a range of domestic program areas that could result in deep cuts for Head Start, summer jobs, housing assistance, health services for women and children, and the Women, Infants and Children program.

NCLR President Raúl Yzaguirre released a statement saying that Republican leadership's budget proposal promises to decimate the very programs that are vital to preparing America's future workforce.

**International Friendship Festival at U.S. International University**

United States International University's (USIU's) 10th annual International Friendship Festival was held in May. The day-long, outdoor event featured food, crafts, and entertainment from around the world. Many international student clubs—students from more than 70 countries attend USIU-sponsored booths highlighting food and crafts from their home countries, such as Thailand, Kenya, Mexico, Germany, Indonesia, Korea, and others.

Performers included East Indian recording artist Maya Mal Jager and the Edelweiss Band, belly dancer Melench, flamenco with Adriana de Cillo, and the Runningpath Native American Dancers.

**Del Mar College Receives Workforce Grants**

The Texas Workforce Commission (TWC) awarded Del Mar College three Skills Development Fund Grants totaling $267,607.

"Every time a dollar is spent to improve someone's skills, it enables that person to make better wages to support themselves and their families while at the same time help the Coastal Bend economy," said Texas State Rep. Gene Seaman. Combined, the TWC grants provide funding to train 322 individuals and create 162 new jobs in the Coastal Bend area.

Pictured here, Seaman (left) presents a check to Mark P. Costello, of SEMTECH Corporation; Bob Cuveller, vice president of Rabalais I&E Constructors; Jay L. Posze, of KOCH Refining Company; and Bud Harris, dean of Del Mar College's Center for Business and Community Education.

**International Day at Salem Community College**

Salem Community College's (N.J.) United Nations Organization sponsored "International Day" in March. The annual event celebrates cultural diversity on campus. Participants sampled ethnic foods and enjoyed music, dancing, and multicultural decorations.

**University of Redlands Town and Gown Honorees**

Each year, Town and Gown, a University of Redlands (Calif.) support group, honors 10 outstanding local women at its "A Woman's Place Is Everywhere" luncheon. The women are recognized for their achievements in work and in community service.

Pictured here are, left to right, Judith Valles, the second woman to hold the position of mayor of San Bernardino, Connie Cisneros, the first Hispanic woman elected to the Colton City Council, where she served for 19 years; Gloria Macías Harrison, Crafton Hills College vice president of instruction, and founder of El Chicano newspaper; and JoAnn Roberts, owner of the Phoenix Information Center, the largest African American bookstore in the Inland Empire.

Other honorees included Carol Baker, Kay Beattie, Gloria Lynch, Martha Flumer Mendoza, Angie Westergard, and Peggy Fouke Wertz.

**10th Annual Latino Youth Conference at Citrus College**

Citrus College (Calif.) recently celebrated its 10th annual Latino Youth Conference.

The keynote speaker was Dr. Michael Hurtado, interim dean of continuing education at Citrus. In step with the theme "Si Se Puede," Hurtado talked about the choices he made in life and how Citrus instructors helped him to make the choice to succeed while he was a college student. "It's a great time to be Latino Society is experiencing a renaissance of the Latino culture," said Hurtado.

The conference aims to attract Latino students to Citrus. "The presenters at the workshops serve as role models to the students, which encourages them to continue on with their education," stated Laura Garcia, Citrus College transfer advisor.
U.S.-Mexico Conference at Texas-Pan American

The University of Texas-Pan American (UTPA) in cooperation with the Universidad Autónoma de Nuevo León (UANL) hosted their first U.S.-Mexico conference in accounting and business.

The goal of the conference was to promote and foster intellectual discussions between UTPA and Nuevo León, according to Dr. Lino García Jr., assistant vice president for academic affairs for international programs at UTPA. “Hopefully this conference will stimulate and increase joint research projects between students and faculty from both universities,” said García.

Topics included international business, the evolution of value-added tax rates and government tax revenues in Mexico, the association between UANL and the North American International Trade Corridor, the Foreign Corrupt Practices Act, and current immigration issues.

Spanish Studies Partnership at Towson

Recognizing the increasing need for certified Spanish teachers in Baltimore County, Md., middle and high schools, the department of modern languages at Towson University has formed the “Partnership for Spanish Studies” with Baltimore County public schools.

Puerto Rico’s Revolt for Independence: El Grito de Lares

by Olga Jiménez de Wagenheim

This book interprets Puerto Rico’s first and most significant attempt to end its colonial dependence on Spain. The author explores why the island’s independence movement began decades after Spain’s other colonies of the region had revolted.

More Hispanics Entering Texas Medical School

The University of Texas Health Science Center is among the nation’s leaders in training Hispanic physicians. The medical school enrolled 36 Hispanic students in 1995, 38 in 1998, and 42 in 1999.

The White Minority in the Caribbean

Howard Johnson and Karl Watson, eds.

This collection of essays by historians, anthropologists, and a political scientist represents an attempt to locate a discussion of the White minority in the Caribbean in the mainstream of the social scientific literature on the region. This is especially important because White minorities—particularly in their elite dimes
Understanding Diversity: A Learning-as-Practice Primer
by Barbara F. Okun, Jane Fried, and Marcia L. Okun.

By using readers' own personal development as the framework for appreciating others, the authors turn the field of multicultural studies inside out. Readers will learn that diversity is about borders and groups, but also about people and perspectives.

1999
288 pgs.
ISBN 0-534-54810-6
$30.95 paper
Brooks/Cole Pub
(800) 354-9706

Victoria Ocampo: Writer, Feminist, Woman of the World
by Patricia Owen Steiner

Victoria Ocampo, the powerful Argentine writer and publisher, was a key figure in Twentieth-Century Latin American letters. Until now, most of her work has been unavailable in English. This book makes Ocampo's memoirs, letters, and essays accessible to readers with interests in autobiography, the literature and culture of Latin America, and in the development of feminist thought.

February 1999
190 pgs.

$19.95 paper
University of New Mexico Press
(800) 246-8255

Voices of Color
Yolanda Alaniz and Nellie Wong, eds.

In 35 lively articles, Chicana/o, African American, Asian/Pacific American, and Native American women and men address issues ranging from self-identity to land rights, from bias in the entertainment industry to organizing efforts for affirmative action and bilingual education, from confrontations with racism, sexism, and homophobia to inspiring life stories and victories.

February 1999
160 pgs.
$12.95 paper
Red Letter Press
(206) 682-0990

MLA Directory of Scholarly Presses in Language and Literature
James L. Harner, ed.

A companion to the MLA Directory of Periodicals, this book describes the fields of interest, submission requirements, contract provisions, and editorial procedures of scholarly publishers of book-length literary and linguistic studies.

1996
295 pgs.
$14.95 paper
Modern Language Association
(212) 642-6883

Guide to Reference Works for the Study of the Spanish Language and Literature and Spanish American Literature
by Hensley C. Woodbridge

This book has a twofold purpose. Graduate students in Spanish can use it to learn about some of the most important reference works in their field of interest, and librarians can use it as an aid in selecting the books in their collections in Spanish language and literature and Spanish-American literature.

230 pgs.
$18.00 paper
Modern Language Association
(212) 642-6883

Good Neighbors: Communicating with the Mexicans
by John C. Condon

John Condon, with remarkable economy of words and striking insightfulness, shows how the cultures of Mexico and the U.S. differ, how Mexicans and North Americans misperceive each other, and perhaps most important, what can be done to bridge the gap.

1997
88 pgs.
ISBN 0-87808-434-6
$14.95 paper
Intercultural Press
(800) 570-2065
Cross-Cultural Dialogues: 78 Brief Encounters with Cultural Difference
by Craig Storti

This is a collection of brief conversations (+8 lines) between an American and someone from another country and culture. Short as each dialogue is, it has buried within it at least one, and usually several, breaches of cultural norms that the reader is challenged to figure out.
1994
140 pgs.
$16.95 paper
Intercultural Press
(800) 570-2665

Management in Two Cultures: Bridging the Gap Between U.S. and Mexican Managers
by Eva S. Krasnoff

In this book, Eva Krasnoff has provided us with an updated book that confronts head-on the problems that arise out of the cultural differences between U.S. and Mexican managers.
1995
104 pgs.
$15.00 paper
Intercultural Press
(800) 570-2665

NAWE National Conference for College Women Student Leaders
June 10-12
NAWE. Advancing Women in Higher Education's 15th annual national conference "Women Leading: Today and Tomorrow:" is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.
Contact: NAWE. (202) 659-9330; e-mail <nawe@clark.net>; Web site. <www.nawe.org>

Consortium for Graduate Study in Management
June 11-16
The 35th Annual Orientation Program at Career Forum, "Facing the Future: Changing Face of Business," taking place at Orlando, Fla., brings together corporations, universities, and minority business leaders. Lead sponsor is DaimlerChrysler. Include are: Enhancing Interviewing Skills, Negotiating, Money Management, Citizenship, Work Ethic Exercise, and Diversity Interactivity.
Contact: 1-888-658-6814; Web site <www.cgsu.wustl.edu/35/010/>

IACC - Summer Dance Institute
June 19-26
This Latin American and Caribbean Summer Dance Institute is sponsored by among others, the Latin American and Caribbean Center at Florida Internation; University of Miami, Fla. Featured are tecllque classes, scholarly seminars, academic classes, and performances.
Contact: Andrea Mantell-Deideal. (305) 348-2894; e-mail <andami@fIU.edu>

Center for the Study of Books in Spanish for Children and Adolescents - Summer Workshop
June 21-25
July 6-8
July 10-21
The Center at California State University San Marcos directed by Isabel Cheon is holding three summer workshops: (June 21-25) 9:00 a.m.-5:00 p.m. Bilingual Books at Books in English about Latinos for Children and Adolescents. (July 6-8, same) Curre
Issues: Books in Spanish for Young Readers, and (July 19-21, same) Literature in Spanish for Children and Adolescents.
Contact: Center, (602) 502-4070.

**NACADA - National Academic Advising Association**

June 2-July 2
The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.
Contact: NACADA at Kansas State University, (785) 532-5711; Web site, <www.ksu.edu/nacada>.

**HERS, Mid-America - Summer Institute**

June 27-July 21
The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.
Contact: Betsy Metzger, (301) 876-6886, e-mail to bmetzger@du.edu.

**Heritage College - Conference on Diversity**

June 28-July 1
Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."
Contact: Irma Prioro, (509) 865-8580; e-mail, <deprieto1@heritage.edu>; Web site, <www.heritage.edu>.

**Yale Center for International and Area Studies - Summer Institute**

July 5-16
This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence-Connections in the Post-Cold War Era." In New Haven, Conn.
Contact: ICAS Center, (203) 432-6410, e-mail, <perirem@quickmail.yale.edu>; Web site, <www.yale.edu/peris>.

**ECS National Forum and Annual Meeting**

July 14-18
1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.
Contact: ECS, (303) 299-3000; e-mail, <ecs@ecs.org>; Visit Web site at <www.ecs.org>.

**Cornell University - Administrative Management Institute**

July 25-30
Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACLEB (Eastern Association of College and University Business Officers). This is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y. CELs are available.
Contact: phone, (607) 255-239; e-mail, <cusp@cornell.edu>; Web site, <www.sce.cornell.edu/html/ami.html>.

**NACA - "Celebrating Diversity" Workshop**

July 2-August 1
A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.
Contact: phone, (803) 732-6222.

**ACE: Educating a Nation (VII)**

October 28-30
The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its "7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education."
Contact: phone, (202) 999-0395; e-mail, <lachone_fauquay@ace.nche.edu>; Web site, <www.acenet.edu>.

**CORRECTION**

Iraferri Ferrara is co-author of *Green Prosthetics with Green Ties: MBA Programs where the Environment Matters*, a WRI report. She is not associated with the Thomas Rivers Policy Institute. We apologize for the error in the May 7 issue.

**Reference Librarians**

American University Libraries invites applications for tenure-track reference librarians who seek an exciting opportunity to contribute to a newly configured team-based reference unit.

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**Requirements:** ALA accredited M.S. Reference experience and experience with electronic information resources. Excellent communication skills. Ability to work independently and collegially in a dynamic environment. Preferred: academic reference experience and library instruction experience. Demonstrated ability to work on a shared decision-making group. Experience in a multicultural environment. All other standards considered, including economic or social sciences especially helpful.

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Michele Mikkelson
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The American University is an AA/EEO University committed to diversity and student body.
by Mark Saad Saka, Ph.D.


Tejano Legacy is an important study of the Tejano (Mexican American) population of South Texas from the earliest Spanish settlements in the 1730s through the American annexation and its aftermath. Armando C. Alonzo is a professor of history at Texas A&M and a specialist on the borderlands. Alonzo dispels many Anglo myths and stereotypes that hold Mexicans as docile and trapped in a fatalistic culture that failed to adapt to the 19th Century. Indeed, through meticulous archival research and a sophisticated framework of analysis, Alonzo demonstrates that the Tejano people of South Texas proved highly resilient and tenacious in their adaptation to a rapidly changing society.

The first Hispanic families to arrive in South Texas settled along the Rio Grande and established a series of military colonies that formed the genesis of many of the South Texas cities that exist to the present. The military character of these settlements resulted from the continuing threat posed by the Apache and Comanche peoples, who raided northern Mexico in search of livestock, and the Spanish Crown sought to create a buffer between northern Mexico and the mounted nomadic threat. A vibrant ranching economy grew alongside the military encampments, and over the course of the 18th Century, a dynamic and resilient people and culture emerged throughout South Texas.

An important distinction emerged between the Texas ranching economy and the long-established ranches of Central Mexico. In Texas, the Spanish Crown granted heads of households land titles, and a more egalitarian economic base formed as opposed to that in the Central Mexican regions, where large land-holding haciendas developed. In addition, race and gender restrictions more characteristic of Mexico City and the Valley of Mexico failed to materialize on the Mexican frontier. This ranchero ethos laid the basis for a regionally distinct culture and identity that continues to mark Tejano society to the present time. Between 1730 and 1836, a stock-raising and export trade economy dominated South Texas, and the growth of an Hispanic ranching society laid the basis for the Southwestern cowboy culture that is so often interpreted as uniquely "American."

The American annexation of the Southwest in 1848 marked a watershed event in the history of Texas although Tejanos remained the majority (85 percent) of the South Texas population for the remainder of the 19th Century. However, even though Anglo's constituted a minority population among the Tejano majority, the challenge of an Anglo-dominated political economy threatened to undermine traditional Tejano cultural and social autonomy. Between 1846 and 1900, Anglo economic penetration of the region, dominance of marketing connections, formation of an English-biased judicial system, and increasing Anglo control over the political machinery put Tejanos on the defensive. Yet in spite of the challenges of the new order, Tejanos defended their interests in an increasingly difficult environment.

Alonzo points out a number of factors to demonstrate the vibrancy of the Tejano peoples during the 19th Century: First, the Tejano family served as the nucleus of culture and society; and the persistence of family values, adoption practices, religious faith, holiday celebrations, music, dances, and language transmitted Tejano culture from one generation to the next. Second, Tejanos placed tremendous value and importance on education and thus founded numerous schools, both parochial and public. This is an important issue for Hispanics as it relates to secondary and higher education. Popular Anglo myth in Texas has often stressed the fatalistic nature of Mexican culture and a general lack of interest among Mexicans in education. Alonzo's work dispels this stereotype by demonstrating the long-held interest among Tejanos in education for their children. Third, Alonzo underscores the popular participation and seriousness that Tejanos held toward politics. Throughout the Nineteenth Century, Tejanos declared their right to vote and actively participated in the electoral process. Finally, Tejanos held their own when it came to landholding, a crucial issue in an agricultural and ranching economy. Tejanos fought in the courts for the right to maintain their ancestral lands, and this allowed for an expansion of the ranching economy until the 1890s.

The strength of this book is its demonstration of a determined and flexible people who survived and prospered during decades of tremendous change and upheaval, fighting, in some circumstances, overwhelming odds and a market economy that impeded economic and political mobility. Professor Alonzo has produced for us an important work on the ingenuity of the Tejano people, a legacy that serves as a model for Hispanic youth and a legacy for all Americans to appreciate.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Central Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
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Junior Open House
June 19

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*Hood
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Requires a Master's degree, plus five (5) years related experience in health care administration. Prior accounting and financial management experience is required. Experience in a medical school environment desired.

Forward your resume to: Dept of Human Resources, UMDNJ, 40 East Laurel Rd., Stratford, NJ 08084. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview. Visit our website at: http://www.umdnj.edu/hrweb/

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Send letter of application, resume and job history of three references to:
Shaune Nissac, Search Coordinator
Assistant Director of Campus Recreation
Room 2560 Student Services Building
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Office of Institutional Studies
University of Maryland, College Park

The Director of the Office of Institutional Studies reports to the Assistant Vice President for Academic Affairs. The director provides vision and leadership for the Office of Institutional Studies, which is responsible for overseeing, directing, and reporting data regarding all aspects of the University of Maryland, College Park. Main responsibilities include the preparation and review of reports for the university, state system and federal government agencies; and preparing, interpreting and presenting data to assist in university planning and decision-making. Projects include receiving and coordinating over 50 data requests; analyzing data; and preparing and interpreting data for reports and other presentations. Strong interpersonal skills and the ability to work with all levels of university management are necessary.

Preferred qualifications include an educational background in statistics, computer science, economics, or other related fields; advanced understanding of data analyses techniques; expert knowledge of statistical software; and strong communication, interpersonal, and problem-solving skills. The University of Maryland is an equal opportunity/affirmative action employer.

The University of Maryland is an equal opportunity employer and women, minorities and veterans are encouraged to apply.

Department of Management Faculty Opening in MARKETING

The Department of Management at Worcester Polytechnic Institute (WPI) invites applications for the title of Assistant Professor in Management starting in the 2000-2001 academic year. The position is tenure-track. WPI is an equal opportunity employer.

The person appointed will be expected to teach courses in marketing at both the undergraduate and graduate levels, as well as to participate in service and research activities. The university offers 4-year business degrees in marketing, finance, management, marketing, engineering, and other disciplines. The college has a strong reputation for professional degree programs, with many graduates working in industry. In addition, the college offers a joint degree program with the College of Engineering.

Candidates should have a Ph.D. in marketing or a related field. Preference will be given to candidates with excellent teaching skills and a strong research record. The Department of Management is located within the college of business administration at WPI.

Applications should include a letter of interest, curriculum vitae, and the names and addresses of three references. The applications should be submitted to the Department of Management, WPI, 100 Institute Road, Worcester, MA 01610-2280. Applications should be submitted by April 15, 1999. Equal opportunity/affirmative action employer.

PROFESSIONAL POSITIONS

CENTER FOR NEW STUDENTS - Assistant Director for Transfer and Evening Student Services. Full-time, twelve month position; coordinates comprehensive services and activities for evening students as well as orientation programs, general advisement and registration, counseling for both transfer and evening students and their families. Assists in the development and monitoring of the transfer/evening student program budgets, development and dissemination of public relations materials and other publications for evening and transfer students. Bachelor's degree supplemented by Master's degree in counseling/education, psychology, higher education, administration or related field, three to five years professional experience and outstanding written, oral and interpersonal communication skills required. Experience working with both colleagues and advanced software applications desirable. Director: Ms. Peggy Melchione, Center for New Students.

FINANCIAL AID - Assistant Director for Computer Support. Under supervision of the Director, will assist in managing and operating the office's automated financial aid systems including Colleague, Ed Express, Direct Loans and NJ Gateway. Responsibilities will include assistance in developing system and electronic support for office operational procedures, generation of management and statistical reports, oversight of interfaces with outside agencies and liaison to the University Computer Center. Bachelor's degree and three years experience with automated financial systems required. Master's degree preferred. Ability to adapt new technology to address current and emerging information and operational needs. Excellent communication and analytical skills and experience in higher educational financial aid office important. Colleague experience desirable. Director: Diane Earley, Financial Aid.

EXCEPTIONAL EDUCATIONAL OPPORTUNITIES (EEO) PROGRAM - Counselor/Academic Advisor. Full-time, twelve month position reporting to Director of EEO Program. Provides group and individual counseling and advisement related to academic programs, personal, and social adjustment, financial aid, and career planning. Organizes and conducts activities to enhance student development and academic advisement. Maintains files and records, writes reports, makes recruitment presentations and teaches Freshman Seminar. Assists with coordination of a program support component. Additional responsibilities may be assigned by Director as appropriate. Requirements include Bachelor's degree. Master's degree preferred in counseling, psychology, social work or related field. Minimum of three years experience counseling educationally and economically challenged college students, excellent communication and human relations skills. Director: Ms. Beverly Baker, Exceptional Educational Opportunities (EEO) Program.

APPLICATION, SALARY, BENEFITS INFORMATION

Application review begins immediately and continues until position is filled. Send letter of interest, résumé, and names and addresses of at least three references. Official transcripts and three current letters of recommendation required before appointment. Appointments effective immediately. KEAN UNIVERSITY, Morris Avenue, Union, New Jersey 07083. Salary is commensurate with qualifications and experience. Keansburg benefits program includes: KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.

MARKETING ASSOCIATE PROFESSOR

Tenure Track Position - Fall 1999
WESTERN CONNECTICUT STATE UNIVERSITY

DUTIES: Teach Marketing Management and marketing electives at the undergraduate and graduate levels in the day and evening programs. Requirements: proven teaching ability at the undergraduate and graduate level, ability to use technology to facilitate learning and teaching, relevant business experience, academic or work experience in multicultural marketing and/or direct marketing, demonstrated research ability. Doctorate in Marketing from an AACSB accredited university. The department maintains cooperative relationships with more regional businesses and has a distinctive industry-supported program in Interactive Marketing. Submit cover letter, current vita, undergraduate and graduate transcripts and three letters of recommendation to Dr. Ronald Drobak, Marketing Department, WCSU 181 White St., Danbury, CT 06810. Application Deadline is June 18, 1999. Phone (203) 785-8776. Email: DROBZM@wcsu.edu AAI061

WASHINGTON, D.C.

VICE PRESIDENT FOR DIVISION OF COMMUNITY AND MINORITY PROGRAMS

Summary
The Association of American Medical Colleges is seeking a Vice President for the Division of Community and Minority Programs. Reporting to the President, the person will be responsible for advancing the interests of underrepresented minority medical students and medical school faculty, as well as enhancing the prominence of population-based, community-oriented, public health concerns within academic medicine.

The Vice President of Community and Minority Affairs must have an established reputation in promoting minority participation in higher education. Doctoral degree is preferred. A J.D. is a plus.

Office of Human Resources
The Association of American Medical Colleges
250 North Street N.W.
Washington, D.C. 20037
Attention: Search Committee
E-mail: jmcmahon@aamc.org

The AAMC is an equal opportunity/affirmative action employer with a strong commitment to diversity. The AAMC is an equal opportunity/affirmative action employer.

OSWEGO

HEALTH PROMOTION COORDINATOR

Oswego State University Division of Student Affairs
Health Promotion Coordinator will be responsible for the assessment, programming, planning, implementation and evaluation of a prevention education program which focuses on alcohol and other drug abuse, sexual health, and mental health issues. Additional responsibilities include the development of a peer-led health education curriculum for upperclassmen and community service-learning opportunities. Experience in college health, health education, or health promotion is preferred. Starting date: August 15, 1999. Excellent working conditions. Minimum of $15,000 annually. For more information, contact: Ms. Kathy Kunze, Chair, Search Committee, 303 Calhoun Hall, Oswego State University, Oswego, New York 13126. Review of applications will begin May 1, 1999. Oswego State University is an Affirmative Action Employer.
EDUCATIONAL OPPORTUNITIES

Governors State University is an upper-division and graduate level institution in the State of Illinois, serving over 9,000 students annually in the Colleges of Arts and Sciences, Education and Public Administration, Engineering and Health Professions. The University's main campus is located in Romeoville, Illinois, approximately 30 miles south of Chicago. GSU's primary mission is teaching and providing quality education to make students and communities better equipped for the 21st century.

The College of Health Professions offers programs in Allied Health, Nursing, and Radiology. The College of Education offers programs in Early Childhood Education and Special Education. The College of Business and Public Administration offers programs in Accounting, Business Administration, and Public Management.

SOCIAL WORK FACULTY

Three faculty positions are available in the Social Work Program. The positions are available in Fall 2019 and will involve teaching generalist practice in a program committed to preparing generalist social workers who provide culturally competent service and leadership in the continually growing multi-racial, multi-cultural, urban and suburban communities.

BSW Program is seeking a Full-time, tenure-track University Professor of Social Work in a small, developing program with CSWE accreditation, reaffirmed 2006.
- 3-5 years of BSW or MSW level teaching experience in a CSWE accredited program.
- MSW with a minimum of 3 years post-MSW practice experience.
- Doctorate in Social Work or related field (AASU considered if defense is scheduled prior to start date). Submit letter of interest, including major teaching areas, vita and 3 references to BSW Faculty Search Committee. College of Health Professions.

MSW Program is in its first year of excellence, working towards accreditation, offering 2-3 year curriculum plans. The candidates evolve teaching advanced level generalist practice in the specialized areas of child welfare and mental health. The candidates are expected to have teaching experience in a CSWE accredited program.

Applications are due by April 2019 and will continue until the positions are filled.

HEALTH ADMINISTRATION/HUMAN SERVICES FACULTY

Chair of Health and Human Services - Full-time position. Position is responsible for demonstrating interprofessional and flexible approach to achieving all the goals of the discipline.
- Doctorate in an area related to the discipline within the Division.
- Experience as an academic faculty member in higher education with proven excellence in teaching and research as well as evidence of commitment to community service.
- Experience with curriculum development and student outcomes assessment in higher education.
- Demonstrated commitment to diversity and multicultural education.
- Ability and willingness to work effectively with a variety of academic disciplines, faculty and staff.

Applications are due by April 2019 and will continue until the positions are filled.

EARLY CHILDHOOD EDUCATION FACULTY

Professor of Early Childhood Education - Full-time, tenure track position. The Early Childhood Education Program has recently undergone revision to ensure its relevance and to address the needs of future educators.
- Master's Degree in Education or related field preferred.
- At least 3 years teaching experience in an early childhood setting.
- Demonstrated instructional and classroom management skills.
- Knowledge of child development and its impact on teaching strategies.
- Ability to work with culturally diverse populations.

Applications are due by April 2019 and will continue until the positions are filled.

MEDIA COMMUNICATIONS FACULTY

Professor of Media Communications - Full-time position. The position is available immediately and involves teaching undergraduate and graduate courses in mass communication, journalism, and broadcast journalism.
- Master's Degree in Media Communications or related field preferred.
- Demonstrated record of professional and creative activity.
- Evidence of scholarship in electronic media.

Applications are due by April 2019 and will continue until the positions are filled.

ACCOUNTING FACULTY

Professor of Accounting - Full-time, tenured position. The position is available immediately and involves teaching undergraduate and graduate courses in accounting and financial management.
- A Master's Degree in Accounting or related field preferred.
- Demonstrated record of teaching excellence.

Applications are due by April 2019 and will continue until the positions are filled.

STUDENT LOAN AND VETERAN AFFAIRS COORDINATOR

The position is available immediately and involves developing and implementing administrative policies and procedures for the federal and state student loan programs. The position also involves counseling and advising students on maintaining eligibility for federal and state student loan programs.

Applications are due by April 2019 and will continue until the positions are filled.

Laredo Community College
Department of Human Resources
West: End Washington St., Laredo, Texas 78040
Tel: (956) 721-5138, Fax: (956) 721-5367

Laredo Community College is an Equal Opportunity/Affirmative Action Employer.

LCC offers competitive salaries and excellent fringe benefits.

For more information, please contact:
Laredo Community College
Department of Human Resources
West: End Washington St., Laredo, Texas 78040
Tel: (956) 721-5138, Fax: (956) 721-5367

Laredo Community College is an Equal Opportunity/Affirmative Action Employer.
Position Announcement

Assistant Director for Residents’ Retention
Campus Living

The Department of Campus Living at the University of Maine seeks a dynamic, student-centered professional to fill a newly designated position. The Assistant Director for Residents’ Retention will oversee the development of programs and initiatives that contribute to the success and retention of students living in the halls and villages on our residential campus. Responsibilities include:

- Coordinate The Maine Hello-the Fall Welcome program for new resident students
- Provide supervision for Assignments Coordinator in responding to assignment applications and assisting residents with housing concerns
- Promote academic based lifetimes, programs, and activities that support learning in the halls
- Provide resources, training, and consultation for staff in responding to the needs of a diverse group of residents
- Conduct on-going assessment of residents’ perceptions of quality of life and resident satisfaction to be applied to retention strategies

Requirements:
- Master’s degree in Student Development or related field
- Substantial professional experience in residential life within a college or university setting
- Experience with academic support for resident students is helpful
- Demonstrated experience with issues of diversity is essential
- Must have a collaborative working style to work with all staff levels of Campus Living and faculty
- Must have excellent written and verbal communication and organizational skills

Remuneration: $32,000-$35,000

Send letter of application, resume, and contact information for three professional references to:

Assistant Director for Residents’ Retention Search Committee
5734 Hilltop Commons, Suite 103
University of Maine
Orono, ME 04469-5734

Applications accepted until position is filled. Review of applications begins May 26, 1994.

The University of Maine is an Equal Opportunity/Affirmative Action Employer. Applications from women and minorities are strongly encouraged.
TAYLOR UNIVERSITY

PRESIDENT

Taylor University is an evangelical interdenominational Christian liberal arts institution integrating faith and learning. The University is seeking a new president to experience a shared vision and to encourage the mission of teaching, research, and knowledge dissemination. The next president will be expected to foster a diverse student body and to lead the University in the development and implementation of strategic initiatives.

Founded in 1846, Taylor University operates campuses in Upland and Marion, Indiana, and offers over 200 undergraduate programs and 18 graduate programs. The University is consistently ranked among the nation's finest educational institutions.

The Principal Qualities Being Sought in a New President are:

Spiritual Leadership: The Taylor community is deeply committed to a biblical worldview and to the development of a life-giving community that is deeply rooted in Christian values. The next president should be a person of high integrity and personal faith, able to lead the University in a way that is consistent with the University's mission and vision.

Educational Leadership: The next president should have a strong understanding of the challenges facing higher education and be committed to excellence in teaching, research, and service. The president should be able to lead the University in the development of innovative programs and initiatives that meet the needs of students and society.

Institutional Leadership: The next president should have a strong understanding of the challenges facing higher education and be committed to excellence in teaching, research, and service. The president should be able to lead the University in the development of innovative programs and initiatives that meet the needs of students and society.

Staff Assistant/Project Manager - Human Resources Administrative Systems for Administration & Finance

The University of Massachusetts/Amherst invites applications for the position of Staff Assistant/Project Manager - Human Resources Administrative Systems for Administration & Finance. The successful applicant will report to the Director of the Human Resources Administrative Systems and will be responsible for ensuring the smooth operation of the Human Resources Administrative Systems.

Qualifications:
- A Bachelor's degree in Business, Computer Science, or related field
- Experience in project management, particularly in the area of Human Resources
- Proficiency in Microsoft Office applications
- Strong attention to detail
- Ability to work independently and manage multiple tasks simultaneously
- Excellent communication and problem-solving skills

Salary Range: Competitive salary commensurate with experience and qualifications.

Application Deadline: Applications should be submitted via the University's online application system. Please visit the University's website for detailed instructions and to submit your application.

ASTRONOMY

Temporary, full-time, one position beginning Fall 1999
Assistant Professor Position
Wesleyan Connecticut State University

Duties include teaching undergraduate and graduate courses in astronomy, interacting with undergraduate and graduate students, and supervising student research. Research facilities include a 12-inch computer-controlled Ritchey-Chrétien telescope with a CCD camera, a 12-inch computer-controlled Ritchey-Chrétien telescope with a CCD camera, and a 12-inch computer-controlled Ritchey-Chrétien telescope with a CCD camera. The successful candidate must have a Ph.D. in astronomy or a related field.

SPANISH

AssistantAssociate Professor or Full Professor in Spanish

To teach courses in Modern Spanish, Intermediate Spanish, Advanced Spanish, Hispanic Culture, and other related courses. The successful candidate must have a Ph.D. in Hispanic Studies or a related field.

INDIAN RIVER

COMMUNITY COLLEGI

Full-Time Biology Instructor

Master's in Biology required. Knowledge & experience teaching life Science. Knowledge of biology and anatomy & physiology. Position begins 1/1/2019. Contact (561) 452-8500 or e-mail jrusakijrcc@icloud.com for application.
WESLEY THEOLOGICAL SEMINARY
ANNOUNCEMENT OF A POSITION IN CHRISTIAN ETHICS

Wesley Theological Seminary seeks to fill a tenure-track position in Christian Ethics. Teaching responsibilities include introductory courses in the history, method and scope of Christian ethics as well as particular responsibility for courses in the areas of political and social ethics. Position includes shared teaching and administrative responsibilities for an intensive program in ethics, theology and public issues. Candidates should have a broad background in the history and theoretical traditions which undergird Christian ethics. Interest in making use of the seminars located in the Nations Capital as a setting for exploring the interface between Christian ethics and social and political issues in public life would be a major asset. Acquaintance with critical perspectives towards the social ethics in political, economic and international issues is especially desirable. Candidates should show evidence of engagement in the life of the local, national and international issues of justice. Ph.D. required. M.Div. or equivalent degree preferred. Position open until filled. 31 Dec. 2006.

ANNOUNCEMENT OF A POSITION IN PASTORAL THEOLOGY

Wesley Theological Seminary seeks to fill a tenure-track position in Pastoral Theology. Teaching responsibilities include introductory courses in Pastoral and Congregational Theology and Care. Teaching needs include core courses in pastoral care and counseling. Experience in group processes, psychologies of change, seminary teaching, pastoral ministry, group work, and administrative systems is also important. Candidates should have expertise in contextual theology. Disciplined knowledge of the field of pastoral care as well as interpretive and constructive approaches to the formation of the congregation as a healing community is desired. Candidates should have a deep commitment to the practice of pastoral ministry and a personal history of engagement in the local church. Emphasis in the church, the educational, and communal levels is desirable. Ph.D. or equivalent degree preferred. Position open until filled.

Send letter of application, curriculum vitae, letters of reference and academic record to Dean Bruce Birch, Wesley Theological Seminary, 4500 Massachusetts Avenue, NW, Washington, DC 20016. Deadline: October 1, 1999.
SAN JUAN COLLEGE
DIVISION DIRECTOR
MATH, SCIENCE, AND HEALTH CAREERS

San Juan College is one of the largest two-year, comprehensive community colleges in New Mexico and offers academic, occupational, and continuing education programs. The campus is located on a 600-acre site on northern Farmington, and serves nearly 3,600 students in San Juan County as well as the Four Corners area of the American Southwest.

A detailed position description and list of desired and required qualifications may be obtained by contacting the Personnel Office as noted below. Successful candidates will be evaluated on their ability to contribute to the mission of the college and their capacity to maintain and advance the institutional mission.

DUTIES & RESPONSIBILITY
Position is responsible for administering the affairs of the division. Will report to the dean and work 40 hours per week in a full-time capacity. Responsibilities include developing, implementing, and evaluating academic and administrative programs; providing oversight and direction to faculty and staff; and coordinating with other divisions, departments, and external partners.

QUALIFICATIONS
A Master’s degree in one of the disciplines taught in the division is required. A doctorate or equivalent is preferred. Two or more years of teaching, research, and administrative experience in higher education are required. The candidate should have strong communication skills, excellent interpersonal skills, and the ability to work effectively with a diverse population.

SALARY: Salary range is $50,000 to $65,000

STARTING DATE: August 1, 1999

CLOSING DATE: June 18, 1999

SELECTION PROCESS: Interested candidates will submit a letter of interest, a current resume, a cover letter, and three letters of reference. All materials should be submitted via email to the President.

CONTACT:
San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402
(505) 599-0215 FAX: (505) 599-0521

AA/EEO

HEAD MEN’S BASEBALL COACH
WESTERN CONNECTICUT STATE UNIVERSITY
3/4 FTE—Nine-month Position

RESPONSIBILITIES: administering all aspects of the Division III Baseball Program, including recruiting qualified student-athletes, scheduling, budget development, academic supervision, and other components of college coaching as required. QUALIFICATIONS: Previous coaching experience on collegiate level, knowledge of NCAA rules and regulations, and understanding of Division III program. A Master’s degree is preferred.

COUNSELOR

Masters or Bachelors of Guidance and Counseling required; at least 2 years of related experience preferred. Must have ability to relate well to students.

Deadline: Friday, June 18, 1999
(414) 455-6661, Ext. 132
www.sfcc.cc.fl.us

LANSING COMMUNITY COLLEGE
FACULTY MEMBER
NURSING

Masters in Nursing or Bachelor's in Nursing is required with an additional certification in gerontological nursing preferred. Must have current RN license and be able to provide direct care in a Michigan Nursing Facility.

Deadline: Friday, June 18, 1999
(517) 483-1322, Ext. 132
www.lcc.mi.us

NORTHEM MOUNT HERMON SCHOOL
Northfield, Massachusetts

An interfaith leader in private secondary education for nearly 125 years, Northfield Mount Hermon School eagerly anticipates the new millennium. A school on the move, NMH has recently reorganized its academic structure and curricular offerings, positioning itself as a leader in educational innovation. The task ahead is to secure financial support to ensure the ongoing success of this exciting new direction.

Located in scenic northwestern Massachusetts, Northfield Mount Hermon School enrolls nearly 1,200 students from over 40 countries. The community of students, faculty, staff and friends carries on the mission of the school on two campuses of 3,500 acres, renting in rolling hills on the east and west banks of the scenic Connecticut river.

As part of its dynamic fundraising and community-building effort, the External Affairs Department seeks competent, enthusiastic professionals to join its 25-person fundraising team to help reach out to and involve over 24,000 alumni, parents and friends.

DIRECTOR OF DEVELOPMENT

Interested in developing and implementing a comprehensive program for cultivating, soliciting, and stewarding donors capable of making gifts in the $50,000-$1,000,000 range? The director will build a program focused on those most able to support NMH. As one of three development heads who establish policies, the Director of Development report will work to the Director of External Affairs and will supervise a team that includes but will not be limited to, three major gifts officers and one planned giving officer. As the development program matures, additional opportunities will be pursued.

Applicants must possess a bachelor’s degree and five to seven years of development experience. Further, the successful candidate will have demonstrated success in managing and motivating teams of professionals and volunteers, cultivating a broad range of life income deferred gift vehicles, experience using databases to track and manage prospects, and outstanding organizational, written and verbal communication skills.

The candidate must also have proven track record of soliciting large gifts, and must be available to travel several days each month.

ASSISTANT DIRECTOR OF DEVELOPMENT/VOLUNTEER RELATIONS (two positions)

Responsible for identifying, cultivating, soliciting, and stewarding prospects capable of making gifts in the $50,000-$1,000,000 range, and development of a volunteer program in partnership with the External Affairs department.

Applicants must possess a bachelor’s degree, preferable in a field of development experience (including association of prospectus) and outstanding organizational, written and verbal communication skills as well as excellent interpersonal skills. The successful candidate will have a self-starter candidate, self-directed, independent, and will perform as a major gifts team in a complex organization. He/She must be available to travel at least ten days each month or as required.

Qualified candidates should send a resume and letter of interest to: Alice_none@nmh.org

Director of Personnel
Northfield Mount Hermon School
206 Main Street
Northfield, MA 01360
The Office of Public Service and Urban Affairs, University at Buffalo, is seeking a Senior Staff Assistant/Executive Director for OUPP to (a) formulate and direct precollege initiatives/activities/programs (currently Undergraduate Bound-two programs, Liberty Partnerships Program, Science & Technology Enrichment Program); (b) develop proposals for new grants; (c) supervise and evaluate all budget/personnel/computing functions; (d) interact with relevant community groups and constituencies; (e) supervise and provide leadership to project directors and staff.

EDUCATION & EXPERIENCE REQUIREMENTS: Master's degree required (Ph.D. preferred) with five or more years of progressively responsible experience in administrative leadership and office program management and supervision; five or more years' experience with grants development and writing; working knowledge of computing systems.

SALARY RANGE: $41,626 TO $65,000. POSTING #P-9057. POSTING ends 06/23/99. All correspondence should be directed to: Mr. Donnell G. Mueller, PSUSC, Cape Hall, Room 349, Box 60169, University at Buffalo, Buffalo, NY 14260-1609.

University at Buffalo is an Equal Opportunity, Affirmative Action Employer.
HILLSBOROUGH
Community College

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry, partners and cooperative arrangements with other educational and healthcare institutions. For more information, access the HCC Web Site at www.hcc.cc.fl.us or call the HCC Jobline at (813) 253-7185.

District Director of Parallel Programs
# AFCDD0002, $51,380 To $84,777

District Office

Position is responsible for the planning, directing, and coordinating college-wide policies for programs, course programs and faculty credentials for transferable credit and non-credit College divisions. Monitors Campus and District Academic Deans to assure coordination of policy and programmatic development for curriculum, course schedules and faculty credentials. Chairs all transferable faculty hiring committees. Responds to inquiries relating to transferable policy, course work, curriculum and staffing. Coordinates college-wide academic programs to include the College's Honor Program and College Preparatory Programs. Preference for Doctorate in related discipline and prior progressive community college experience in a similar or related capacity.

Requires Master's degree and a minimum of 7 years prior related work experience. To apply for this position, candidates must provide a completed HCC Application for Employment form or a letter of interest, a comprehensive resume and contact information for three professional references.

Complete applications must be received in the Employment Office or postmarked on or before the application deadline of June 28, 1999. All correspondence and application materials are a matter of public record in accordance with Florida Law.

Employment Office
P.O. Box 31127
Tampa, Florida 33633-3127
813 253-7030

HCC is an equal access/equal opportunity institution committed to affirmative action and does not discriminate on the basis of race, sex, age, disability or protected class groups. Finalists must complete background check.

FINANCIAL AID SYSTEMS COORDINATOR

The University of Nevada, Reno invites applications for the position of Financial Aid Systems Coordinator. The Systems Financial Services Office administers federal, state and institutional programs of loans, grants, employment and scholarships. The position provides technical support for existing computer systems, analyzes, designs and implements upgrades and enhancements, supports IDE systems with the Department of Education and other agencies, develops users' views, verifies and supports AID Systems. The candidate must have a Bachelor's degree and two years experience as a systems analyst or related field. Experience working with database management programs with mainframe and personal computer. Excellent communication skills, knowledge of personal computers and experience in language processing in a business environment, knowledge of EKL familiarity with a mainframe operating system, experience in an educational setting with client server technology operating systems and ADP student information system software preferred. Salary commensurate with experience. Effective date is as soon as possible. Applications must be postmarked by July 2, 1999 to receive maximum consideration. Include a resume of academic and professional experience, a statement outlining your interest in the position, and names and telephone numbers of three references. Submit to Jan Shipley, Student Services/009, University of Nevada, Reno, NV 89557-0002.
Dean of Student Life

A large urban community college is accepting applications for the position of Dean of Student Life.

Reporting to the Vice President for Student Affairs, the Dean provides leadership for Counseling, Career Planning & Placement, International Students, Job Placement, Adult Student Services, Intercollegiate Athletics/Inttramural programs, Student Activities, and Orientation.

The Dean's responsibilities also include oversight of student government, student clubs, and organizations, the College's student newspaper, and the student judicial system. A clear vision of student development and strong organizational and effective communication skills are essential. A Master's degree in counseling or related field and five years of higher education administration experience are required. A Doctorate and community college experience are preferred. Forward resume with letter of application and three references by June 14, 1999 to Human Resources (WB), Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130. The College is committed to a workforce reflective of our community. AV/EOE.

SAN JUAN COLLEGE

ASSISTANT DIRECTOR OF ADMISSIONS AND RECORDS

San Juan College is currently accepting applications for Assistant Director of Admissions and Records. Position will report to the Dean of Student Services, attend and record student enrollment, maintain and update student records, assist with student classification, transcript evaluation, degree completion, degree certification, and diploma issuance. Contact SJC for a detailed job description. QUALIFICATIONS: Bachelor's degree in Student Personnel Education, or a related field and a minimum of one year of related experience are required. An additional semester or two of related coursework is required. Send resume to the Community College level SJC 152 8.000.000. Interested applicants must submit a SJC application for employment, letter of application, current resume, academic transcripts, and three current letters of reference. CONTACT: San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402. (505) 599-0215, Fax # (505) 599-0521. CLOSING DATE: June 18, 1999 AM/PM.

Looking for a back article of Hispanic Outlook???

"Hispanic Outlook in Higher Education"

is archived in the ERIC database on an annual basis. These annual cumulative 26 issues may be purchased on microfiche or reproduced on paper, contact the ERIC Document Reproduction Service (EDRS)

7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-433-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@iert.ed.gov

AMHERST COLLEGE

DIRECTOR OF ANNUAL GIVING

Amherst College seeks an organized, creative and enthusiastic supporter of undergraduate liberal arts education to oversee the Annual Giving Program, including the Alumni Fund, Reunion Giving, the Parents' Fund and the Special Gifts Program in a combined alumni relations/fundraising environment. The Annual Fund raises $6.5 million from 65% of the alumni, the special gifts portion of the Campaign is responsible for individual solicitation of five-figure gifts from identified prospects. Strategic oversight, planning and management of the Fund including direct mail, information technology, and volunteer training: staff management; and support and solicitation of high-end donors and volunteers to ensure a strong program of leadership giving in the fund are also included.

Amherst College is in the final two years of a $200 million comprehensive campaign and the continued growth of the Annual Fund through the Campaign and beyond is crucial. The Director will develop a post-Campaign plan and fundraising strategy to implement in the year 2001. In addition, the Director will manage a group of alumni classes in all fundraising and on-fundraising areas.

The successful candidate will be an energetic, effective communicator and manager with exceptional motivational, strategic, analytical, leadership, creative and interpersonal skills. Fundraising and alumni experience preferred. Bachelor's Degree required.

Inquiries, nominations, and applications, which should include a current resume and the names and addresses of three references should be sent to Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000. Consideration of applications will begin July 12, 1999 and continue until the position is filled.

GRAND VALLEY STATE UNIVERSITY

SPECIAL ASSISTANT TO THE PRESIDENT FOR CAMPUS EQUITY

Grand Valley State University is accepting applications for the position of Special Assistant to the President for Campus Equity. The Special Assistant is charged with the responsibility of providing leadership to promote equity practices throughout the University. The position is dedicated to the goal of promoting equity for students, faculty, and staff in the context of the University's overall mission and values. A major focus will be promoting the awareness of services available to women and communicating and publicizing relevant information to the media, alumni, students, university faculty, staff, administration, and community. The successful candidate will be responsible for developing, maintaining, and disseminating materials, resources, and research relating to equity on campus, fostering a positive work environment and community relations policies, building vehicles for effective communication with students and staff, and conducting other outreach activities. He or she will be expected to develop an institutional vision of inclusiveness and an integrated approach to gender and equity issues.

The successful candidate will have extensive leadership experience in developing policies and administrating programs related to women's issues and other equity issues. A master's degree and significant relevant experience are required. A Doctorate is preferred. Success working with a wide array of women, students, and equity issues and interacting with varied constituencies must be demonstrated. This is an executive officer of the University and a member of the President's senior executive staff.

To apply, send letter of application, resume, and three letters of reference to: President Arnd L. Lubbers, 22 Zumberge Library, Grand Valley State University, Allendale, MI 49401. Review of applications will begin immediately and the search will continue until the position is filled. Grand Valley State University has a strong commitment to an inclusive educational and work environment. Women, minorities, and disabled individuals are invited and particularly encouraged to consider this opportunity and to apply. See our website at www.gvsu.edu for more information about Grand Valley State University.
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Responsibilities include academic and career counseling of college students under the supervision of the ACCESS Center Director. Assist in academic advisement with a focus on the developmental needs of college students in environment and experience. Participate in all aspects of student development as assigned. Develop the career component of the ACCESS Center.

Minimum of a Master’s degree in Counseling or Student Personnel in Higher Education with a concentration in counseling. Career counseling background preferred.

Ability to work with faculty, staff, and students in both group and individual situations. Expertise in planning and implementing student development programs at the college level; excellent communication skills. Professional Counselor License preferred but not required.

Experience in counseling and academic advisement in higher education required; experience in career testing, evaluation and counseling preferred. SALARY: $28,900+, excellent benefits. Starting date: ASAP

Application deadline 07/01/99

Applicants should reference position number (#99-180) and send the following a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), (4) list of three professional references (names, addresses, telephone numbers), and (5) proof of licensure/certification to: Judy Chastanay, Human Resources, 3251 Panthersville Road, Decatur, GA 30034. EOE
Rhode Island School of Design

DIRECTOR
RISD RESEARCH FOUNDATION AND
RI CENTER FOR DESIGN RESEARCH

Travis & Company, a retained executive search firm, is conducting a search for a full-time Director for the Rhode Island School of Design (RISD) Research Foundation and RI Center for Design Research. The function of the newly created position will be to report to RISD in Providence, RI, to facilitate the commercialization of cutting-edge innovation and design.

The Director will be responsible for guiding and streamlining the commercialization and marketing of innovative new products and services designed by RISD faculty and students. He/she will assist the RISD community in achieving intellectual property to support commercialization and, in conjunction with corporations and government sponsors, to fund design projects. The Director will develop and implement the Center and Foundation budget and will handle the day-to-day administrative responsibilities. The Director will report to the board of the RISD Research Foundation.

We are seeking an individual with significant experience in the commercialization of design projects. The successful candidate will possess a strong entrepreneurial spirit and significant experience in the development of products or services, marketing, and commercialization. A background in design is required. An advanced degree in a design-related discipline and/or business is strongly preferred.

Review of applicants for this position begins immediately and will continue until the position is filled.

INTERESTED APPLICANTS SHOULD SUBMIT A RESUME TO:

Mary K. Moore
Vice President
Travis & Company
325 Boston Post Road
Southbury, MA 01776
Fax 978-443-3251

Rhode Island School of Design is an equal opportunity employer that encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, religion, color, sex, sexual orientation, age, national origin, or disability.

Montgomery College

NURSING
Full-time and Part-time Faculty

Montgomery College, Takoma Park Campus, has need for full-time and part-time instructors to teach Nursing beginning with the Fall Semester 1994.

The full-time requirements include: a Master’s Degree in Nursing, a minimum of two years’ nursing practice in an acute care setting within the last three years, RN licensure in Maryland and must meet the Maryland Board of Nursing education requirements. Specialties area of medical surgical nursing is also required. Teaching experience at the college level and a strong physical assessment skills through teaching or a course is preferred. The position includes teaching with clinical assignments in such areas as fundamentals, medical surgical nursing and management and leadership, academic advising, and committee work as assigned.

The requirements for the part-time positions include: a Bachelor’s Degree in Nursing, RN licensure in Maryland and a minimum of two years nursing practice in an acute care setting within the last three years. Specialties area of medical surgical nursing, fundamentals of nursing and pediatric nursing is required. A Master’s Degree in Nursing is preferred. Teaching experience and strong physical assessment skills through practice or a course is preferred. Position includes clinical laboratory supervision, placement of students, grading of clinical papers, evaluations and beginning and end semester course meetings.

General criteria include evidence of teaching excellence and a commitment to the community college philosophy and mission. Montgomery is flexible to teach day, evening and weekend sections are needed. Faculty applications can be obtained by calling our 24-hour job hot line at (301) 279-3574, or by contacting the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland. The review of applications begins immediately and will continue through August 15, 1994.

Montgomery College is an EEO/AA/Title IX Employer.

U.S. DEPARTMENT OF EDUCATION
Hispanic-Serving Institutions (HSI) Program
under Title V of the Higher Education Act

- Discretionary grants will be available as follows:
  - Available funds for FY 1999: $28 million, of which approximately $14 million will be for new projects
  - Range of awards for 3-year development grants: approximately $50,000 to $425,000 per year
  - Eligibility: Institutions must be Title III-A-eligible, and also have an undergraduate student enrollment that is at least 25% Hispanic-American. At least 50% of all the institution’s Hispanic-American students must be classified as low-income individuals
  - Application Closing Date: June 25, 1999
  - Grant Award Date: Jan 30, 1999
- Peer reviewers needed! E-mail a 2-page resume to B. Elmore at bemo@ed.gov by June 15, 1999.
- Technical Assistance Workshops will be held in California, Texas, and New York. Dates and times to be announced in the Federal Register.
- A nationwide Teleconference on the HSI Program was televised on May 11, 1999. To obtain a videotape of this teleconference, call 1-877-435-4PBS.

For additional information, check the Department of Education's website at HTTP://WWW.ED.GOV/OPES/ODE/HSI.html or call Carl Person at 202/708-8816.

If you want to be included in the new ListServ for Hispanic-Serving Institutions, e-mail your name, title, and institution's name to Don Crews at don.crews@ed.gov.
NEW SCHOOL UNIVERSITY invites applications and nominations for the position of Dean of the GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE, one of its seven academic divisions.

From its founding as a University in Exile in 1943 to its position today as a catalyst for innovation, the Graduate Faculty GFS has aspired to excellence in social science, philosophy, and historical studies and is an incubator of change in undergraduate education and humanities.

New School University seeks a Dean who will provide strong, effective, creative leadership to help define the Graduate Faculty's future and move its central tasks to fruition. These include making undergraduate education a core feature of the Graduate Faculty's mission, creating two departments in History and the Humanities; recruiting a new cohort of senior scholars; and advancing cultural and human understanding.

The Dean reports to the President, works closely with the Provost and the Deans of the other divisions, and provides administrative as well as academic leadership to the Graduate Faculty. Desired qualifications include an earned doctorate, scholarly distinction, and administrative experience.

Applications and nominations should be sent by September 1, 1999 to Jonathan F. Easton, President, NEW SCHOOL UNIVERSITY, 66 West 12th Street, New York, NY 10011.

New School University is strongly committed to an educational environment in which the curriculum and every other aspect of university life reflect the multicultural and international world in which we live. Affirmative action/equal opportunity employer.

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The following require good computer & organizational communication skills. College teaching or experience using technology to deliver or support instruction is preferred. Faculty assignments may be made at any St. Petersburg Junior College campus location.

CRIME SCENE TECHNOLOGIES INSTRUCTOR (#1877)

Masters in Forensics OR a related field w/ a minimum of 18 college credits in a forensics. A minimum of 5 yrs practical exp. in a forensic science field performing in a criminal justice environment is also necessary.

PHYSICAL THERAPIST ASSISTANT INSTRUCTOR (#1122)

Associate's or Bachelor's degree in physical therapy & 3 yrs practice as a PT Assist. Must have PT Assist. or PT license or eligible for license within State of Florida. Part of a partnership program w/Pasco-Hernando Commun. College, will work at New Port Richey campus.

TO APPLY: Request an application by email reynoldske@spjc.cc.fl.us, phone (727) 341-3224 or Human Resources, 8580 66th St N, Pinellas Park, FL. The positions remain Open Until Filled. To ensure consideration, please submit application & materials by June 18, 1999. S. Pete Junior College - DOE

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Brynn Mawr College and HERS, Mid-America

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Bryn Mawr, Pennsylvania

For Information Contact: Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6868

Washington University in St. Louis
Job Announcement
Washington University in St. Louis is seeking an admissions officer. This position carries with it a broad range of recruitment responsibilities, including personal visits and group presentations to prospective student bodies. The successful candidate will be responsible for travel and visits to prospective students and parents, and for the development of a strong network of professional contacts. The position requires excellent oral and written communication skills and the ability to work independently. A sense of humor is important. Qualifications include an earned doctorate or equivalent experience. Applications are encouraged immediately and will be considered until the position is filled.

Send Resumes to: Nanette H. Tarboush, Director of Admissions
Washington University in St. Louis
1105 Kirkwood Avenue
St. Louis, MO 63130-4489
FAX: (314) 935-4342
E-mail: Nanette.Tarboush@wustl.edu

The following require good computer & organizational communication skills. College teaching or experience using technology to deliver or support instruction is preferred. Faculty assignments may be made at any St. Petersburg Junior College campus location.

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(330) 263-2133. For more information, please see
www.wooster.edu

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Back to School Issue • September 24th

Hispanic Heritage Month • October 22nd

Law School Issue • November 5th

Publisher’s Picks Issue • November 19th

Sports Issue • December 17th

Financing a College Education • January 28th

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Council of Independent Colleges • March 10th

Community College Issue • March 24th

Graduate School Issue • April 21st

Colleges for Hispanics • May 5th

Health Professions Issue • June 2nd

Corporate Issue • June 30th

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E-mail us at: Outlook-springmail.com
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- American Council on Education
- Bryn Mawr College

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I PUNTO FINAL!

THE (UNNECESSARILY) UGLY AMERICAN ABROAD

Travel—what a magical word. Faraway places, exotic peoples, gastronomic delights. A chance to finally see, in person, the places we have visited via the glass eye on the world in our living rooms. But if we saw our carry-ons in the overhead compartments, we need to remember that we carry with us more than just physical baggage. Our perceptual and emotional baggage colors what we see and how we react.

Growing up in central Florida (Tampa), I was exposed to a number of cultures. We shopped and ate and danced in Ybor City—Tampa’s Latin Quarter—with its strong Cuban and Italian communities. We spent Epiphany in the Greek Orthodox basilica and enjoyed festivities in Tarpon Springs and celebrated at the Scottish festival in Dunedin. We went to any and every cultural celebration I assumed everyone was the same: we just had different ways of expressing ourselves.

As a college student, I had friends from other countries, and visited with them at their homes in the Caribbean, Latin America, and the Far East. The trips were different, sometimes unsettling. But they made me think about what was important to the people I met and the experience of each place.

Over the years, I saw many Americans staying in American chain hotels, boarding air-conditioned tour buses, disembarking for an hour or two in a rigidly scheduled walking tour, watching American movies on TV back at their hotels. They didn’t stroll to the café two doors down from the hotel, buy coffee, and watch the city life unfold before them. They complained.

At the other extreme were the Americans who romanticized the people, the place, and the culture. Refusing to see reality, they preferred to view the local people as simple, close-to-nature primitives who were being corrupted by foreigners (excluding, of course, themselves).

Twenty years later, on a recent trip south of the border. I saw the same behaviors in Americans. One woman complained incessantly about her coffee. After an hour of her complaints, I walked over, introduced myself, and asked what was wrong with her coffee. The café con leche had too much milk. She didn’t want black coffee. Who couldn’t the water just put a little bit of milk in her coffee? Who didn’t speak English? If they wanted American business, she ordered her a café marron. She was delighted. But throughout my stay at the local hotel, I heard a constant stream of complaints from her and other travelers—about the weather, the traffic, the lack of springs in the taxis, the crowded streets, the shifts, people looked at them, the problems with electricity, with water, with heat. The bus, they complained, was old and had no air-conditioning, no springs, no toilet. Not a word about the wonder-filled travel up the mountains, the views around each bend, the lush plant and tree canopies over the road, or the skill of the driver navigating the narrow road up and down the mountains—the latter something for which I was particularly thankful, since I come from very flat country. They were embarrassing. I didn’t want to be associated with or apologize for those kinds of Americans. But I was also angry. Why didn’t they relax and appreciate the beauty of the day? Or be polite? Perhaps even try to speak a little Spanish? To say buenos dias por favor, or gracias as the occasion arose? I was glad when the tour left.

I thought things had changed since I encountered my first group of American tourists twenty years ago. Now I am not so sure. As other cultures have become more familiar to Americans through movies, television, food, and music, there seems to be a mentality that prevents us from enjoying the richness of language and culture. I’m reminded of the book and movie The Accidental Tourist, in which the main character travels the world but recommends the McDonalds in Paris in his travel guide for business travelers. “The point,” he observed, “is to travel abroad without ever leaving home.”

Then who bothers to leave? No university requires travel to a foreign country to present current research. It’s a choice. With that choice comes the responsibility to behave appropriately, to be polite, to remember that it is not “home” but an incredible venue for personal and professional growth.

Travel taught me the value of patience, determination, and flexibility. It forced me to become independent and find ways to communicate with others who didn’t always speak my language. I practiced the language, however rudimentary or mumbled I felt. It helped me appreciate someone’s attempts to speak to me in English. However broken or stilted I know the exhilaration of actually holding a short conversation with storekeepers or foreign colleagues in their language. I feel a personal connection now with a place or a people when I hear or read a news story on the country.

I suggest you enter into travel with an open mind. The lessons you learn will be limitless.
The League for Innovation in the Community College invites applications and nominations for the position of President/CEO

**President/CEO**

After 23 distinguished years as President of the League for Innovation in the Community College, Dr. Terry O'Banion has indicated his desire to retire. As a measure of his leadership role, he has consulted with 600 institutions, written 12 books and numerous monographs, and has secured over $50 million to support League projects. It is the intention of the Board to continue and extend the League's involvement in community college leadership at the local, state, national and international levels.

**League Highlights**

The League for Innovation in the Community College is the only major consortium in North America specifically committed to improving community colleges through innovation, experimentation, and institutional transformation. Twenty CEOs from some of the most influential, resourceful, and dynamic community colleges and districts in the United States and Canada comprise the League's Board of Directors. In addition, 650 members participate in the League's Alliance for Community College Innovation.

**League Members**

- Central Piedmont Community College
  - Pat Anthony Zesar, President
- Cayuga Community College
- Jerry Sue Stinson, President
- Dallas County Community College District
  - J. William Warench, Chancellor
- Delta College
  - Peter D. Boyce, President
- Foot Hill-De Anza Community College District
  - Leo E. Chavez, Chancellor
- Humber College of Applied Arts & Technology
  - Robert A. (Space) Gordon, President
- Johnson County Community College
  - Charles J. Cartman, President
- Kern Community College District
  - Joe Cone, Acting Chancellor
- Kirkwood Community College
  - Norman R. Nielsen, President
- Lane Community College
  - Jerry Moots, President
- Mankato Community Colleges
  - Paul A. Gieme, Chancellor
- Manatee-Dade Community College District
  - Eduardo J. Patrino, President
- Monroe Community College
  - Peter A. Spina, President
- Moraine Valley Community College
  - Vernon O. Crawley, President
- Saint Louis Community College
  - Vivian Blevans, Chancellor
- San Diego Community College District
  - Augustine S. Gallego, Chancellor
- Santa Fe Community College
  - Lawrence W. Tyres, President
- Seattle Community College District
  - Peter C. Ku, Chancellor
- Sinclair Community College
  - Ned J. Siffleston, President
- University of Hawaii Community College System
  - Joyce S. Tsunoda, Chancellor

**Selected Qualifications**

- Education and leadership experience
- Demonstrated vision, enthusiasm, commitment and skills which will extend the League for Innovation initiatives as the "most dynamic organization in the community college world." *Change Magazine*, January, 1998

**Application Process**

The successful candidate will describe in writing how s/he meets each of the above profile items. (Include specific examples)

In addition, applicants should submit a current resume, and the name and business and home telephone numbers of six references.

Dr. David H. Ponitz, President Emeritus, Sinclair Community College serves as search consultant to the League Board. He may be contacted at Sinclair Community College

444 West Third Street
Dayton, Ohio 45402-1460

Phone: (937)512.2865
Fax: (937)512.5130
dponitz@sinclair.edu

The position will be open until filled, however, review of applications will commence on June 1 and continue through August 1, 1999, and materials should be submitted by that date to ensure thorough consideration.

The consultant and the Search Committee will screen applications. Final interviews will be conducted by the Board of Directors in the early Fall.

All inquiries, nominations and applications will be held in strict confidence.

**League for Innovation**

Headquarters for the League is 26522 La Alameda, Suite 370, Mission Viejo, California, 92691, (949) 367.2884, www.league.org

The League for Innovation is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability or age.
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¡PUNTO FINAL!
Did Somebody Say "Technology"? bac cov
State of American Education

By Gustavo A. Mellander

Recently, Secretary of Education Richard Riley delivered his 6th annual State of American Education address here in Washington, D.C.

In it, he outlined a new approach for states to consider in reforming teacher licensure and compensation. He also announced steps that the Department of Education will take to address accountability and teacher quality.

Five Dynamics Transforming American Education

In his introductory comments, Riley outlined five key issues impacting America’s education.

1. Schools are encountering the “millennium generation” — and need to educate a record 53 million young people.
2. With one out of five children living in poverty, and growing numbers of the overall population requiring teachers to broaden their skills.
3. The American population is aging, and the family structure is changing. As a result, fewer families in the future will have children. This means more effort is needed to keep families without children supporting schools and involved in education.
4. Knowledge and the earning gap both continue to explode. Far too many people are not being educated to succeed in the 21st century. At the same time, millions of Americans have attended college. And the financial benefits are impressive. College educated Americans now make 78 percent more than do high school graduates.
5. Technology is at the heart of change in society and will become fundamental to how we teach and learn.

America’s Teachers: Value Them

In a recently released Teacher Quality report, fewer than half of America’s teachers felt “very well” prepared to teach in today’s classroom. With that as a base of discussion, the Secretary called upon the country, especially governors and state legislators, to take a hard look at the profession of teaching.

As the nation needs to hire 2.2 million teachers in the next 10 years, the Secretary asked for a sea change in public thinking about the value of teaching. This should include raising standards for teachers, paying teachers a “knowledge and skills-based pay,” requiring licensing while ending emergency certification and out-of-field teaching. Further, state laws should be strengthened to better accommodate mobility, such as across state borders. Finally, working conditions for teachers must be improved, and their professional development can be enhanced by providing career ladders.

Accountability

But it is not a one-way street. The “A” word — accountability — is part and parcel of his agenda. Riley outlined a new approach for states to consider in reforming teacher licensure and compensation scales. The Department is committed to taking the following steps:

- Create a National Job Bank
- Sponsor the National Conference on Teacher Quality
- Establish a National Commission on Mathematics and Science Teaching for the 21st Century
- Support a National Academy of Sciences study on teacher testing.

The Secretary challenged Americans to develop a new realism mixed with hope — to be proud of advances in education and then to go the extra mile. He pointed out that all states have developed standards, but many states have not moved those standards into the classroom.

He also developed the theme that education is a continuum. We have powerful new research on early brain development and on teaching reading, and new data showing that the nation’s reading, math, SAT, and AP scores are up — but there are still too many students who do not have basic skills. Too few quality teachers are available to teach them, especially in math and science.

The doors of college are open wider than ever before, but there is still a stubborn achievement gap between well-off and poor schools. Sadly, after years of reforms, too many high schools do not provide students with rigorous academic experiences.

Responsibility and Achievement

It is easy to focus on shortcomings. It is important to remember that some schools are succeeding. What are their characteristics? They exist in communities where teaching is a first-class, respected profession, where children are prepared and supported to pass (not simply socially promoted or retained). School leadership is shared among many in the community, and they implement proven strategies to turn around low-performing schools. Such positive results are the reality in North Carolina, Maryland, Texas, and Kentucky.

In addition, the Secretary committed to three specific goals that are of interest to Ho readers:

1. He suggested joining with hundreds of college and university presidents in “national college week” to step up efforts to encourage young people to plan for college early. Studies indicate that these children who yearn and plan to go to college while still in elementary school do indeed act and succeed once they get there.
2. Since many Hispanics engage in teaching, Riley’s announce that he will support a national public commitment to transform the Coalition for Education to launch major national recruitment campaigns to attract more America.
3. Finally, he urged all America to learn at least two languages.

Dr. Mellander is a professor
George Mason University
Diego Rivera: Art and Revolution

Cleveland Museum of Art Premieres Retrospective

The Cleveland Museum of Art (CMA) recently premiered the first major exhibition in over a decade to review the broad scope and appeal of legendary artist Diego Rivera (1886-1957). A national icon in Mexico, Rivera ranks among the most significant artists of the 20th Century. This retrospective exhibition, entitled "Diego Rivera: Art and Revolution," shows nearly 120 paintings and drawings, including works rarely or never exhibited in the United States. Lent by museums and private collectors in the U.S., Europe, Japan, and Mexico, these works trace Rivera’s prolific career, starting with a seldom-seen drawing of a classical sculpture completed when the artist was 12 years old. The exhibition examines his relationship to many of this century’s artistic movements, including symbolism, cubism, social realism, and surrealism, as he fused the innovations of European modernism with the traditions of Mexico’s pre-Columbian past and its indigenous peoples.

After its premiere at the CMA February 12 through May 2, the exhibition continued on a national tour, opening May 30 at the Los Angeles County Museum of Art, then to The Museum of Fine Arts, in Houston, September 19 to November 28, and finally to the Museo de Arte Moderno, Mexico City, December 1 to March 19 of the year 2000.

"Diego Rivera" is organized by the Consejo Nacional para la Cultura y las Artes through the Instituto Nacional de Bellas Artes (INBA, Mexico), and the CMA, in partnership with the Ohio Arts Council. AT&T is the international corporate sponsor. CMA director Robert P. Bergman praised the exhibition:

"Diego Rivera’s life comprises one of the great histories of 20th century art and politics, and the quest for validation of indigenous American cultures. This new retrospective of Rivera, a modern artist who rivals Picasso in his productivity and influence, positions Rivera as a key innovator in 20th-century art, examining not only his artistic production but the social, political and humanistic impulses behind it. "Rivera helped to define the terms of the Mexican-American cultural dialogue that continues to this day."

Bergman also noted that in addition to AT&T’s generous support, "we are deeply indebted to the National Endowment for Humanities and the Raymond John Wean Foundation for their foresight in recognizing the importance of the exhibition with major grants.

Robert P. Bergman, CMA Director

"Rivera helped to define the terms of the Mexican-American cultural dialogue that continues to this day."

1308 BEST COPY AVAILABLE
Flower Day
Los Angeles County Museum of Art

Self-Portrait
Smith College Museum of Art, Massachusetts

Portrait of Guadalupe Marin
Col. Museo de Arte Moderno, INBA

Portrait of Adolfo Best Maugard
Col. Museo Nacional de Arte, INBA
combined Mexican and American curatorial perspectives and by the inclusion of several paintings and drawings that are little known and seldom seen outside Mexico.

William H. Robinson, CAM’s associate curator for paintings, is co-curator with Agustin Arteaga, INBA’s former national coordinator and director of the Museum of the Palace of Fine Arts and Louis-Martin Lozano, professor of art history at the National University, Mexico City.

Dr. Robinson describes the artist: “He was denounced by both conservatives and doctrinaire leftists, the latter for his anti-Stalinist views and his ‘bourgeois’ attraction to folkloric themes. This dichotomy of opinion persists today. Some historians regard Rivera as the vanguard painter of a post-colonial, non-Eurocentric sensibility. Others criticize him for adhering too strictly to European traditions and for painting ‘tourist images to please his conservative patrons.’ This exhibition examines these controversies by assembling works from every phase of Rivera’s vast artistic career. Collectively, the works reveal the intricate relationship between revolutionary aesthetics and radical politics in the art of one of the century’s most complex, multifaceted personalities.”

The exhibition includes Rivera’s signature masterpieces, such as “Flower Day, 1925,” which won the purchase prize at the 1925 Pan-American exhibition at the Los Angeles County Museum of Art. These familiar paintings are joined by lesser-known works that surfaced in the course of research and through INBA’s work in registering all Rivera works under laws of national patrimony, a role that has provided INBA unparalleled access to information about Rivera’s art in public and private collections, as well as to related archives and documents.

**Highlights**

The exhibition is presented in four thematic sections. The first two—Rivera’s Formative Years and Radical Political and Artistic Transformations—follow Rivera’s progress from an academic painter trained in Mexico to his engagement with the European avant-garde and his immersion in the social and political concerns of his time.

The exhibition begins with Rivera’s student work in Mexico through his departure in 1907 to study painting throughout Europe. Early academic drawings include the one executed at age 12 (“Classical Figure Leaning on an Urn, 1899”), signaling the emergence of a gifted and precocious artist. This section also features early paintings, a little-known self-portrait, painted by Rivera at age 20 (1906), among the works on view that have never been shown in the United States.

Rivera’s exploration of a symbolist-inspired modernism after his arrival in Spain in 1907 is seen in a group of rarely shown paintings, including the melancholy and evocative corner view of “The House of Vizcaya” from a private collection in Mexico and—in his imagination—to Mexico. His monumental, seven-and-a-half-foot tall “Portrait of Adolfo Best Mangular (1915),” considered the masterpiece of Rivera’s early career, depicts a fellow Mexican painter, seen from the window of Rivera’s studio in Paris, with the Montparnasse train station in the background. This painting’s style, which shocked contemporaries, is the Paris cityscape with expressive distortions that arose from Rivera’s study of the visionary paintings of Spain’s great Renaissance master, El Greco.

“Mural Landscape,” formerly...
nformation from a cubist, who produced complex images for connoisseurs, into a populist painter for the masses. He began with innovations combining modern and neoclassical styles, as seen in "Still Life, Paris (1918)" and "Nude Woman (1919).

I used by Mexican Minister of Education José Vasconcelos to return to Mexico from Europe to promote mural painting as a form of populist art for the masses, reflecting the ideals of the Mexican revolution of 1910-1920. Rivera settled again in Mexico in 1921. He pursued an intensive study of indigenous art and traditional culture while traveling through southern Mexico. He also began amassing a personal collection of pre-Columbian and folk art that would eventually total some 60,000 objects—a collection often referenced in his later murals and easel paintings.

The third section of the exhibition, Art for the Masses, examines Rivera's activities as a muralist through the display of drawings and cartoons for a variety of projects. Included is a study for the mural cycle in the Chapel of the National Agricultural School in Chapingo—"Back of a Seated Nude (1926)—for which Italian American photographer (and Rivera lover) Tina Modotti served as model.

During the 1930s, Rivera spent much of his time in the United States, where he created numerous frescoes in New York, Detroit, and San Francisco. Murals painted by Rivera and other Mexican masters had a wide-ranging influence on American social realist painters. Among related studies on view is a pencil drawing (1932) for Rivera's ill-fated "Man at the Crossroads" mural for the RCA building, in which his portrait of Lenin led to the artist's patron conflict that resulted in the destruction of the mural—one of the most notorious scandals in the history of art.

The last section of the exhibition, Vision of Mexico and World Harmony, surveys the tremendous variety and seemingly contradictory impulses in Rivera's art of the last four decades of his life. During this time (1921-1957), he portrayed many different subjects in styles ranging from surrealist fantasy to the monumental, heraldic simplicity of pre-conquest Indian art. "Tortilla Maker (1930)," for example, reflects Rivera's ambition of creating a vast "portrait" of Mexico.

Rivera, an ardent Marxist and intellectual, was also attracted to themes present, and, in the process, to restore its marginalized indigenous peoples to their rightful and essential place in society. This effort to forge a new, multiracial national identity is seen in a series of works that includes "History of the Religion of Mexico" (1950); "The Creation of Man" and other illustrations for the ancient Mayan sacred text, Popol Vuh (Book of the People) from 131, and "Danzante (1947)," a practically unknown painting of the portrait dancer Jesús Robles (Rivera's friend), who performed with a group dedicated to preserving the ancient ceremonies of the

"Collectively, the works reveal the intricate relationship between revolutionary aesthetics and radical politics in the art of one of the century's most complex, multifaceted personalities."

WILLIAM H. ROBINSON, CMA, CO-CURATOR WITH
AGUSTIN ARTEAGA AND LUIS-MARTIN LOZANO

The other side of Rivera's personality—not the populist, but the sophisticated synthesizer of 20th-Century intellectual ideas—is seen in a group of highly imaginary, sometimes nightmarish images, including "Postwar," depicting an anthropomorphic tree, assuming the shape of a woman with a sword thrust in her heart. The tortured, writhing body set against a desolate landscape was probably intended as a metaphor for the suffering victims of World War II.

The exhibition concludes with Rivera's private images of friends and colleagues, including the
Grupo Teatro Tunanta Enriches Classrooms

Sparks Debate at University of Georgia

BY ELIZABETH R. WRIGHT

One of Dr. Alvarez's graduate students, Diego del Pozo, adapted this year's production from a Senel Paz short story as part of an innovative approach to the traditional master's thesis.

When in the fall of 1996, José Bernardo Alvarez arrived at the University of Georgia with little but a bed, twenty boxes of books, and a motorcycle, he added item number five to the full plate of junior-faculty obligations that keeps new professors working upwards of seventy hours each week. Dr. Alvarez says, "I wanted to integrate my teaching, research, and creative activities and, at the same time, provide students with a learning environment that extended beyond the classroom."

Fortunately, his senior colleagues gave their support, and a cadre of dedicated graduate students embraced the chance to make their studies and research in Spanish-language literature come alive. In this way, Grupo Teatro Tunanta took shape, adding experimental Spanish-language theater to the list of cultural riches in a town famous for the B-52's, R.E.M., and a thriving community of visual artists. Now in its third season, the members of Tunanta have become testaments to the growing importance of Latinos in the southeastern United States, presenting their productions and holding workshops at the University of Georgia and other institutions.

The group's selections of plays to date reveal a commitment to the idea of taking the study of literature beyond the pages of a book and the walls of a classroom— in particular, each work has placed a spotlight on how political upheaval requires difficult personal choices. The group's debut, presented in 1997, featured Paloma Pedrero's La llamada de Laura, a work that highlights the vertiginous changes that swept Spain after the dictator Francisco Franco died and Spaniards grappled with the opportunities and challenges of new freedoms. Problems and responsibilities in a democracy likewise came to life in their second production, Ariel Dorfman's direct and devastating La mujer y la doncella, in which a married couple ready to become leaders in the newly democratic Chile find themselves facing a demon from the past—one of Pinocchio's sadistic torturers, now the seemingly harmless, elderly victim of a flat tire. Should people forgive their trespassers who themselves showed nothing but sadistic malice? While about Chile's recent history, it's hard to imagine a message better tuned to a university in the heart of the south, where new economic prosperity emanating from Atlanta cannot and should not erase the questions that linger from the legacy of slavery. Such a play shows how Tunanta offers a chance to think about a changing Georgia population: new Latino residents and long-time Georgians share common ground in that both groups must plan for the challenges of the future with an eye on lessons from past injustices.

This year's production, Tres de chocolate en una biergalla, adapted from Senel Paz's 1991 short story "El lobo, el bosque y el hombre nuevo," brought the tradition of examining the connection between

June, 1996: To do/Pendiente:

- Walk the aisle in commencement gown.
- More across the country.
- Plan new classes.
- Initiate a new research program.
- Start an experimental dramatic troupe to involve students, faculty, and community in Spanish-language theater.
political freedom and personal choices still further. In his film, *Fresa y chocolate* (1993), that the late Tomás Gutiérrez Alea directed drew widespread admiration. The story, set in Cuba in 1979, brings to life an unlikely friendship between David, a university student committed to Castro's revolutionary ideology, and Diego, a free spirit devoted to keeping alive Cuba's vibrant pre-revolutionary intellectual culture. Despite the regime's official policies of ideologically rooted social realism, this friendship triumphs. Gutiérrez Alea's film offers a powerful example of the struggle for freedom and the importance of maintaining cultural heritage in the face of political pressure.

The Post-show debates are fundamental to the mission that guides Dr. Alvarez and other members of the company, precisely because they broaden the time and space in which learning takes place. The debates foster a climate of open discussion, allowing participants to explore different perspectives and engage in critical thinking. They encourage mutual respect and understanding, contributing to a more inclusive and diverse environment. The discussions often revolve around the themes of resourcefulness, resilience, and the pursuit of knowledge. The post-show debates not only raise awareness about the challenges faced by individuals in oppressive environments but also inspire viewers to reflect on their own roles in supporting those who seek freedom. They play a crucial role in promoting dialogue and empathy, which are essential for creating a more just and equitable society.
ollows encourages a soul-searching not bound by place and time. David and Diego, at that moment, could be any people anywhere who draw closer despite their differences.

In the end, Diego’s outspoken criticism of artistic censorship prompts the police to raid his apartment, and officials to drive him from the island. Emphasizing the despair of exile but the hope of such a friendship, the group choreographed a final scene where David, once rabidly homophobic and afraid of Diego’s touch, embraces him to bid farewell. Through thoughtful staging, the men have come full circle, from the split-screen moment when the two were shouting in one another’s faces but did not see each other to this mutual acknowledgment of love and dependence.

How has this experimental theater in Spanish changed life at the University of Georgia and in neighboring communities? Dr. Carmen Tesser, a senior member of the Spanish faculty at the university, appreciates the excitement that comes as Tunanta “brings literature to life.” This life lasts well beyond the running of the shows themselves. She notes that the theatrical productions have enhanced both her undergraduate and graduate classes. For instance, this year her undergraduate students worked on “translations” of *Fresa y chocolate en una barquilla*, adapting the story for a class about Eighteenth-Century Spanish culture. To do so, they had to apply their course readings and class discussions to answer the question, “What controversies in the 18th Century had the same resonance as homosexuality in revolutionary Cuba?” One group thus dramatized the story of a young woman who aspired to have an advanced education. Truly bringing literature alive, this kind of exercise extends the life of a production and empowers students to become translators of stories. So doing, they think about their own times in relation to other times.

In a similar vein, Elena Adell, a graduate student and an ensemble member, says that she values the pedagogical opportunities that Tunanta has engendered, saying it creates culture in stereo, bringing a sense of immediacy for my students in an Introduction to Hispanic Literature course. For example, in the fall of 1998 she taught a literature class in which they supplemented a reading of *La muerte de la doncella* with a video recording of the Tunanta production. When mid-semester, the controversy arose surrounding former Chilean dictator Augusto Pinochet, students took a much greater interest in the events because of their direct experience with Tunanta’s adaptation.

Indeed, post-show debates are fundamental to the mission that guides Dr. Alvarez and other members of the company, precisely because they broaden the time and space in which learning takes place. The Grupo Teatro Tunanta has progressed from a modest start—with little beyond a “black box” and the bed that numbered among the few possessions Dr. Alvarez brought to Athens in August 1996—to standing-room-only audiences. This issue of space becomes vital for building on steps made in nurturing a truly holistic approach to education in Hispanic language, literature, and culture.

It’s hard to imagine a message better tuned to a university in the heart of the south, where new economic prosperity emanating from Atlanta cannot and should not erase the questions that linger from the legacy of slavery.

Adell also notes how rewarding the collaborative work has been, bringing together a whole community with creative talents, as colleagues gave their assistance in design, set-building and lighting. Off campus, the group has also made a mark. Faculty members at Furman University in Greenville, South Carolina, said that the Tunanta production of *La muerte de la doncella*, besides giving them a rare, cherished opportunity to enjoy Spanish theater inspired debates about Latin America and world politics.

Dr. Alvarez says, “I will seek to gain administrative recognition for the teachers and students who take part, in order to underscore that linking performance to literary studies is not an extracurricular activity or a hobby but rather a vital part of the intellectual lives of students, teachers, and their neighbors.”

Georgia and its southeastern neighbors are new frontiers for Hispanic culture in the United States, since the communities of old Dixie begin to attract more and more immigrants. Creative, thought-provoking productions of Spanish-language theater provide multicultural educational opportunities and build a sense of community as the population changes.
Hispanics and the Opera

Plácido Domingo in Top Post Next Year

Love of opera has long been a tradition among Spanish-speaking people throughout the world. The first opera house in North America was in Mexico City, Argentina, with Buenos Aires' renowned Teatro Colón, can claim continuous operatic activity since 1850. Today, championed by a rising tide of Hispanic opera singers, the operatic Spanish zarzuela, with its origins in the 17th Century, has begun to receive prominent stagings in major opera houses.

And as many surely know, two of the "Three Tenors," José Carreras and Plácido Domingo, are Spanish-born. Domingo having grown up in Mexico.

Los Angeles Opera created a sensation with its debut production of Verdi's Otello, starring Mr. Domingo, in October 1980. Under the leadership of General Director Peter Hemmings, L.A. Opera has become a company of international stature, presenting eight operas in a season that runs from September through June and with a subscriber base of more than 16,000 season ticket-holders. With leading productions in the standard repertory as well as new and rarely staged operas, L.A. Opera brims some of the world's finest artists to Los Angeles.

Plácido Domingo has been closely connected with the company since 1984, when he joined the Music Center Opera Association Board. He served as the company's artistic consultant starting that same year, and has appeared with L.A. Opera every season. In 1995, he was named Artistic Advisor and Principal Guest Conductor. Now he has been named Artistic Director designate. He will succeed Peter Hemmings in June of 2000, when Hemmings retires.

Domingo has achieved worldwide renown as a singer, conductor, and arts administrator. One of the most widely recognized singers in the world, he has appeared in 110 different roles, more than any other tenor in the annals of music.

As a recording artist, he has made a staggering ninety-three complete recordings of sixty different operas in addition to his solo and duet discs. To date, he has won eight Grammy Awards and three Emmy Awards.

Mr. Domingo has made more than fifty videos and starred in three acclaimed opera films, Zeffirelli's La traviata and Otello and Rossini's Carmen. He opened the Metropolitan Opera 1998-99 season for the seventeenth time with performance of Saint-Saëns: Samson et Dalila—thereby tying the record set by Enrico Caruso. The performance, televised nationally, marks to the precise day the thirtieth anniversary of his Metropolitan Opera debut. In addition to a substantive performing and conducting schedule, other milestones for Mr. Domingo in 1998-99 include the celebration of his twentieth-fifth anniversary in Paris and his first performance of Gherman Tchankovskiy's The Queen of Spades, his 111th role.
Other Latin and Hispanic Voices

In addition to Plácido Domingo, the company regularly features important Hispanic and Latino singers from around the world. These artists include Mexican tenor Ramón Vargas, Chilean soprano Verónica Villarroel, Argentinean tenors José Cura and Luis Lima, baritone Justino Díaz and soprano Ana María Martínez from Puerto Rico, Spanish baritone Juan Pons, and tenor Manuel Lanza, as well as numerous American singers of Latino heritage, such as Suzanna Guzmán, Yvonne González, Héctor Vásquez, Jorge Garza, and Charles Castronova, among others.

From its inception, the company has maintained a talented roster of resident artists—young singers who perform regularly both in mainstage productions as well as in the company’s community programs. The ensemble prepares young artists who have the potential for major careers in the opera profession by providing needed experience and training. Suzanna Guzmán is among the distinguished artists nurtured by L.A. Opera who have gone on to enjoy national and international success.

Community Programs

In thirteen seasons, L.A. Opera has served nearly 500,000 students, seniors, and other audiences through its internationally recognized Community Programs.

L.A. Opera presents dress rehearsals of some mainstage operas for low-income seniors, Los Angeles County schoolchildren, and other traditionally underserved groups. This season, L.A. Opera’s world premiere of Tobias Picker’s Fantastic Mr. Fox will have been seen by 6,000 elementary and middle school students in special matinee performances, and 1,000 high school students will have attended the final dress rehearsal of Madame Butterfly.

“I invite all members of L.A.’s Hispanic community to open their hearts and let the music flow through them.”

GILBERT MORET, CHAIRMAN, HISPANICS FOR L.A. OPERA.

L.A. Opera’s participatory In-School Opera Program, which serves as a national model, brings L.A. Opera artists into area schools to work with students from elementary through high school levels, providing performances as well as an opportunity for students to learn about opera. Last year 10 secondary schools participated in performances of Nerd-Landaia, an opera that addresses issues facing Latino teens. Nerd-Landaia was composed by Carlos Rodríguez with libretto by Gary Soto, a leading Mexican American author for youth. Teachers of all grade levels are invited to learn about opera through a special year-long seminar series. During the 1998-99 season, a unique collaboration with the local United States Academic Decathlon teams has brought hundreds of high-achieving teenagers and their teachers to the opera. Senior citizens from across Los Angeles County were invited to the final dress rehearsal of Falstaff, while public employees and their families were invited to the dress rehearsal of Fantastic Mr. Fox.

After tremendous response in its first year, L.A. Opera will expand the College Project to include six colleges and universities throughout Los Angeles. This project, which premiered two years ago, encourages college students to explore L.A. Opera through on-campus recitals and low-cost performance tickets.

Support groups such as Hispanics for L.A. Opera, African-Americans for L.A. Opera, and the L.A. Opera League seek to increase involvement in and attendance at L.A. Opera performances and special events.

The company has benefited enormously through the years from individual and corporate donors—both large and small. In particular, L.A. Opera celebrates the vision and extraordinary generosity of the “Founding Angels,” a group of benefactors led by Warner Henry, whose commitment to the company has ensured the future of opera in Los Angeles.
History

The L.A. Opera traces its roots back to 1948, when a company called the Los Angeles Civic Grand Opera presented a performance of Rigoletto in a church hall in Beverly Hills. The company, under the directorship of Francesco Pace, staged productions through the 1950s, and in 1964 it presented the first opera in the brand new Dorothy Chandler Pavilion (one of three theaters that comprise the Music Center of Los Angeles County).

Shortly after its third production at the Pavilion, The Italian Girl in Algiers, starring Marilyn Horne, the company abandoned its own production projects and recreated itself as the Music Center Opera Association. For two decades, the Association brought opera from other cities to the Music Center. By far the lengthiest arrangement was with the New York City Opera, which brought productions to the Music Center every fall from 1966 to 1982.

In 1984, the Music Center Opera Association hired Peter Hemmings to be its first General Director and gave him the task of creating a company. Hemmings had previously run Scottish Opera and the Australian Opera and had just completed a five-year tenure as Managing Director of the London Symphony Orchestra.

Among L.A. Opera's most noteworthy productions was the company's debut production of Verdi's Otello, with Domingo, and Richard Strauss's Salome, directed by Sir Peter Hall with Maria Ewing and Donald Runnicles. A production of Prokofiev's The Fairy's Kiss and Wagner's Tristan und Isolde, with the Los Angeles Philharmonic conducted by Zubin Mehta, and directed by Jonathan Miller and designed by David Hockney.

A co-production of John Adams's Nixon in China, under the direction of Peter Sellars, the production was later nationally broadcast, winning an Emmy. Berlioz's The Damnation of Faust, directed by Francesco Zambello and designed by John Conklin—only the second time the piece had been staged in the L.A. The world premiere of the Sallinen opera, Kullervo, in conjunction with the Finnish National Opera.

Janáček's The Makropulos Case, in a co-production with the Deutsche Oper Berlin, The Magic Flute, designed by British artist and satirist Gerald Scarfe and directed by Peter Hall.

A new production of La Bohème, staged by film director Herbert Ross, a critically acclaimed production of Richard Strauss's Ariadne auf Naxos, designed by David Hockney.

A critically acclaimed production of Handel's Xerxes, directed by Stephen Wadsworth; and Peter Sellars controversial staging of Debussy's Pelléas et Mélisande.

Frau ohne Schatten, designed by David Hockney.

In addition to Plácido Domingo, the company regularly features important Hispanic and Latino singers from around the world.

In 1991, that relationship was formalized with the founding of Hispanics for L.A. Opera.

Company leaders asked Ed and Alicia Garcia Clark, already enthusiastic supporters of the opera, to use their love of opera to help the company reach more of Los Angeles. For Alicia, the task was simple: "Find the thousands of Hispanics from all around Los Angeles County who like opera and invite them to become a part of the beautiful world of Los Angeles Music Center Operas."

A significant contribution by ARCO helped get the group going. Its first "night at the opera" was organized for a performance of Puccini's Girl of the Golden West with Plácido Domingo. Many went backstage to meet the famous tenor, who later became the group's honorary chairman.

One of Hispanics for L.A. Opera's milestone achievements was its November 1991 Spanish music gala concert and dinner. Corporate heiress from Levitt, KAMEX, and Unvision and the enthusiasm of honorarium chairman Domingo made possible the sold-out concert at the Pasadena Civic Auditorium. "A Celebration of Spanish Music" featured Domingo and soprano Verónica Villaroel at a gala benefit afterwards raising $88,000 for L.A. Opera.

In close collaboration with the IKEA group, L.A. Opera developed a three-year Hispanic Audience Cultivation Project to draw more Hispanics into the family atmosphere with the company. Audience members, subscribers, and box office members were the core of this project around three stunning new productions that were select to reflect distinctly Hispanic Opera over the years that knows the company's commitment to the community, and in Los Angeles that translates into strong ties with the city's Hispanic population.
musical styles, themes, and artists. The first production, a rare American production of Manuel Penella's El Gato Montes, was the company's first Spanish-language work. Starring Domingo, it was broadcast nationally on PBS's Great Performances in June 1996.

The second production, the world premiere of Journey to Cordoba is an original opera reflecting Mexican American culture and featuring Latino artists. The opera, like all of L.A. Opera's in-school productions, had students performing alongside professional opera singers and musicians. Emmy Award-winning composer Lee Holdridge wrote Journey to Cordoba with librettist Richard Sparks. Staging was by award-winning director José Luis Valenzuela and Ira McAliley, with set designs by noted Chicano artist Gronk. The lead role of La Mulata was written especially for mezzo soprano Suzanna Guzmán, an East Los Angeles native. The support of Hispanics for L.A. Opera helped make Journey to Cordoba's unprecedented 1995 community tour a reality.

The third production, the premiere of a new co-production of Gaetano Donizetti's The Elixir of Love, showcased the talents of one of the fastest-rising artists today—hailed by many as the successor to this generation's Three Tenors—Mexican tenor Ramón Vargas. Events surrounding his appearance included a special luncheon and press conference on April 3, 1996, hosted by the Mexican Consul General and honoring Hispanics for L.A. Opera's fifth anniversary. Ramón Vargas was the guest of honor.

Hispanics for L.A. Opera has become indeed a very enthusiastic support group. With the Clarks as co-chairs through 1998, the organization made great progress in bridging Los Angeles Opera with the Latino community of Southern California. The group has reached out to more than 1,200 Hispanic households and claims a membership of 1,200 with the majority of its members attending the opera through regular events. Membership privileges include attending at no charge, a dress rehearsal, video screenings, and lectures, as well as meeting opera stars at special receptions. Opportunities for volunteering exist as well.

In the 1997-98 season, the organization played an integral role in bringing Mexican composer Daniel Catán's new Spanish-language opera, Florencia en el Amazonas, to Los Angeles, and in September 1998, the company welcomed the return of Ramón Vargas in L.A. Opera's first production of Ritter.

Early this year, L.A. Opera announced the appointment of well-known community leader Gilbert Moret as new chair of the Hispanic organization. Moret, a prominent lawyer and an enthusiastic opera lover and singer, and his wife, Margarita, have been active with Hispanics for L.A. Opera over the years. Mr. Moret has chaired several fund-raisers for the group, including its annual Tardeada and the Plácido Domingo Awards dinner, which raised more than $50,000 for the Opera's education and community programs. This year's Tardeada, held at the Morets' home in San Marino, featured dinner, mariachis, singing, dancing, and a live auction.

Says Moret, "I invite all of you to come to L.A. Opera. For those of you who have never been to the opera, let me say this— opera is not an exclusive club. "I invite all members of L.A.'s Hispanic community to open their hearts and let the music flow through them. The real secret to becoming an opera enthusiast is to react emotionally to the music first and analyze it later."

Ed and Alicia Clark have pledged to "continue to work with Gilbert Moret and with Los Angeles Opera. Our love for opera grows and grows, and we want to help more people, young and old, of all races and colors, to enjoy it as well."

All information for this story courtesy of the Public Relations Office of L.A. Opera.
Educators at Manhattan’s Fashion Institute of Technology (FIT) will tell you that “in education—as in real estate, publishing, finance, and fashion—location is everything.”

“This is why FIT is such an ideal choice,” they say, “for students considering a career in the many related design, marketing, and manufacturing industries.” The Institute’s campus is on Seventh Avenue at 27th street, “not in some rural, remote setting from which students must travel to reach reality.”

Anyone who follows the fashion world knows that this area of Seventh Avenue is at the heart of the industry. It is not just Manhattan’s, but the fashion center of the world. A Seventh Avenue address places this unique educational institution in an ideal real-world setting, a spokesperson adds, and because of the school’s unique location, “there’s no need for students to seek out real-world experiences—they are a routine part of FIT’s educational and campus social life.”

FIT’s new location on the Hispanic Outlook Honor Roll is a rather distinguished location as well, so welcome to the Fashion Institute of Technology, and congratulations on arriving there in style.

Last year, Dr. Joyce E. Brown was named the sixth president of the college as well as the chief executive officer of the Educational Foundation for the Fashion Industries, an advisory and support body to FIT. She is the first woman, and the first African American, to hold the position of her appointment, Brown observed, “I do not believe FIT was trying to make a statement about gender and ethnicity. I think we all felt I was the right person at the right time. In 1998, it would be nice to think that some of those barriers are no longer so overwhelming, and that we can think of ourselves not as revolutionaries but as forward-looking.”

The new president did, in fact, have the credentials. Brown served for one year as dean for Public and Community Affairs during Mayor David Dinkins’ administration and has held a number of senior administrative posts at The City University of New York, including the position of vice chancellor for Student Affairs and Urban Programs. She was also acting president of Baruch College where she had earned her B.A.

Brown, who holds a doctorate in counseling psychology and completed Harvard’s Management Institute, calls education “the most important service we can provide, it transforms peoples’ lives. Public higher education
tion provides opportunities that people wouldn't otherwise have, and helps them develop their potential. It finds that very exciting, and I have dedicated most of my personal and professional life to that end.

Brown observes that FIT "speaks to industry and feeds into the economic development of the city in ways other institutions do not. She notes that she will press to have FIT take an even more active role in the economic life of New York.

"FIT has a unique niche in the world of higher education. It is unique in the way it addresses the needs of businesses and industries, and it enjoys wonderful relations with key industry people. I believe an institution is only as strong as its faculty, and FIT has a wonderful faculty. Our students are incredible—wonderfully talented and creative. We have lots to build on.

There are many, many career and program choices at FIT. The college offers associates degrees that can be completed in the traditional two-year period, as well as one-year associate degree programs for those who have already earned appropriate college credits. Bachelor's degree and master's degree programs provide advanced study. FIT's Presidential Scholars program offers honors students specially designed educational pathways.

FIT students also have the opportunity to learn in the real world, all over the world, through any number of the colleges many internships and international study abroad programs. There is even a visiting students program that gives students from other colleges the opportunity to take courses without formal transfer. If you think that only dress designing is learned here—think again! The list of options is enormous.

Honor Roll Facts in Brief

INSTITUTION
Fashion Institute of Technology

LOCATION
Office of Admissions
Seventh Avenue at 27th Street
New York, NY 10001-5992
(212) 217-6675 or 1-800-GO-FIT

ESTABLISHED
1944

ENROLLMENT
11,696 total

HISPANIC POPULATION
4.4 percent

DEGREE OFFERINGS
Associate's
Bachelor's
Master's

ANNUAL TUITION AND FEES
$1,492/50 tuition, in-state

NUMBER OF FACULTY
163 Full-time, 652 Part-time

A FEW NOTABLE DEGREE PROGRAMS
Advertising and Marketing Communications
Computer Animation and Interactive Media
Fashion Design
Packaging Design
Restoration

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Student Advisor
Latin American Students Organization

INTERNET ADDRESS
www.fitnyc.suny.edu

Today FIT offers programs that go well beyond the school's original curriculum. A student may choose from—Accessories Design, Advertising and Marketing Communications, Advertising Design, Computer Animation and Interactive Media, and Cosmetics and Fragrance Marketing. There are programs in Direct Marketing, Display and Exhibit Design, Fabric Styling, Fashion Design, Fashion...


So, is the word "fashion" a misnomer? Not really. The name Fashion Institute of Technology reflects the college's origin in the 1940s as a trade school devoted exclusively to educating students for careers in the apparel industry, then known as the needle trades. As the above list of fashion-related fields suggests, FIT has grown dramatically in scope and sophistication as it has won national and international renown.

The school is a public institution, receiving its principal financial support from the State and City of New York. Founded in 1944 as an answer to the recognized needs of the fashion industry for professionally prepared professionals, FIT is today a State University of New York College of Art and Design, Business, and Technology.

In 1951, FIT became one of the first community colleges under the program of the State University of New York empowered to grant the Associate of Applied Science degree. In 1953, FIT moved into its first real home, a new nine-story building on Seventh Avenue, in the heart of the garment district. The building was planned for 1,200 students, but by 1965, there were 4,000.

An amendment to the education law of New York State was approved in 1975 to permit the college to confer Bachelor of Science and Bachelor of Fine Arts degrees. In 1979, another amendment was approved authorizing the granting of master's degrees.

Master of Arts Programs first introduced in 1985 are offered in the areas of Gallery and Retail Art Administration, Museum Studies, Applied Arts, and Museum Studies, Costume and Textiles.

By 1979, six more buildings had been added, including two dormitories, and the Shirley Goodman Resource Center, which houses the Gladys Marcus Library and The Museum of FIT, which includes the college's costume and textile collections.

FIT has transformed itself from a tiny trade school into an internationally recognized college that prepares students for a wide variety of professions.

Today, the college has an eight-building campus serving 12,000 students, day and evening, from all 50 states, 64 foreign countries, and majoring in 30 different subject areas.

Who goes to FIT? First there are the superstar alums such as Calvin Klein, Carlos Torres, Norma Kamali, John Bartlett, Mary Ann Restivo, Jhane Barnes, and Victor Alfaro. But other graduates hold positions of influence throughout the industries and fields that the college serves, and thousands of men and women—successful and talented professionals—are found everywhere in the fashion industries.

The ethnic mix of the student population is approximately 14.4 percent Hispanic, 22.4 percent Asian, 12.1 percent Black, and 0.2 percent Native American. From a class of 100 in 1944, the school now serves 11,696 students. Full-time enrollment is 5,601 and part-time students number 6,095. There are 1,375 total faculty and staff, with 165 full-time faculty, and 652 part-time faculty. The college has grown to 36,000 Sixteen A.A.S., nine B.F.A., nine B.S., and three M.A. degrees are offered.

In-state tuition for the A.A.S. degree is $1,492.50 (out of state, $3,400). and for the M.A., New York residents pay $2,750 (out of state, $4,500).

The Fashion Institute of Technology attempts to remove financial barriers to college entrance by providing scholarships, grants, loans, and part-time employment for students in financial need. FIT directly administers its own institutional grants and scholarships. These are provided by the Educational Foundation for the Fashion Industries. Federal funding administered by the college includes Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, federally subsidized loans for students and parents, as well as the Federal Work Study program. New York State residents who meet state guidelines for eligibility can also receive Educational Opportunity Program funds through FIT.

High school students interested in exploring the course offerings at FIT can sample everything from comic book drawing to patternmaking, television production to jewelry design and toy-making, by participating in FIT's Summer Live classes, an innovative summer outreach program. Based on financial need, and upon written recommendation of teachers and guidance counselors, young New York State high school age residents are eligible for limited financial assistance for Summer Live in the form of grants covering half of the course fee. If eligible, students can receive a Nancy M. Yeldin Memorial Award, in honor of the former secretary of the college and director of college relations. The Yeldin award covers the entire course fee.

Three FIT Fashion Design students recently received scholarships from Hispanic Designers, Inc., a not-for-profit organization founded in 1985 to increase the visibility of young designers and artists, and to support their education through scholarship and internship programs. The $3,500 Patricia V. Asip Scholarship was awarded to Finella L. Marty, who will graduate in 2000. She received the award for devising a merchandising strategy for a ready-to-wear collection targeting the U.S. Hispanic market. The other scholarship winners, Cecilia Castillo and Peggy Lee Lopez, received $1,500 and $1,000 respectively.

Ruben Cruz, an adjunct instructor in Fashion Design, who, along with adjunct assistant professor Josephine Vargas, helped guide students through the application process, observes, "Many Hispanic students at FIT work full time in addition to keeping up their studies here. Scholarships can really make a difference in their lives and help them realize their educational and professional goals."
El Greco AND a New Building

The Meadows Museum at Southern Methodist University has acquired a painting by El Greco, long a priority for the collection. The acquisition is particularly important to the museum because El Greco is the only major Spanish old master not already represented in the Meadows Museum Collection—the most comprehensive and one of the largest collections of Spanish art outside Spain. Highlights of the collection include Renaissance altarpieces, monumental baroque canvases, exquisite rococo oil sketches, polychrome wood sculptures, impressionist landscapes, modernist abstractions, and a comprehensive collection of the graphic works of Goya.

The El Greco work, "Saint Francis Kneeling in Meditation," is a 30" by 25" oil painting on canvas. One of the artist's later works, it was painted between about 1605 and 1610. It was acquired at a recent auction at Christie's in New York. The painting, which has never before been publicly shown, will be exhibited in the Meadows Museum beginning September 8.

"Acquisition of a capstone painting by El Greco has long been the dream of the Meadows Museum Foundation and family," said Dean Carole Brandt of the Meadows School of the Arts at SMU. "Quite simply, this artist has been the missing piece in an extraordinary collection of Spanish old masters. The painting is luminously beautiful and will assume its rightful place as one of the most treasured of our treasures. The Meadows School and SMU will be honored to bring the work to our community of students, faculty, staff and friends."

The painting depicts Saint Francis meditating upon eternal life, as represented by the crucifix leaning against a skull. The theme is underscored by the branch of ivy, a symbol of immortality, set prominently against the dark wall of a cave. This depiction of Saint Francis is one of 10 different compositions that El Greco created for representation of the saint. These works emphasized the themes of penitence and contemplation of death, which had not previously been so closely associated with Saint Francis. It was the artist's habit to repeat his compositions, often on different scales and over long periods of time. The new Meadows acquisition is a smaller, later version of a well-known painting belonging to The Fine Arts Museums of San Francisco.

The painting was long obscured by discolored varnish and extensive overpainting. The quality of the canvas had been impossible to
Saint Francis Kneeling in Meditation
Domenikos Theotokopoulos, El Greco

Sibyl with Tabula Rasa
Diego Rodriguez de Silva y Velasquez

The Investiture of Saint Ildefonsus
Juan de Borgona

Saint Francis of Assisi
Follower of Pedro de Mena

Jacob Laying Peeled Rods before the Flocks of Laban
Bartolome Esteban Murillo
of Art, and Dallas Museum of Art

"El Greco is often called the painter of Saint Francis because he popularized the image of the saint when it was a relatively new subject for artists in Spain," Jordan said. "Saint Francis was one of El Greco's most successful subjects. This version is an extremely sensitive and poignant example of the artist's late style. The quality of the painting is superb."

The painting was in the collection of the Marques de Amurrio in Madrid at least by 1926 and subsequently in another private collection in Madrid. The Meadows Museum purchased the painting through museum acquisition funds previously provided by The Meadows Foundation, private donations, and university funds. A portrait by El Greco in the Kimbell Art Museum in Fort Worth is the artist's only other uncontested painting in Texas.

"Spain has contributed several artists of great genius and central importance in the history of Western art," Meadows Museum Director John Lunsford said. "Among the old masters they are Velazquez, El Greco, Zurbaran, Murillo, Ribera, and Goya. More recently, they include Picasso and Miro. Of these artists, all but El Greco were already excellently represented in the Meadows collection, in most cases by more than one work.

"El Greco is in some ways the most modern of the old masters," Lunsford said. "His painting technique, with its distortion of form and virtuoso brilliance of execution using loose and overlapping brush strokes to suggest shapes and details, was used as freely again in European art until the late 19th Century. Because of this technique, El Greco speaks directly to artists today, perhaps more than any of the earlier painters."

Born in Crete, artist Domenicos Theotocopulos (1541-1614), better known by his Spanish nickname El Greco, spent the majority of his island career in Spain where he settled in 1571 and established himself.

The Meadows Collection, which opened in 1965, spans more than 1,000 years of the art of Spain and the Hispanic world, including masterpieces from the 9th to the 20th centuries. Lunsford said it is one of the few specialized art collections of comparable stature including the Yale Center for British Art, Harvard's Busch-Reisinger Germanic Museum, and the University of Delaware's Winterthur Museum of American and decorative arts.

The Meadows Museum has one of two primary collections of Spanish art outside Spain, the other being that of the Hispanic Society of America in New York, which opened in 1908. More broad representation of the development of Spanish painting than the Hispanic Society’s collection, the Meadows Museum offers perhaps the best overall view of Spanish painting in the western hemisphere, Lunsford said.

The Meadows Museum Collection will soon have a new home. Construction of a new museum building began in May. The 66,000-square-foot building, designed by the Chicago-based architecture firm of Hammond Beeby and Partners, will be six times larger than the present museum and will double the present exhibition space, allowing more
endowment will allow for significant expansion of educational programming, which presently provides interactive docent-conducted tours for several thousand school children each year. Other ongoing educational activities will include gallery talks, family days, teachers workshops, a summer art program for children, and special events for museum members. The distance-learning studio will allow presentations to be transmitted electronically from the museum to classrooms at SMU and schools in the Dallas-Fort Worth area and beyond.

The entire second floor of the museum will be devoted to exhibition galleries, with separate areas for the permanent collection and special exhibitions. The expanded space will allow for display of considerably more of the permanent collection than is presently possible. Special galleries will be provided for works on paper, such as the extensive collection of Goya etchings, which currently have no space for permanent exhibition.

Dean Brandt says the new museum will "strengthen the collection's role in the teaching and research mission of the university, and allow for expansion of programming to off-campus constituencies."

The space currently occupied by the Meadows Museum will be renovated to provide additional studios and classrooms for the Division of Art and the Division of Art History in Meadows School of the Arts. The construction project also includes a two-story, 520-car parking structure, which will be usable by August of next year.

The Meadows Museum and its distinguished collection evolved from the dream and dedication of the late Algur H. Meadows, Dallas oil financier and philanthropist. While engaged in oil exploration in Spain in the 1950s, he made many visits to the Prado Museum in Madrid, which led him to develop a strong interest in Spanish art and to begin his own collection.

Through the Meadows Foundation, he gave SMU funds in memory of his first wife, Virginia Garrison Sturtevant. Meadows, for the construction and endowment of a museum to house his collection of Spanish art. In 1967, two years after the museum opened, Meadows and The Meadows Foundation began an aggressive but highly selective acquisitions program that transformed what had been a small private collection into a comprehensive one of the highest professional standards.

The Meadows Foundation was created in 1948 by Algur and Virginia Meadows. Before the latest $20 million gift for a new museum, the Meadows Foundation and Mr. Meadows had contributed more than $45 million to SMU, primarily for the museum and School of the Arts, the latter named to honor him in 1969, nine years before his death.

The Meadows Foundation, now in its 51st year, supports programs related to health, education, arts and culture, human services, and civic and public affairs, throughout Texas. One of the largest private foundations in the state, it has dispensed more than $880 million in grants to nonprofit institutions and programs over the past half century.

The $80 million commitment for the new museum is one of the largest single gifts ever received by SMU. Others include $25 million in 1981 from Robert H. and Nancy Dedman to endow the school of humanities and sciences, later named Dedman College; more than $25 million from Ray L. and Nancy Ann Hunt to establish the Hunt Leadership Scholars Program in 1993; $30 million from the Dedmans in 1997 for the Dedman Life Sciences Building and other uses; and $20 million from Gerald Ford in 1997 for a new football stadium.

The construction of the new Meadows Museum will fulfill one of the chief goals of SMU's $550 million capital campaign launched in April 1997. This five-year campaign is the most ambitious in the university's history, with the largest goal ever sought by an institution in North Texas.

This story courtesy of the Office of Public Affairs and the Meadows Museum, Southern Methodist University

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The past few years of Laura Angélica Simón’s life have been a whirlwind. She went from elementary school teacher in a rough Los Angeles neighborhood to award-winning documentary filmmaker. She is highlighghted by Hollywood honchos for future movie projects. Even Washington D.C. has noticed the impact of her film. First Lady Hillary Rodham Clinton saw it and sent a congratulatory note.

The buzz surrounding Simón, who immigrated to the United States from Mexico with her family at the age of 6, started when the film she directed, Fear and Learning at Hoover Elementary, won the 1997 Freedom of Expression Award at the Sundance Film Festival in Park City, Utah. A few months later, five million viewers saw the film, which examines the emotional costs of bringing the immigration debate into the schools. On PBS After that, Simón’s phone started ringing nonstop.

She has been interviewed by Dateline, The Today Show, People Magazine, The New York Times, and other major news organizations and she has received book film and television offers. She also has won numerous awards from organizations, including the Hispanic Public Relations Association, the National Organization of Latina Women, the U.S. Environmental Protection Agency, and a Commendation Award from the City of Los Angeles.

"Winning at Sundance was unbelievable," said Simón. "The people were very hostile towards her. She felt she needed to move on from her teaching position because of the tensions that arose from the public and the content of the film itself, among other reasons.

"Some people saw me as a saint and some saw me as a muckraker," Simón said.

"But," Simón said, "teaching and directing require many of the same skills—crowd management and organization—so the transition to filmmaking has not been difficult despite the doubts many had that an elementary school teacher with no previous filmmaking experience could make a film worth of notice.

"As a teacher, you have to manage a lot of people and try to get them to be as creative as they can be," Simón said. "It’s very similar on a film set. You have to sense what strengths and weaknesses people have and work with that.

Geoffries Gilmore, director of Sundance Film Festival at which she won an award, said Simón’s lack of experience as a filmmaker gave her film a unique quality.

Too much about documentary filmmaking is to frame people in..."
"I know that their lives are very poor, often violent, and they are extremely aware that society does not want them here. Yet, despite all these obstacles, they are full of hope and talent."

LAURA ANGÉLICA SIMÓN

...preordained boxes," said Gilmore. "She allowed the characters in her film to reveal themselves. It wasn't a work where she demonized people, where you would say these are good people, these are bad people. She painted shades of gray and showed the contradictions within people themselves. The film really affects people and makes them think about the issues."

"A sense of desperation" over the passage of Proposition 187, which among other things would ban undocumented immigrants from public schools, drove Simón to chronicle the emotional impact of passing such a law.

"After voters passed Proposition 187, Simón walked into her classroom, and one of her students asked, "Are you a cop? Are you gonna kick me out of this room?"

"The idea that she would think that I was somebody who would hurt her that way, someone who would have her deported or kicked out of the classroom, was just devastating," said Simón.

Shortly thereafter, Simón borrowed a video camera and began to tape the lives of her students at Hoover Elementary, which is 96 percent Latino and located in the Pico Union section of Los Angeles, one of the poorest and most violent neighborhoods in town. So dangerous, in fact, that filming in the neighborhood was challenging. Simón instructed her volunteer crew to dress as inconspicuously as possible—no jewelry, no makeup, and to cover any tattoos. They also hid their cameras at times and filmed early in the mornings so as not to attract the attention of gang members.

Many of the Hoover Elementary students are economic and political refugees from Mexico, Guatemala, and El Salvador, and some of Simón's teaching colleagues had voted for the proposition. The issue drove many of them apart. Simón also wanted to capture that divergence of opinion through interviews with students and teachers.

"I found out I didn't know people as well as I thought I did," said Simón.

"While the movie was shot within a few miles of Hollywood studios, the world of Hoover Elementary's nearly 5,000 students is vastly different. The school itself shares the block with a known crack house. The students at the school not only struggle to fit into American society; they also struggle simply to survive. Many of them live in cramped housing and must deal daily with the violence that envelops their neighborhood and with the grinding poverty that faces many immigrants."

"I wanted to sensitize the rest of America to the life of my students, who are mostly undocumented immigrants," said Simón. "I know that their lives are very poor, often violent, and they are extremely aware that society does not want them here. Yet, despite all these obstacles, they are full of hope and talent. I wanted to show that if given a chance, many of us who crossed the border legally or illegally, can do great things, and become Americans that society can be proud of."

Simón taped 40 hours of material, which she whittled down to 5 minutes. She and a good friend, Traces Trench, who co-produced the film and who was working as an executive at Twentieth Century Fox, plunked down all of their life savings to produce the documentary. And when Trench submitted rough cut of the film to Sundance officials, the two women didn't know where they would get the remaining $20,000 to $30,000 the needed to polish the film for public display.

"We were always begging and borrowing," said Simón. "We struggled to make it," said Trench, who added that selling the film to PBS and distributing it on video has helped the women recoup the nearly $150,000 it cost them to make the film.

"We weren't sure anyone would ever see it. So many projects are made and never get seen because the people don't have the money..."
finish them.

That changed once they got word that their documentary was one of 34 films out of 800 submissions chosen to participate in the film festival. Trench's bosses at Fox gave the women the money they needed to get a finished product.

"I would never interrupt Laura when she was in school, but when I got the call from Sundance, I just had to call her to tell her," said Trench. "I told her, 'We got into Sundance. Isn't that exciting?' She said to me, 'I've got a huge classroom, so I've got to call you later.' I was just left there hanging on the line.'

That dedication to her classroom and to her work is what kept the project on track, said Trench, who met Simón several years ago and visited her students and invited the classes to her movie studio over the years.

"She felt this story had to be told," said Trench, now an independent producer whose projects include Fox's Cinderella starring Angelina Jolie and Drew Barrymore and a Disney Christmas film called I'll Be Home for Christmas.

"Laura had never made a film, and for her to say that she wanted to direct this was a huge obstacle. But she's very convincing, and when people meet her, they want to work with her. She's incredibly passionate. At times, we felt like giving up on the film, but she never gave up."

That dedication has been a part of Simón's entire life.

"I was born in Mexico, and my family immigrated to the United States when I was 6," Simón said. "Neither of my parents went to college, and my mother went only to school through 3rd grade. That easily could have been my fate as well if it weren't for the American school system."

Simón herself did not know English when she started kindergarten in San Francisco. But by high school, she was valedictorian. She earned a scholarship to Claremont College near Los Angeles, where she majored in economics and philosophy. She was the first member of her family to attend college. She also speaks a third language, Italian.

Simón got into teaching by accident. After college, she planned to work as a substitute teacher only to save money for travel. Instead, she was offered a permanent job because the Los Angeles Unified School District desperately needed bilingual teachers.

"I love the public school system," Simón said. "That's where I learned to become an American. That's where I learned the language. That's where I learned the history. It really is the only shared experience we have as Americans to form an identity."

Still, Simón said she is very disturbed by what she sees in the education system today. In her second documentary, then tentatively titled Black Fox Brown Girl, she examines the race personas in high schools. One of the most poignant parts of the documentary, she said, is one in which she asks students to recount when racist remarks had first been directed at them. In all instances, the students said a teacher had been the culprit.

"The issue of race is a big one, and schools need to discuss it more, especially among the teachers," Simón said.

"Unfortunately, there usually isn't a forum for teachers to discuss these issues."

When HO talked with Simón, court challenges had kept Proposition 187 from taking effect. But Simón said, the challenges to the Latino community are always there, and cited the challenge to bilingual education, which she called "an effort to rid us of our language."

"The debate is not about whether students are learning English," she said. "It's about retaining our Spanish. The best way to end a culture is to take away a language."

END
The American Place Theater (APT) is a not-for-profit theater, Off-Broadway, and now celebrating its thirty-fifth season. APT, which got its start in a church, has a special mission “to offer audiences a challenging theatrical experience by developing and presenting new plays by living American playwrights and writers and by producing theatre that is meaningful and enriching to a diverse population.”

The theater offers three or four new productions each season. They run for an average of 40 performances, and often extend for several months.

American Place Theater has received more than 35 Village Voice OBIE Awards recognizing its contributions to Off-Broadway theater, including a special OBIE citation for “uncompromising commitment to unconventional and daring plays.” It has also received 12 AT Delco Awards for Excellence in Black Theatre and the Marge Jones Award.

Significant productions over the years have included: Sam Shepard’s “State of Shock,” Eric Bogosian’s “Drinking in America,” Emily Mann’s “Still Life,” James Deljouh’s “Do Lord Remember Me,” Ronald Rihman’s “Journey of the Fifth Horse,” Laurence Holder’s “Zora Neale Hurston,” and Jonathan Reynolds’ “Stonewall Jackson’s House.” And this year, “Dreaming in Cuban,” a four-person production which appeared at the theater in late April and May as part of its Literature to Life Program.

**Performer Eileen Galindo**

Eileen Galindo, “Pilar” in “Dreaming in Cuban,” is a native New Yorker and fifth-generation Latina American “who proudly descends from Cuban, Puerto Rican, and Spanish heritage.” Director Handman recruited her to work on “Dreaming in Cuban” in July 1997. She has worked extensively in Ariano, in Miami as It Is in Heaven, Sabina and Lucrecia, at the Puerto Rican Traveling Theatre; and the self-penned One Woman Who Multicultural Disorder, at the Next Stage Company.

Her film credits include The Super with Joe Pesci, and the upcoming Row Your Boat with Jon Bon Jovi. Her first starring role is in Eduardo Machado’s Exiles in New York, her second, now in production, is in Double Parked.

She dedicates her performance in “Dreaming in Cuban” to “The González Montesinos, and Galindo Women—five generations of strength, grace and love.”

Michael John García

Performance pieces by this actor-playwright-director include world without end (Red Dive “Inhabited”), t.r.u.s.t. (Yuyorica Poet’s Cafe), running the re (Peculiar Works Project—Big Art) and mouth pièces (P.S. 322) He interacts with INTAR, HERE, Joe’s Pub Labyrinth Theatre Company, an Aaron Davis Hall.

Plays he has written include suits, directed by Sturgis Warner (Twilight Theatre Company), no and then (LEFT Theatre “Positive Women”), other intrusion and barn way (INTAR New Works Lab), jitters (LaMaMa ETC), and up for a between visits, Pun Baldi, and deeper (T American Living Room).

García has direct plays at Repertorio Español, Puerto Rican Travel Theatre, INTAR, Nada, Tea, and LaMaMa ETC.

Cristina García

Havana-born Cristina García wrote the novel, “Dreaming in Cuban,” which was nominated for a National Book Award. She wrote the essay that accompanied the photographs in The Car's
Cuba (Harry N. Abrams, 1995). She has worked as a national correspondent for Time magazine; her reviews and interviews have been published in The Washington Post and other major newspapers.

Garcia has received fellowships from the Council of Humanities at Princeton University, the Guggenheim Foundation, and the Cintas Foundation. She received a Whiting Writers Award in 1996.

Garcia holds a bachelor's degree from Barnard College and a master's in European and Latin American Studies from Johns Hopkins University. During her early childhood in Puerto Rico, she grew up in New York City, and in 1998 moved to Los Angeles, where she now lives with her 6-year-old daughter.

Wynn Handman

APTS Artistic Director is Wynn Handman, a co-founder back in 1963. An acting teacher for more than 45 years, Handman has trained many outstanding actors, including the late Paul Rui, Alex Baldwin, Michael Douglas, Richard Gere, Joel Grey, Frank Langella, John Leguizamo, Phyllis Newman, Burt Reynolds, Anna Devere Smith, Mira Sorvino, Christopher Walken, Denzel Washington, and Joanne Woodward.

Handman directed Dancing in Cuban and Other Works (originally titled Rhythm, Rum, Cafe con Leche and Nuestros Abuelos), and adapted the title monologue from the book by Cristina Garcia, a first novel, published by Alfred Knopf in 1992. Handman's many honors include an Al DECO Award for Excellence in Black Theater, the Lucienne Lorat Lifetime Achievement Award in 1995, presented by the League of Off-Broadway Theaters, Carnegie Mellon Commemorative Playwriting Award in 1990, and the Rosetta LeNoire Award in 1994 from Actors Equity in recognition of artistic achievements and contributions to the "universality of the human experience in American Theatre."

Felix de Jesús

"Dance facilitator" for Dreaming in Cuban, de Jesús is a native of Cuba. At age nine, he appeared in the movie Lambchop, later joining the National Folklorica Cuba. He also appeared in many in upscale New York and in Vermont, and presently offers classes at the Diamante Dance and Drum Center and Abuzal Dance Studio in Manhattan.

Bethina Sayegh

Also billed as "Dance Facilitator," Sayegh was born in Caracas, Venezuela, and raised in Lima, Peru. As soon as she finished high school, she moved to New York to start her career.

Luis Mojica

Mojica, music supervisor of Dreaming in Cuban, was born in Ponce, Puerto Rico. He started his music studies at age 12 at the Juan de la Cruz Campos School, later moving to the U.S. where he earned a BFA in Arranging and Composition at the City College of New York. He then worked with the East Harlem Music School and the NYC Board of Education as a band and orchestra director.

His compositions include: "Sentimiento," played by Charlie Palmieri; "Smoothly," performed by John Purcell's Quintet; and "Winter Time," performed by Speculum Musicum.

In 1980, Mojica continued his studies at Teacher's College, Columbia University, earning an MA and an MFA. Mojica is now completing his doctoral studies at Columbia, where he has created a multicultural curriculum for instrumental music instruction, and he is directing his own nonprofit corporation—The Multicultural Music Group.

Manuel Vega

Scenic designer for the production, Vega, a native New Yorker, is a visual artist who utilizes a wide range of media, including graphics, murals, illustration, printmaking, painting, theatrical design, and costume design. He is also a scholar of the popular cultures of the Americas—in particular, Brazil, Puerto Rico, and the United States. Currently, Vega is an Artist in Residence at the Guggenheim Museum, where he is an instructor for the "Learning Through Art" program. He also conducts visual arts workshops for several institutions throughout New York State. Vega's prior artist residencies were at El Museo del Barrio, Taller Boricua, and in Bahia, Brazil.
It is 7:30 p.m. as we enter the elevator of the American Stage Theater on 16th Street in Manhattan. The operator, a young woman with mocha skin and tight blonde curls, tells us, "Help yourself to the rum punch—compliments of Captain Morgan. And the café con leche, compliments of Goya Foods."

"There's nonalcoholic punch, too," she adds, before escorting us toward a replica of a Cuban café. The anteroom holds a leather bar, the walls a series of photographs depicting life in Havana and environs. Once inside the performance space, we are invited to sit at one of twenty or so small tables around a semi-circular stage. Background music has begun. Gentle cha-cha and mambo.

While getting the rum punch, my companion discovers there is food too—roast pork, black beans and rice, Cuban classics, at a modest $7 a plate. It is delectable, lightly perfumed with vinegar. This is not a typical New York theater district experience.

The walls of the low-ceilinged room hold perhaps six or eight ledges, between pilasters. Each ledge bears maximum memorabilia. Dried flowers. Ceramic dancers with flowered skirts, flourishing fans. Old LPs whose jackets have lost their shine. One reads "Poquito y Filomeno." There are timeworn photographs, too, in silvered frames. The arrangements look vaguely religious, like devotional stations, but no saints or crucifixes are in sight.

The réveillon shifts to a more lively beat. Without fail, an attractive couple in formal dress enters the room, dancing amidst the tables, whispering casually to one another, smiling. She wears a slim, pale lime chiffon empire dress with bead- ed, upturned hem, and thin-strapped silver shoes. He wears a white dinner jacket. They are featured performers Bethana Sayegh and Félix de Jesús, but for now, they are merely setting the mood.

At just about 8:00, there being no curtain in sight, actors Eileen Galindo and Michael John García step up onto the stage and perform "También," a fast and spirited bilingual piece about being bicultural—about their forebears' migration to the U.S. They sing of Guanatamara, they smoke of fresh liCigars of Calle Ocho. Of Key West, Of Del Monte. And of being in MEE-ab-MEE. One tells of grandparent who wound up in...did he say Nebraska? Oh, why didn't I spend more time studying my Spanish?

My linguistic shortcomings banish the urge to change scenes, and of course. For "Manchito Gozon," the willowy Sayegh, whose face could launch a thousand rafts, wears what appears to be a creamy avocado tube top with beige-hair straps, and matching half-slip skirt, golden heels, her hair hanging free. De Jesús is handsome, too, in gold crucifix and black leather pants. But in truth, it is the music and dancing that intoxicate. The couple's subtle gyrations, pulsations, and titillations are defamiliarizing. The mambo edges out the tango as my favorite danse du jour.

Dreaming in Cuban

When Eileen Galindo retakes the stage, she is Pilar, the Lou Reed-loving teenager of Cristina García's first novel, Dreaming in Cuban. Pilar is "trying on French style garters and push-up bras in the dressing room of Abraham & Strauss" when she hears the voice of her father. She looks out and sees him with his girlfriend, "huge and blond and puffy like a 1950s beauty queen gone to seed," a woman with "a cloud of bleached hair and high-muscled calves as if she's been walking in those heels since birth."

"That's it," she says. "I'm going back to Cuba." A Cuba she left at the age of two and hasn't seen since. Back to Cuba to see her beloved abuela, Celia, a devoted fan of El Lider, Fidel. And to escape from her mother, a Brooklyn bakery-owning capitalist who embraces all things American, as in USA, especially the sticky buns, and loathes the Cuban Revolution. Four feet eleven inches high, weighing in at 217 pounds, described by Pilar's boyfriend, fondly, she implies, as an impertinent despotic frustrating tyrant bitch godde... Galindo is utterly believable as Pilar, in whose voice the entire performance is delivered. And by the time the solo is completed, the audience has developed warm feelings for all three of García's women, and for Galindo.

Later, checking notes scribbled on the scene against the book itself, it seems the script was taken verbatim from García's novel. Looking further through the novel, I appreciate the skill of adapter Wynn Handman in shaping a brief but complete story from the larger one by García. It is a story with far more than wit, for the universal theme of intra-family alienation is deepened by a heightened consciousness of loss suffered by Cubans on both sides of the Bay of Pigs. This is what I found myself thinking about during intermission, amid the photographs of Havana in the anteroom.

Cha-Cha-Cha

God bless Félix de Jesús and Bethana Sayegh. Back on stage, they restored with just one dance the reputation of the cha-cha-cha, which had suffered irreparable harm at the hands and feet of dancehemic noireamericans in the suburbs of the '60s. Entrenched images of robotic clunking to a cha-cha-chified "Tea for Two" faded with their every nuance.

The drama of the pause—the hesitation—along with many other elements of a well-executed Latin dance, had been lost in translation. What a pleasure to welcome it all back.

Aguadiente

Michael John García is all smiles as he launches his performance piece, Aguadiente, and the audience laughter comes easily and often. But the shotglass in his hand, and the sight of a dozen more filled shotglasses on the bar that is the only furniture in this act, are early warnings that you are in emotionally shark-infested waters.

García, who wrote the piece, portrays a grown man recalling his abuelo, one a dark-complexioned Cubano exiled by wife and daughter but somehow granted one catalytic week with a young grandson. And if ever a week there was that week was it. Seven days of sovin the seeds of machismo. The shoes, the yours, the dancing, the wooling an postseduction hatred of women. And that aggrandizement of liquor, almost liquor, as though inebriation were the divine right of reyes.

This abuelo had six wives—one of them first two Cuban, the implication being, thought, that subsequent Cubanas we too wise to buy his merchandise. But the abuelo was a bilingual performance, and nasal pronunciation would have done me no better to his goal. But the laughter dwindled as García descended deeper in this tale of booze and deceit, his performance gaining such intensity it was nearly too hot to handle. This Don Juan truly was in hell. The performance was blistering as the piece hurtled to a close.

Nuestros Abuelos

The American Place Theater has a tradition, says the publicist, "Offerings—where the audience is led to reflect on its own heritage and given a chance to share personal responses."

But what would Eileen Galindo and Michael John García retool the stage to elicit these responses, we, the audience were too still shellshocked to enter a warm and fuzzy world. It would take powerful medic to get us moving.

That medicine arrived in the form of Jesús and Sayegh, who joined Galindo and García in a final round of dance with the audience—or however many were there—until ultimately became the ground for a multiculural, multigeneratio conga line that had us all smiling as we walked out into the night.
Amazing Argelia—Scholar, Dancer, Activist

UCLA Honors Exceptional Student

By Stuart Wolpert

Argelia Andrade-Glez is founder, choreographer, and director of Nuestras Raíces Ballet Folklórico, a children’s dance group in Gardena, where she teaches dance to children between ages three and 20. She herself continues to dance as a member of LiRitmo (Flamenco) Dance Company. And she was coordinator of Grupo Folklorico de UCLA, a group dedicated to the traditional dances of Mexico.

Argelia also tutors adult immigrants at her church as they learn English as a second language.

Despite her busy schedule, the grade point average of this UCLA student is 39.

“I like to be busy,” she says. Argelia won six scholarships for academic excellence and outstanding community service, and in late February, she was honored as one of UCLA’s most exceptional students at the university’s annual College of Letters and Science Awards Dinner—the College’s “mini Academy Awards” ceremony.

At the Regent Beverly Wilshire Hotel the night of February 23, she was one of two students to win this year’s Charles E. and Sue K. Young Undergraduate Student Award.

Argelia Andrade-Glez vividly recalls the night she cried herself to sleep. She was ten years old when her family moved to Gardena, Calif., from a small town in Tepatitlán, Mexico, and she spoke not a word of English.

When Argelia’s sixth grade teacher walked into the classroom, the 10-year-old stood, as a sign of respect, as all students in Tepatitlán did. Here, the other children laughed at her.

“Nobody was there to explain the customs to you,” she remembers.

Today, not only does Argelia speak flawless English, but Portuguese as well, and she is learning German.
Driven by personal experience and a continuing fascination with language, Angelia is majoring in Spanish and linguistics. As part of her undergraduate work, she is conducting research for an honors thesis on how teenagers and adults learn a second language.

"Language is a window to the mind," she says. "Languages tell you amazing things about people and their culture. Learning a new language opens another world. There is no question that you can understand people better when you speak their language. Living in L.A. makes me want to learn different languages. I want to help other people to become bilingual.

"I would not say that I know a language unless I can read, write, dream, and function in that language."

Shirley Mora, UCLA professor of Spanish, praises Angelia, calling her "one of the most extraordinary students I have known in my 35 years" at UCLA.

Recalling her difficult adjustment to a new country, language, and culture, Angelia says, "I believed at times that I was a child of a lesser God, and that the task of relearning the previously learned was impossible, but I knew I had to do it. I wasn't going to drop out of school in sixth grade."

She started by devoting herself to math because "numbers were the one thing I could understand." By the end of her first year in this country, she felt comfortable speaking English. By junior high school and high school, she was earning A's in all of her classes.

Angelia gives most of the credit to her academic success to the love and support she received from her family and to her belief in God. Others who know her well emphasize her work ethic, her determination, and her positive attitude.

"My family has always been tremendously supportive, and God has seen me through the most difficult times," she said.

"One key is not to dwell on all the walls you're going to hit. Instead of wasting energy feeling sorry for yourself, just get on with it. You can feel trapped, or you can determine what you want to do and pursue your dreams."

"There were many nights when I cried, but even then, I knew it was better to do something than to whine all day.

"I knew I wanted to go to college and that my parents couldn't afford to send me, and I knew I had to work hard to get there. But I also enjoy studying; it's fun to get A's."

Angelia always preferred reading and dancing to watching television or getting involved in the gangs that she saw others join.

"Gangs are an identity issue, and with the help of my family, I learned to sense my strengths and admit my weaknesses," she said. "Other people weren't studying so much, but it's OK not to be like everyone else. I was not a child of a lesser God; I just had a distinct past that made my determination stronger."

For high school, Angelia went to the California Academy of Mathematics and Science, where she won awards for outstanding achievement and choreography, and founded a club to teach Latino students about culture.

Choosing a university was easy for Angelia.

"I always knew I would come to UCLA," she says. "I knew that whatever I wanted to study at UCLA—math, psychology, linguistics, sociology—I would be going from No. 1 to No. 1."

As a high school student, Angelia visited UCLA one day to receive one of her several scholarships. When she came home, a UCLA admissions offer was waiting in the mail to greet her. She felt proud to have that dream come true, but other dreams still beckoned.

Angelia will graduate from UCLA next year but plans to come right back for her graduate work.

"UCLA has been very good to me—one of the most positive experiences of my life," she says. "I am considering various universities, but I think I would prefer to stay here."

She plans to earn her Ph.D. and then be a university professor during the day and a dancer at night.

Meanwhile, she has learned to love her adopted city.

"Los Angeles is where South Americans, Europeans, and Central Americans all come together and make a new American culture," she said. "In the small town where I grew up, everyone looks like me and everyone thinks the same. Here you have to know what you believe and what your values are, all the while accepting people who are different."
Latina Takes Paris Prize

Houston CC Student Wins Design Contest

When Myrna Vallejo went to France, she traveled in style—literally.

Vallejo, a student in the Fashion Design Program at Houston Community College-Central, earned the top U.S. prize at the 15th annual International Young Fashion Designers Contest, conducted in Paris last December.

In accordance with the contest theme of “travel,” Vallejo designed and tailored a woman’s outfit made of common travel materials—a buster created from luggage straps, a skirt of laminated travel brochures, and a hat resembling a handbag.

The prestigious contest featured competitors from 15 different countries, displayed their versions of travel vogue—from imaginative space suits to a suitcase that opens into a coat. Only 10 young designers represent each competing country, and Vallejo earned the top award of the U.S. team, which included students from Drexel University, Miami Fine Arts College, and other institutions.

Vallejo was striving for a design that reflects the frazzled indecision that often comes with trip-planning.

“I was thinking of how we travel and we often don’t know what to wear,” she said. “We have so many choices.”

So in October, she started visiting travel agencies and leather shops to collect the building blocks of her inspiration—travel brochures and baggage parts. The library staff at HCC-Central helped her laminate the literature, and leather workers at the local Tegano Boots provided guidance in sewing leather.

“I kind of used the concept of luggage—handles and straps and all sorts of things,” she said.

Kay King, head of the Fashion Design Program at HCC-Central, said 1997 was the fifth year Houston Community College-Central had been selected to participate in the Paris competition, but it was the first time an HCC student had ever won.

“Myrna is truly one of the rising stars in our department,” King said. “She’s going to make it in the professional world of fashion design.”

King said fashion design is an intricate process. Vallejo designed a pattern for the garment, from which she cut out the pieces. And before tailoring the multi-layered garment, she assigned an order and procedure for the assembly.

“She is very adept at solving the design and construction challenges,” King said. “She knows how to logically think through a concept and make a real garment that real people can wear. That’s what makes her an excellent young designer.”

Ultimately, Vallejo created a garment whose character came about—reminiscent of designs by Gianni Versace and Jean Paul Gaultier.

“She created a lot of animation in that garment,” King said. “Like the way the brochures move as the skirt flows.”

In the end, Vallejo’s work turned the heads of some of the world’s top fashion designers. As the U.S. winner, Vallejo won $3,000 in francs, which she plans to use toward further education. She intends to continue her fashion training at Houston Community College.

“I want to get as many classes as I can and transfer to F.I.T. [the Fashion Institute of Technology] in New York,” said Vallejo, a business-turned-fashion major. “My final goal is to have my own business and sell clothes.”

END
Hillary Clinton Launches Lecture Series at Columbia University

First Lady Hillary Rodham Clinton delivered the inaugural speech of The Jill and Ken Iscol Lecture Series, established recently at Teachers College, Columbia University (N.Y.). Clinton, a leading advocate for children and their families, launched the annual speaker series with the speech “Re-Imagining Education: A Matter of Justice and Possibility.”

Throughout her career in public service, Clinton has been a champion of improved health care for children and their families, early childhood development and learning, and equal educational opportunities. She has worked tirelessly to raise public awareness for the need for community involvement, appropriate interventions, and important changes in the way the nation educates and treats its children.

Lynn University Honors Padron

Dr. Eduardo J. Padron, Miami-Dade Community College president, was awarded an honorary Doctor of Humane Letters from Lynn University (Fla.) during the annual Spring Honors Convocation.

Dr. Donald E. Ross (picted left), Lynn University president, presented the degree to Padron in recognition of his outstanding academic achievements.

Padron holds a doctorate from the University of Florida and is the chief administrative and academic officer of the largest single-district, multi-campus community college in the nation. He has been recognized by many of America’s foremost leaders, as evidenced by his appointment to posts of national prominence by Presidents Bill Clinton, George Bush, and Jimmy Carter.

Latino Affairs Pride Awards Honors Ceara

Aida Ceara was recently honored at the Governor’s Advisory Commission on Latino Affairs Pride Awards in Pennsylvania.

A vital community leader in Lancaster since her arrival in 1984, Ceara, an assistant professor and director of the Act 101/PACE Program at Millersville University, saw an immediate need to acknowledge and highlight the Latino presence within the university and Lancaster community. She helped form and is the faculty advisor of the Society on Latino Affairs, the first Latino student organization on campus; she chairs the Hispanic Liaison Committee, and she became president of the Board of Directors of the Spanish American Civic Association. Ceara, with other community leaders, helped form a charter school that provides educational alternatives to community students who are “at promise” of succeeding in an innovative, social, and educational environment.

Rodriguez-Andrew Named California Social Worker of the Year

Sylvia Rodriguez-Andrew, dean of the College of Social Work at San Jose State University, was named Social Worker of the Year by the California Chapter of the National Society of Social Workers. She was honored for her leadership in education and her service to the community.

We applaud her leadership in fostering a college which has embraced the mission of social work by tending the needs of the community, and educating the next generation of social workers, said Cheryl Blankenship of the California Chapter of the National Society of Social Workers.

Rodriguez-Andrew has a doctorate from the University of Texas-Austin.

Business Awards Gala Honors Morales

City University of New York’s City College vice president of student affairs, Thelma Morales, was honored at the National Puerto Rican Day Parade’s 1999 Dr. Ramon Emeterio Betances Business Awards Gala in April, for his contributions to New York’s Puerto Rican community.

Morales has chaired the County Human Relations Commission, and sits on boards of the American Associa University Administrators and the New York Healthcare Systems of New York, and is advisory board of the Highland Residential Center Community’s Youth Division.

“By recognizing Dr. Morales’ accomplishments we wish to support his efforts in a positive role model for our youth,” Inspiring the development of their self-said Ramon S. Velez, president and CEO National Puerto Rican Day Parade Inc.

Cantu Named Fresno City College Dean of Instruction

Anthony Cantu, Fresno City College Dean of Instruction, has been named dean of humanities at the college faculty as the new dean of instruction, beginning July 1.

“I think Mr. Cantu will do an outstanding job as he’s done in the past with our district,” said Fresno City College President Dr. Daniel Laros. “He has some big shoes to fill, but I believe he’s up for the task.”

Cantu holds bachelor’s degree in California State University, 1975, and a masters from CSU-Fresno. He is currently pursuing a doctorate in education.
leadership from CSU-Fresno University of California-Davis.

**Persistence Pays off for Morales**

Allan Hancock College (Calif.) student Ms. Maria Morales says: "If you really believe in what you are trying to do in life, you will succeed."

Morales, 22, has been accepted to California Polytechnic State University-San Luis Obispo as a social science major. Born in Zacatecas, Mexico, and originally speaking only Spanish, she started out as a migrant education student, spending her preschool years traveling across the United States and back again with her family as her parents worked as field laborers.

Now, Morales has been working in the Allan Hancock College counseling office and has volunteered at a church, running youth programs and helping organize their annual fiesta.

In March, she won a "Women of Excellence" award from the Santa Maria Women's Network.

**Santos to Represent American Bar Association at U.N.**

José (Tony) Santos, a partner in the Miami, Fla., law firm office of Broad and Cassel, was appointed to represent the American Bar Association (ABA) at the United Nations Economic and Social Council in New York.

Santos is part of a select group of six ABA leaders headed by former U.S. Attorney General Benjamin Civiletti that represented the ABA at the United Nations in New York and Geneva. The ABA has Consultative Status at the United Nations and frequently provides input to the council on a variety of issues relating to the world economic, social, and legal order.

Santos received both his bachelor's degree and juris doctor at the University of Miami.

**Caldeiro at Farmingdale's 80th Commencement**

Fernando (Frank) Caldeiro, a NASA astronaut and 1978 graduate of the State University of New York (SUNY)-Farmingdale, was a speaker at the college's 80th commencement.

Born in Buenos Aires, Caldeiro was hired by NASA in 1991 as a cryogenics propulsion systems expert for the Safety and Mission Assurance Office. He completed his training and evaluation for NASA in 1998 and is qualified for flight assignment as a mission specialist. Currently, he is assigned technical duties as a space station environmental controls and life support system expert at the Astronaut Office Station.

Caldeiro has an associate degree from SUNY-Farmingdale, a bachelor's from the University of Arizona, and a master's from the University of Central Florida.

**Treviño Joins Texas-Arlington Mexican-American Center**

Roberto Treviño, an expert in Mexican-American history and the religious culture and practices of Mexican Americans, is now a research associate for the University of Texas-Arlington (UTA) Center for Mexican-American Studies as well as an assistant professor of history.

UTA President Dr. Robert Witt cited Treviño's knowledge of Chicano history as a valuable asset to the school.

Treviño has taught Chicano history, race and ethnicity in American history, and religion in American history. He has a bachelor's degree from Houston Baptist University, a master's from the University of Houston, and a doctorate from Stanford University.

**Gonzalez Named Archbishop of San Juan**

Siena College (N.Y.) graduate Roberto O. Gonzalez, O.F.M., recently became the new Archbishop of San Juan. Puerto Rico: he was appointed by Pope John Paul II. Gonzalez succeeds Cardinal Luis Aponte Martinez, who had served San Juan since 1964.

At one time, Gonzalez was the youngest U.S. Catholic bishop. He has served the national church as chairman of the U.S. bishops' Committee on Hispanic Affairs, he currently chairs the bishops' Committee on the Church in Latin America, and he also serves as a consultant to the Committee on Liturgy, and he is a member of the Committee on Pro-Life Activities.

**Aguirre Lectures at Southern Methodist**

Peruvian Constitutional Court Justice Dr. Manuel Aguirre recently spoke at the Southern Methodist University Law Institute of the Americas 1999 Distinguished Lecture in Texas.

Aguirre discussed the role of the constitutional courts in Latin America. He spoke of the impact a constitution has on social, political, and economic development in a country; how a constitution works; why politicians respect the constitution; and where constitutional judges derive their power.

This past year, Peru's Congress has been sharply criticized for its decision to oust members of the constitutional court who ruled that President Alberto K. Fujimori could not seek a third consecutive term.

**Hernandez-Walker Assumes Post at Louisiana State-Baton Rouge**

Bobbie N. Hernandez-Walker, former vice president for student affairs at the University of Texas-San Antonio (UTSA), has become vice chancellor for student life and academic services at Louisiana State University-Baton Rouge, considered Louisiana's flagship institution of higher learning.

Walker has been a catalyst for progress.
across the board at this university, said UTSA President Samuel A. Kirkpatrick. "She has worked diligently on programs both to facilitate delivery of services to students and to enhance the university experience as a whole."

**Clinton and Tinajero Speak at Desegregation Conference**

U.S. Congresswoman Carol Moseley-Braun, University of Texas at El Paso Associate Dean Jo Watson Tinajero, and other education leaders who appeared at the National Committee for School Desegregation’s 20th Annual Conference in Washington, D.C. President Bill Clinton topped the list of speakers.

Tinajero, who is the president of the National Association for Bilingual Education, participated in panel discussions on improving Americas schools and on bilingual education.

Other speakers included Lois Harrison Jones, president-elect of the National Association for Bilingual Education; Dr. Howard Koller, the Committee on Education Reform; and Lois Jean White, national PTA president.

**Barraza’s Artwork at Texas Capitol**

Works of artist Santa Onofre Barraza, chair of Texas A&M University-Kingsville’s art department, are featured in a public art exhibit that opened in May in recognition of César de Mayo, the anniversary of the defeat of the invading French at Puebla, Mexico, by Mexican soldiers and Puebla residents. The exhibit will be on view in the office of Laura Bush, first lady of Texas, in the state Capitol until July 5. The site of San Antonio de Austin is also featured.

Barraza is known for her colorful retablo-style paintings on metal. She draws inspiration from her mestiza heritage—a blending of Native American and European cultures—and often includes subject matter taken from Vez and Mayan legends.

**Hispanic Magazine Donates Archives to Southwest Texas State**

Hispanic magazine has donated its archives to the Southwestern Writers Collection at Southwest Texas State University.

The materials, consisting of editorial files from 1994 through 1998, including manuscripts, correspondence, memos, research, press kits, and notes, were donated to the collection for preservation and research.

"The addition of the Hispanic archives represents a significant step forward for the Southwestern Writers Collection," said curator Connie Todd. "We are on our way to becoming a major resource for Mexican-American studies."

**Tomás Rivera Conference at California-Riverside**

Yarel Arizmendi, an actress from the film, *Like Water for Chocolate*, was a keynote speaker at the 12th annual Tomás Rivera Conference at the University of California-Riverside.

"Culturas y Comidas. Gifts of the Americas" was the theme of the conference, which explored the magical and culture-shaping qualities of food—a theme that also ran through the 1993 film based on a novel by Laura Esquivel. Arizmendi played Rosaura, one of three daughters in a family where emotions displayed in the kitchen seem to invade food served to houseguests, causing magical chaos during weddings and other family events.

Chef John Rivera, co-author of *Modern Southwest Cuisine* and co-author of *Latinas*, was also a keynote speaker.

**Nazareth College inaugurates Miller, Celebrates Anniversary**

Nazareth College, in April, celebrated the inauguration of President Robert A. Miller and the 75th anniversary of its founding.

During his inaugural address, Miller shared his three-pronged academic vision for the college, which builds upon Nazareth's strong traditions while anticipating society's changing expectations for higher education. He focused on exceptional teaching, off-campus learning, and inclusive community.

During a festive 75th anniversary celebration, guests travelled through the eras of Nazareth history with celebrations recreating a USO concert, a rock-n-roll/disco party, 1960s coffeehouse with folk singer, and a video dance party. A short commemorative film was also shown.

**38th Honors Convocation at Cal State-L.A.**

California State University-Los Angeles University Honors Convocation recognizes more than 2000 students whose academic record places them in the upper fifth percentile of their peers. Dean's List honorees, recipients of scholarships, grants, and alumni certificates of honor, and general education honors program participants were honored at the program.

Cal State-L.A. alumnus John Huerta, general counsel for the Smithsonian Institution in Washington, D.C., was the keynote speaker at the convocation. Huerta directs an office of 11 attorneys. He has lectured extensively on civil and human rights to professional associations, civil rights organizations, and university groups throughout the United States, Europe, and Latin America.

**Bomba Dance Fever at Long Island Brooklyn**

A blow-the-lid-off bomba dance party, *bomba*, in which dancers and drummers take to the stage in Puerto Rico's newest dance craze based on a centuries-old art form, took place at Long Island University Brooklyn (NY).

I would like bomba to be appreciated at its richness in the same way that r
lions of people appreciate the other great Afro-Latin dances such as salsa, merengue, samba, and tango," said Halbert Barton (pictured here), anthropology professor, bomba performer, and the driving force behind the event. El Bombazo de Puerto Rico, a team of 12 bomba educators from the community arts organization Centro de Investigaciones Culturales Raíces Eternas, provided expert instruction on the lively and infectious art of bomba dancing.

Santa Monica College Wins Diversity Achievement Award

Santa Monica College (SMC) has won the prestigious California Community Colleges Diversity Achievement Award for 1999.

The award is given to the college district that has demonstrated outstanding success in affirmative action and commitment to diversity, equity, and equal employment opportunities. Chancellor's office officials say they do not look at districts' figures of employees from underrepresented populations but at their overall effort on diversity.

“This award really reflects on all the state's community colleges, our open-door campuses that mirror the rich diversity of California,” said Robert Sammis, SMC vice president of human resources.

City University of New York Shares Dominican Experience

"Contemporary Visions of the Dominican Experience," a discussion, reading, and book-signing featuring recently published works on Dominican life, was held at City University of New York's (CUNY) City College.

Silvio Torres-Saillant, of City College, greeted the guests, and Ydains Rodriguez, of the Dominican Youth Union and Dominicans 2000, offered welcoming remarks.

The guest speakers included Jacqueline Limoner Polanco, a political scientist at the John Jay College of Criminal Justice, fiction writer Ynocencia Villar, and journalist Michelle Wacker.

The event was sponsored by Dominicans 2000, Building Our National Agenda, and the Institute of Dominican Studies Institute.

Texas-Arlington Promotes Bobadilla

University of Texas-Arlington (UTA) Provost George Wright has announced the promotion of UTA director of admissions Michele Bobadilla to assistant vice president for outreach initiatives with responsibilities for enhancing the university's partnerships with the Dallas County Community College District, the Dallas Independent School District, and with other school districts. Bobadilla will also work closely with members of the business community and civic organizations in Dallas, establishing partnerships and raising the profile of the university.

Bobadilla will work closely with Manuel Garcia y Griego, the director of UTAs Center for Mexican-American Studies, and will introduce him to key leaders in Dallas and the Metroplex.

Latino Symposium at Susquehanna

"Our Heritage: Our Future/Nuestra Herencia: Nuestro Futuro" was the theme of the 4th annual Latino Symposium at Susquehanna University (Penn.) in April. The theme was inspired by the oral histories collected by six regional Latino high school students and Susquehanna University students of Hispanic heritage during the Latino Oral History Project last fall.

Panel presentation topics included Susquehanna’s service-learning projects, gender roles in the Hispanic community, ethnicity in Pennsylvania, and a multi-media presentation of the Latino Oral History Project Susquehanna University student Latino dance troupe Fuego Latino performed at the symposium.

García Lorca Exhibition at St. Mary's

The exhibition "Federico García Lorca: In Word and Image" was recently on display at St. Mary's College (Ind.). The exhibition was sponsored by the Spanish Department, the Saint Mary's College department of modern languages, and the Center for Academic Innovation. Celebrated Lorca's literary and visual artistry, Lorca was a prolific Spanish poet, artist, and intellectual who was executed during the Spanish Civil War.

An opening reception included poetry readings by Saint Mary's Professors Gerald Conger and Max Wesler, as well as a performance by Juliette Singler, soprano and visiting assistant professor of the department of music, and Saint Mary's Spanish major Andrea Sondag. Dr. Carmen García de la Rosilla organized both the exhibit and the reception.

Loayla Marymount Event Explores Faith and Culture

Loayla Marymount University (Calif.) in April, presented "A View from the Inside: The Intersection of Faith and Culture in the Work of a Latina Writer and a Latino Musician.

The event featured Graciela Limón (pictured here), chair of Chicano studies, reading from her new novel, Día de la Luna/Day of the Moon, and musical guest Francisco Herrera. Also, a panel discussion explored the thematic interplay and interconnection of social justice, female gender roles, mestizaje, and theology in the works of both guests.

Mexican Poet Inspires University of San Francisco Exhibit

A mixed-media art installation inspired by the life and writings of 20th-century Mexican poet, intellectual, and nun Sor Juana Inés de la Cruz (1648-1695) is currently on exhibition at the University of San Francisco (Calif.).

Pictured here: debt to rights are Laura Elena Hernández, a Mexico City-based artist, Carló-
Tello, The Consul General of Mexico, Mondo Jud Hart, exhibit producer and San Francisco-based artist; the Rev. Thomas Lucas, director of fine and performing arts at USF and exhibit host; Noemi Atanoros, a journalist with the Excelsior newspaper in Mexico; and Lilia Aguilera, executive director of the Mexican Cultural Center in San Francisco.

The exhibition, at the USF Gleeson Library-Thuenger Gallery, ends July 25.

Carolina-Chapel Hill Researchers Find HIV/Vaginal Bacteria Link

A team of University of North Carolina-Chapel Hill (UNC-CH)...
Teaching in America: The Slow Revolution
by Gerald Grant and Christine E. Murray

School teachers and college professors are not seen as part of the same profession. This book explains why this is true, how it is changing, and whether the change is good for our schools.
March 1990
260 pgs.
ISBN 0-674-89961-3
$26.00 cloth
Harvard University Press
(800) 448-2242

The Making of a Chicano Militant: Lessons from Cristal
by José Angel Gutiérrez

This is the first inside view of the important political and social events within the Mexican-American communities in South Texas during the 1960s and 1970s. José Angel Gutiérrez traces the racial, ethnic, economic, and social prejudices facing Chicanos with powerful scenes from his own life.
March 1990
368 pgs.
ISBN 0-299-14584-1
$39.95 paper
University of Wisconsin Press
(800) 221-2786

A Student's Guide to Mexican American Genealogy
by George R. Ryskamp and Peggy Ryskamp

This book provides useful and detailed information to Mexican Americans interested in exploring their family history.
1990
168 pgs.
$24.95 cloth
Oryx Press
(800) 270-6790

A Student’s Guide to Mexican American Genealogy

Dictionary of Multicultural Education
Carl A. Grant and Glaria Ladson-Billings, eds.

This book revises and at once advances the western tradition of dictionaries as it opens windows in the Eurocentric and the predominantly Western canons to Africa, the south, and the east. Like the best of its predecessors, it avoids prescriptions and certainties.
1990
508 pgs.
ISBN 0-895-4-7084-1
$49.95 cloth
Oryx Press
(800) 270-6790

Talking About People: A Guide to Fair and Accurate Language
by Rosalie Maggio

The organization of this book is fairly simple. The writing guidelines give you the rationale for fair and accurate people language, some general guidelines and practical help and suggestions about handling special situations. There are sections on who controls the language; on ridicule, and on everybody being "so sensitive." These days, the Dictionary of Terms consists of some 8,000 words and phrases that are or might be perceived as problematic.
1990
496 pgs.
ISBN 1-5 360-069-3
$27.95 paper
Oryx Press
(800) 270-6790

Straight Talk About College Costs & Prices: Report of the National Commission on the Cost of Higher Education

This book distinguishes the difference between the expense an institution incurs to deliver education to a student, and the portion of those costs that students and their families are asked to pay. Its recommendations were developed with one goal in mind: to keep open the door of higher education by maintaining access at prices that students and families can afford.
March 1998
322 pgs.
ISBN 1-5 360-225-4
$39.95 paper
Oryx Press
(800) 270-6790

Información de Salud para los Consumidores
Alan M. Rees and Irene Afranchino-Manello, eds.

This volume represents the first attempt to make a wide assortment of Spanish-language health information more readily accessible for consumers and patients by assembling it in one place. Diverse materi-
The Pride of Havana: A History of Cuban Baseball
by Roberto Gonzalez Echevarria

In this book, the author, himself a Cuban and former semi-pro catcher, chronicles the history of Cuban baseball from the introduction of baseball to the island nation in the 1860s until the present. In addition, he illustrates the intimate relationship of the sport with politics, music, dance, show biz, literature, and religion.

April 1998
464 pgs.
(hb 0-19-500901-0)
$35.00 cloth
Oxford University Press
(0001) 451-7586

Loves Me, Loves Me Not
by Anita Bernardo

This book ponders the teenage dilemma of the ages. The story follows student Maggie Castillo's pursuit of the elusive answer to her query: In the end, do they discover not only the answer, but also if they have been asking the right question all alone.
October 1998
169 pgs.
(ISBN 1-55885-250-X)
5995 paper
Arte Público Press
(800) 655-ARTI

Lessons of the Game
by Diane Gonzales Bertrand

This is the true story of a student teacher and her surprise reunion with her old friend who is now a football coach and fellow high school instructor. As the two become reacquainted, they discover the difficulties of balancing their working lives with the search for personal fulfillment outside the school zone.
October 1998
155 pgs.
(ISBN 1-55885-248-8)
5995 paper
Arte Público Press
(800) 655-ARTI

HERS, Mid-America - Summer Institute

June 27-July 25
The 24th annual summer institute fo women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Contact: Beth Metzger. (303) 871-6866 e-mail: <bmetzger@du.edu>

Heritage College - Conference on Diversity

June 25-July 1
Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: An Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto. (509) 885-8550 e-mail: <deprieto@heritage.edu> Web site <www.herdige.edu>

Yale Center for International and Area Studies - Summer Institute

July 5-16
This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence: Connections in the Post-Cold War Era" in New Haven, Conn.

Contact: IRCAS Center. (203) 432-4410 e-mail: <ipr-resource@quickmail.yale.edu> Web site <www.yale.edu/ricas>

ECS National Forum and Annual Meeting

July 11-14
1999 national forum and annual meeting of the Education Commission of the State "Reshaping Education for a New Century," w'll be held in Denver, Colo.

Contact: ECS. (303) 291-3600 e-mail <ecseecs.org> Visit Web site <www.ecseecs.org>

1999 Summer Institute for Intercultural Communication

July 14-16, 19-25, 26-30
Now in its 23rd year, the Summer Institute for Intercultural Communication (SHIC) v
again offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. In Portland, Ore.
Contact: phone. (503) 297-622; e-mail. <ici@intercultural.org>; Web site. <www.intercultural.org>.

Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

July 14-23
This 13th annual summer workshop—designed for college and university faculty and administrators, advanced cross-cultural trainers/managers, and Ph.D. candidates working on dissertations—is offered by the Center for International Business Education and Research (CIBER). At the University of Hawaii at Manoa.
Contact: Susan Kanagawa. phone. (808) 956-3250; e-mail. <susan@busadm.cba.hawaii.edu>.

Cornell University - Administrative Management Institute

July 25-30
Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACUBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y. CEUs are available.
Contact: phone. (607) 257-7259; e-mail. <cusp@cornell.edu>; Web site. <www.see.cornell.edu/html/amih.html>.

NACA - "Celebrating Diversity" Workshop

July 27-August 1
A workshop sponsored by NACA (National Association for Campus Activities) at Southern Methodist University.
Contact: phone. (803) 752-6222.

CUPA National Conference and Expo '99
October 3-6
CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.
Contact: Rebecca Mangan. (202) 29-0311 ext. 387; e-mail. <mangan@cupainet.cupa.org>; Web site. <www.cupa.org>.

ACE: Educating a Nation (VII)
October 28-30
The American Council on Education's Division of Access and Equity Programs Office of Minority in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.
Contact: phone. (202) 939-9395; e-mail. <lachone_fugay@ace.nche.edu>; Web site. <www.acenet.edu>.

University of San Diego

Director of Undergraduate Admissions

The University of San Diego is an independent, Catholic university committed to a value-centered, liberal arts education. Overlooking San Diego's Mission Bay, USD enrolls approximately 6,600 undergraduate and graduate students. The University of San Diego seeks gender, cultural and ethnic diversity in its populations. For more information about USD, visit our website at www.acusd.edu.

The Director of Undergraduate Admissions reports to the Director of Enrollment Management (EM) and assumes a successful admissions and outreach operation. USD's freshmen applications have increased an average of 10% per year the last three years and the mean grade point average of entering freshmen has increased from 3.3 to 3.7. The statistics for fall show an increase of over 21% with more than 6,300 freshmen applications for a class of 1,025. This position is an integral part of the undergraduate enrollment team working with the Provost, the Director of Financial Aid Services and the Director of EM. The Director of Undergraduate Admissions supervises a staff of 21, determines resource allocations and manages an increasingly selective admissions process.

A bachelor's degree is required. An advanced degree is preferred. Candidates must have a working knowledge of data systems. marketing, selective admissions and have an ability to effectively select, train, and manage a diverse staff. The ability to make decisions based on subtle differences in academic personal qualities is essential. Must have a sense of humor, creativity, excellent communication skills, encourage staff development and operate as a team member working in an environment with the University’s mission statement. Familiarity with College Board services such as PSAT and ASAP is important.

Application review will begin immediately and continue until position is filled. Salary is commensurate with qualifications, experience, and education. Excellent benefits package.

Please submit a cover letter, resume, salary history, three letters of recommendation and college transcripts to: Human Resources, Dr. Warren Muller, University of San Diego, 5998 Alcala Park, San Diego, CA 92110-2492.

Central Michigan University

EXECUTIVE DIRECTOR
MARKETING RESEARCH AND PLANNING
COLLEGE OF EXTENDED LEARNING

Through its College of Extended Learning (CEL), Central Michigan University is one of the largest providers of off-campus degree programs in the United States. The college offers both undergraduate and graduate programs and operates in more than 50 locations throughout the United States, Canada, and Latin America. CEL seeks a proven researcher to initiate and direct its marketing research and strategic marketing planning process on the Mt. Pleasant campus.

General R. responsibilities: Responsible for market analysis, competitor profile analysis, needs assessment, and the design of quantitative and qualitative market studies. Leads the development of a CEL-wide marketing strategy that identifies key programs and locations for continued growth. Makes recommendations for increasing market share based on short and long-term forecasts. Manages, monitors, and allocates marketing budgets totaling $1.3 million. Supervises and directs activity of CEL marketing and publications staff.

Qualifications: Minimum of five years in an upper management position showing a complex, multifaceted environment is important. Review of applications for the above position begins immediately and will continue until the position is filled. A position of action is subject to confirmation of educational and administrative philosophies and the names, addresses, and phone numbers of three to five references to: Executive Director/Marketing Research and Planning Search, Office of the Dean, College of Extended Learning, Central Michigan University, Mt. Pleasant, MI 48859 or fax to (517) 774-3322. Starting salary up to $81,500 commensurate with qualifications.
Central Michigan University is an AA/EQ institution. It strongly and actively committed to increasing diversity within the community. See www.cmich.edu accessibility.
Book Review

by Sylvia R. Lazos Vargas


Like Richard Rodriguez's Hunger of Memory and Manolo Urreos' Nobody's Son, this autobiographical tale of a "Mexican" Latino, son of a Mexican American mother and an Anglo father, is effective because Johnson's intimate narrative helps us focus on our own journeys of racial identity. The honesty and courage of this book make it memorable. The implacable powers of observation that Johnson turns on others, he also turns on himself.

His could be the prototypical "successful immigrant" story—Harvard law degree, tenured professorship, good marriage, nice house in the White suburbs. His mother, divorced when he was young, raised her boys with a gamely mix of child support and welfare. Johnson works throughout high school, Berkeley, and Harvard Law School—as dishwasher, cook, parking attendant. He spends each dollar carefully, relating poignantly how the careless forswearing of a rich schoolmate to repay $5 affects his weekly food budget. Johnson shows the mythic qualities that transform poor immigrant sons—discipline, ambition, and grit.

But his tale differs in one important way. His central theme is “finding and becoming comfortable with racial identity,” which he calls with typical understatement, “probably one of the most difficult things a member of a racial minority will ever face.”

Johnson's mixed racial heritage presents unique choices: to remain silent and let friends, employers, even strangers assume that he is White—one of them—or to come "out" as Mexican American and thereby subject to stereotypes and assumptions, as well as to intrusive queries that prove his racial legitimacy. In high school, seeking inclusion, he stands silent as his "friends" routinely put down "natives" and viciously attack Blacks. As a young lawyer, he allows the firms partners to assume that he is White, until he is well on his way to making partner. As a boy and young man, he floats along and lets others choose for him.

But as he matures, Johnson becomes more conscious. Applying to university, law schools, and law teaching, Johnson checks the box as Mexican American. Does he do this to gain an "affirmative action" advantage at the university level, he was ignorant of the gamesmanship of college applications and the importance of attending a prestigious university. As a mature man, applying for a law professorship, he is no longer blind or ignorant. He hesitates, considering the implications of becoming a tenure. His wife asks, "Why not mark the box?" and "Are you ashamed to be a Mexican American?" Johnson checks the box. He is not ashamed, but rather "decides" to be Latino.

Johnson chooses "metaphorical borderlands: a concept given modern usage by Gloria Anzaldúa, to illustrate his journey of self-recognition and racial identity. He lives in borders between White and Mexican American, poor and middle class, scholarship boy and California beach boy. He consciously traces the borders of his multiple identities. His Anglo father encourages him to be proud of his Mexican heritage, and instills in him a sense of social justice. At Berkeley, he blossoms amid Chicano professors and learns more about the Mexican American experience. As a young lawyer, he discovers the most satisfaction in his pro bono representation of Central American refugees seeking asylum. Above all, he views his family, though troubled, his culture, and Catholicism as undeniable parts of himself.

Johnson's work deviates from the proverbial successful immigrant tale. It challenges the American myth and mandate that to "make it" as an American, minorities must assimilate and abandon their Mexican mothers or fathers. He presents a valuable counterexample to the assimilationist views of Richard Rodriguez and Linda Chavez. For Rodriguez, "assimilation happens"—an irresistible transformation occurs in the journey from uneducated, poor, and devout Catholic to scholarship boy, middle class, and reluctant Catholic. For Chavez, assimilation is a utilitarian and American cultural norm challenged by opportunistic minority leaders only to capitalize on political factionalism.

Johnson argues that assimilation is a coercive mandate. Deploying critical race theory and LatCrit insights, Johnson argues that it is not possible for minorities to assimilate because of the dominance that society constructs around notions of race, culture, and class. In a passage illustrating his deep belief that assimilation distorts the inner self of the culturally and racially different, he proposes that assimilationist social pressures aggravate his mother's mental illness. He quotes research describing schizophrenia as "a special strategy that a person inverts in order to live in an unlivable situation.”

Johnson's rare combination of personal insight and academic rigor makes this a good teaching tool in university-level course such as sociology, American cultural studies, and race studies. The final chapters document contemporary academic arguments and provide an excellent bibliography. The book also could be used in secondary school. The narrative style of autobiographical essay, engaging and immediate, is an ideal vehicle for presenting contemporary arguments on race and multiculturalism.

Johnson's book shows that the personal can be good scholarship. It can also be good teaching material, and worthwhile, albeit sometimes painful, pleasurable reading.

Sylvia R. Lazos Vargas is an associate professor at the Missouri Columbia School of Law. Her articles, which address contentious, polarizing issues of discrimination, have appeared in top law reviews. Born in Venezuela, Professor Vargas considers herself a "transHispanic" having practiced business law in Puerto Rico, and being part of a large extended family with roots in San Antonio's Mexican American community.
BOWLING GREEN STATE UNIVERSITY

...the premier Learning Community in Ohio
and one of the best in the nation

seeks nominations and applications for the position of

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Bowling Green State University invites applications and nominations for the position of Provost and Vice President for Academic Affairs. As a state-assigned Doctoral 1 Institution with a strong enrollment profile, BGSU is located in Bowling Green, Ohio (population 25,000), 27 miles south of Toledo, 120 miles south of Cleveland, and 150 miles from Columbus, the state capital. Located on 175 acres of the Ohio turnpike, the University includes: a Graduate College; College of Arts and Sciences; College of Business Administration; College of Education and Human Development; College of Health and Human Services; College of Musical Arts; College of Technology and Finlands College, a two-year regional campus located near Sandusky, Ohio. The University's 165 undergraduate degree programs, 5 master's programs in 6 fields, 3 specialist programs and 14 doctoral programs with more than 60 areas of specialization enroll over more than 18,500 students, including 3,700 graduate students and 1,229 students at Finlands College.

MINIMUM REQUIREMENTS: In identifying qualified candidates, the University seeks a leader with the following proven qualifications: an earned doctorate or equivalent terminal degree with an academic portfolio suitable for appointment as a tenured full professor; and an established record of success in a senior academic administrative position; and an appointment for diverse populations. The successful candidate must have an administrative style that is open and collegial, and a proven willingness and capacity to work in a collaborative manner with all of the University's internal and external constituents.

ADDITIONAL QUALIFICATIONS: Bowling Green State University seeks to recruit a Provost and Vice President for Academic Affairs who possesses the ability to think strategically, focusing on the growth and development of the institution and its academic programs. The successful candidate will work collaboratively with others in adapting to the many changes facing higher education today, and is an individual of strong intellectual purpose, with the full responsibility of integrating the University's three missions: teaching, research, and service. The Provost and Vice President for Academic Affairs would be well served by having a strong background in current/future trends in educational research, including: information technology/network administration, and network support infrastructure, and the ability to articulate issues related to computing and instructional technologies to a variety of audiences. Possessing a strong commitment to the personal and professional growth of students, faculty, staff and administration, the successful candidate is an individual whose research values encompass integrity, intellectual curiosity, the promotion of learning, and the discovery of new ideas. Ultimately, the successful candidate is an individual with the vision, energy and expertise to lead the academic programs to yet higher levels of national prominence, building upon the traditions of excellence at BGSU and mirroring the vision of the University to become the premier Learning Community in Ohio and one of the best in the nation.

The Provost and Vice President for Academic Affairs is a member of the University Senate and reports directly to the President. Reporting to the Provost and Vice President for Academic Affairs are the Dean of the Graduate College, the Dean of Libraries and Learning Resources, the Dean of Continuing Education, International, and Summer Programs and three Vice Provosts, including the Chief Information Officer.

APPLICATION PROCEDURES: BGSU seeks to fill this position as soon as possible. Review of applications will begin immediately. Interested individuals should send: a letter of interest which addresses the above stated requirements and qualifications; a current resume and the names, titles, addresses and telephone numbers of five references who can access the candidates qualifications for this position. Nominations and applications should be addressed and sent to: Provost/VPA Search Committee, Bowling Green State University, Bowling Green, 43403 (419) 372-4446 (Fax) (419) 372-2213 (Phone)

Bowling Green State University is an affirmative action equal opportunity employer and encourages applications from women, minorities, veterans and persons with disabilities.

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, has campuses in Piscataway, New Brunswick, and Camden, New Jersey with a total enrollment of approximately 600 medical students. In support of the Associate Dean for Admissions and Student Affairs, the following Assistant Dean opportunities are available:

Assistant Dean for Multicultural Affairs

The Assistant Dean will develop and implement innovative programs with the school to foster diversity among the student body, residents and faculty. Applicants must hold a M.D. or Ph.D. or equivalent degree and have strong verbal and written communication skills and proven organizational and managerial skills.

Assistant Dean for Admissions (Part-Time)

The selected candidate will initiate the development of creative recruiting programs to facilitate enrollment of high quality students. Applicants must hold a M.D. or Ph.D. or equivalent degree and have strong verbal and written communication skills, as well as proven organizational and managerial skills.

Send curriculum vitae, indicating position of interest, to: David Selden, Ph.D., Associate Dean for Admissions and Student Affairs, UMDNJ-Robert Wood Johnson Medical School, 675 Hoes Lane, Piscataway, NJ 08854-5635. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview. Visit our website at: http://www.umdnj.edu/hrweb/

KEAN UNIVERSITY

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to fostering initiatives for retaining undergraduate students. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diverse student body.

PROFESSIONAL POSITION
DIRECTOR OF RETENTION SERVICES

Reporting directly to the Office of the Provost, the Director of Retention Services will coordinate all retention efforts at the University. In this capacity, the individual selected will propose as well as develop new initiatives, coordinate with the directors of various academic service units, and manage new as well as ongoing initiatives designed to enhance the retention of undergraduate students, and aim to ensure success. The successful candidate will have prior experience and a record of achievement in the development and management of university-wide initiatives for retaining undergraduate students. Experience in coordinating multiple initiatives, expertise in the development of tools for measuring satisfaction and quality, skills in data collection and analysis, the ability to establish strong collaborative relationships, and knowledge of cutting edge developments in the field is essential.

Masters degree required and a minimum of three years experience with student retention. Background in higher education. Minimum of two years experience in student affairs. Candidates should send letter of interest, resume, and names, addresses, and telephone numbers of references. Official transcripts and three letter of recommendation required before appointment. Consideration of applicants begins immediately and continues until a successful candidate has been selected. Applications should be submitted to: Keen University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. Keen University is an EOE AA institution.
POSITION ANNOUNCEMENT

DIRECTOR OF HOUSING AND RESIDENCE LIFE

The University of Wisconsin-Stout is seeking a Director of Housing and Residence Life. The position reports to the Executive Director of Student Life Services and is responsible for providing visionary leadership, direction, and oversight for all aspects of Housing and Residence Life.

The University of Wisconsin-Stout, located in Menomonie, Wisconsin, is a special mission institution which serves a unique role in the University of Wisconsin System. Stout has an enrollment of 4,000 undergraduate and graduate students with over 2000 students living in nine residence halls located on campus. The residence halls are staffed by 85 Resident Advisors and nine full-time professional Hall Directors.

RESPONSIBILITIES

The Director is responsible for administering a Housing and Residence Life Program that coordinates and supports the mission of the University. Responsibilities include:
1. Developing a Housing and Residence Life Strategic Plan
2. Leading the implementation and evaluation of the strategic plan
3. Managing the budget and finances of the program
4. Providing leadership in the development and implementation of programs and policies
5. Building and maintaining collaborative relationships with other campus departments
6. Overseeing the hiring and supervision of staff

QUALIFICATIONS

DESIRED

- Demonstrated ability to manage and lead others in accomplishing the mission of Housing and Residence Life
- Having professional staff supervision skills and experience
- Demonstrated ability and experience in budget planning, development, and administration
- Knowledge and successful application of college student development theories within a Residence Life environment
- Strong communication skills and demonstrated ability to work in a team environment
- Demonstrated ability to manage multiple priorities and meet tight deadlines

REQUIRED

- Masters Degree and at least five years of successful professional staff management experience in university housing and residence life operations; 5 years in administration with experience and qualifications.

APPLICATION

Interested parties should submit a cover letter, a statement of housing and residence life philosophy, and a list of three current references with phone numbers to:

Search Committee
Director of Housing and Residence Life
100 Price Commons
University of Wisconsin-Stout
Menomonie, WI 54751
Phone: 1-715-232-2503
Fax: 1-715-232-1421

Application reviewed after August 16, 1999.

ASSOCIATE PROVOST OF ADMISSIONS AND ENROLLMENT

Cornell University is seeking candidates for the position of Associate Provost of Admissions and Enrollment. The position is a comprehensive and complex university comprising both independent and publically supported units and administrated by partnerships between central administration and decentralized units. The Ithaca campus, near by 19,000 students are served by more than 1,500 faculty in twelve distinct schools and colleges, each boasting a world-renowned academic curriculum in its field.

The Associate Provost of Admissions and Enrollment will lead strategic initiatives to enhance undergraduate admissions and enrollment university-wide. She will regularly assess current recruitment, admissions and enrollment practices, develop new directions to address market changes and develop and execute policies and programs that support the University's goal of attracting a highly qualified, diverse student population. The Associate Provost will report to the Provost and be responsible for keeping the President and Trustees informed of plans and improvements. She will oversee the University Office of Admissions and the Office of Financial Aid with a combined staff of over 90 and will work collaboratively with admissions offices in the seven undergraduate schools and colleges.

The successful candidate should possess the appropriate academic credentials, have a proven track record in leadership and development, preferably in the field of admissions and financial aid, have excellent communication skills, be action-oriented, have proven strategic planning and implementation experience, and be adept at creating an environment of shared responsibility.

Applications will be accepted until the position is filled. Nominations and expressions of interest should be directed to:

Chair, Search Committee
Office of the Provost
Cornell University
Ithaca, NY 14853

Cornell University is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are encouraged to apply.
Assistant Vice Chancellor
Human Resources

The University of California, Irvine, seeks a talented professional to serve as the Chief Human Resources Officer. This position will direct, plan, and manage human resources programs for the UCI Campus including the Employment, Benefits, Employee Relations, Classification, Compensation, Policy, Campus Temporary Employment Services, Labor Relations, and Staff Development functions. Will oversee a budget of approximately $1.5M per year.

Must possess a demonstrated track record of leadership and the ability to organize effectively. Must have a demonstrated ability to maintain a positive, cooperative work environment attuned to excellent customer service. Additional requirements include: understanding of the higher education environment; effective communication skills (both oral and written); experience with continuous process improvement using Baldridge principles; and the ability to interact effectively with diverse groups of people, representing all levels and sectors of an organization. Additionally, an advanced applied knowledge of theory and accepted principles of the human resources field, including a broad representation of the various HR disciplines is required.

UCI has an enrollment of nearly 17,000 and annual expenditures exceeding 650 million dollars. In addition to the comprehensive array of schools and research institutes, UCI has a large health sciences program, including a medical center and medical school.

For consideration, please send resume referencing Job #HCU-3211E to: University of California, Irvine, Human Resources, Berkeley Place Bldg. #2500, Irvine, CA 92697-4600. Visit our website at http://www.hr.uci.edu. UCI is an Equal Opportunity Employer committed to excellence through diversity.

RICE UNIVERSITY
PROVOST

Rice University invites applications and nominations for the position of Provost. The Provost is the chief academic officer, responsible for all academic programs of Rice University. The eight academic deans report to the Provost on matters of policy, personnel, and budget. The Provost is directly responsible to, and works closely with, the President.

Rice University is an independent, co-educational, nonsectarian, private university dedicated to undergraduate and graduate education, research, and professional training in selected disciplines. Located in Houston, Texas, the fourth largest city in the country, Rice has an undergraduate student population of 2,720, a graduate and professional student population of 1,525, and a full-time faculty of 460. Established in 1891, the University has an operating budget of approximately $285 million and an endowment of $2.8 billion.

Applicants must have a distinguished record of scholarship appropriate to a tenured appointment at Rice University. The ideal candidate will have outstanding leadership and communication skills as well as relevant experience in a complex academic environment. Women and minorities are encouraged to apply. Applications that are received by September 17, 1999, will receive earliest consideration, but the search will remain open until the position is filled.

To apply, please send a letter discussing your qualifications, along with a current curriculum vitae and the names, addresses, telephone numbers, and e-mail addresses (if available) of five references to:

Shelly Weiss Storbeck
Managing Director and Vice President
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 phone; 703/518-1782 fax
shelly_storbeck@atkearney.com email

To nominate another person, please send a letter discussing the individual’s qualifications and providing contact information for the nominee.

For more information about the university, please consult its website: www.rice.edu.

Rice University is an Equal Opportunity/Affirmative Action Employer.

DIRECTOR OF HUMAN RESOURCES

Bryn Mawr College invites nominations and expressions of interest for the position of Director of Human Resources. Bryn Mawr College is a highly competitive private liberal arts college, located in suburban Philadelphia, that enrolls 1,200 undergraduate women as well as 500 men and women in the Graduate Schools of Arts and Sciences and of Social Work and Social Research.

The new Director of Human Resources will oversee operation of the Human Resources Department to include programs for positive employee relations, cost-appropriate compensation and benefits, recruitment and staffing for all non-faculty positions, training and development, employee assistance, and an integrated HRIS. S/he will be expected to provide leadership for college administrators on the development and implementation of effective management techniques and methodologies and develop and maintain a cost-effective budget for the operation of the Human Resources function. The Director of Human Resources reports to the Treasurer and Chief Financial Officer and is a member of the Senior Administrative Staff.

Candidates must demonstrate the capacity to articulate innovative and responsive human resources programs to reflect the College’s mission and strategic goals. S/he must have successful experience in developing and implementing plans, policies, and employee relations programs and possess a broad knowledge of labor, employment, and benefit regulations and practices. A master’s degree plus ten years of significant human resources experience in a complex organization is preferred. Experience in higher education is desirable; commitment to developing and maintaining a diverse community of employees is essential.

Please forward nominations and expressions of interest, in confidence, to:

Director of Human Resources
Bryn Mawr College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Naumkeag, MA 02554-6000
brynawt@mnmna.com

Bryn Mawr College is an Affirmative Action, Equal Opportunity Employer, as is Educational Management Network/Witt/Kieffer.
DEAN
SCHOOL OF NATURAL RESOURCES

The University of Vermont (UVM) invites applications and nominations for Dean of the School of Natural Resources (SNR). The Dean is the chief administrative officer of the School and reports directly to the Provost. The Dean, in cooperation with the faculty in SNR, is responsible for the administration and planning of instruction, research, service, faculty development, and fundraising programs in the School.

The mission of the School of Natural Resources is to cultivate an appreciation and enhanced understanding of ecological and social processes and values aimed at maintaining the integrity of natural systems and achieving a sustainable human community in harmony with the natural environment. The School offers several undergraduate majors including forestry, wildlife and fisheries biology, environmental studies, recreation management, resource economics, natural resources and environmental sciences, as well as four related masters programs. There is also an interdisciplinary doctoral program. The philosophical and intellectual foundation of the School emphasizes integration of the natural and social sciences to achieve a holistic, interdisciplinary approach to natural resources and environmental issues. The School includes approximately 30 faculty, an administrative and research staff, and approximately 500 undergraduate and 70 graduate students.

We seek candidates whose personal and professional qualities and experiences assure superior leadership in all areas of academic endeavor. Demonstrated ability to promote the success of others and facilitate groups spanning diverse disciplines is an essential qualification. Candidates must demonstrate a commitment to academic excellence, affirmative action, and cultural diversity. Candidates should demonstrate leadership in basic and applied research and have an understanding of their roles within the mission of a comprehensive, land-grant university. Candidates must also present a record of both teaching and scholarly achievement meriting a tenured professorship in the School.

Established in 1971, UVM is located in Burlington, a small city situated between the Adirondack and Green Mountains on the shores of Lake Champlain. The eight undergraduate colleges and schools of the University have an enrollment of 7,000 Graduate, Medical, and Continuing Education students bring the total enrollments to approximately 10,000. More information can be found on http://www.uvm.edu, the university's website.

Applications must be received by August 15, 1999 to receive full consideration. The University welcomes applications from all qualified individuals, especially people of color, women, and people with disabilities.

Nominations and applications, including a letter describing the individual's qualifications for the position, a curriculum vitae and names, addresses and telephone numbers of three references, should be sent to:

Dr. Rebecca R. Martin
Chair, Dean, School of Natural Resources Search Committee
Office of the Provost
The University of Vermont
348 Waterman Building
Burlington, VT 05405
Phone: (802)656-4400
email: SNR.Search@uvm.edu

The University of Vermont is an equal opportunity/affirmative action educator/employer.
VALENCIA COMMUNITY COLLEGE

FACULTY POSITIONS

The College has 12 tenure-track, 10 month, faculty positions available for the 1999-2000 academic year.

- PROFESSOR OF ACCOUNTING
- PROFESSOR OF ESL

For consideration, applicants must submit a completed Valencia Community College application, copies of transcripts for all post-secondary work and a written statement describing his/her concept of a learning-centered institution. For an application packet and position announcement, please contact Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; (407) 299-5000, ext. 1524 or 1521 fax: (407) 295-7477, or email your request to: perso@valencia.co.fl.us. For more information about Valencia, visit our website at http://valencia.co.fl.us. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law, EEO/AA.

LIBRARIANS
Western Connecticut State University
www.wcsu.ctstateu.edu

Western Connecticut State University is seeking qualified applicants for two tenure-track positions in the Ruth Hass Library. Interested candidates should send letter of application and resume specifying the position they are interested in, to Mr. Vijay Nair, Chairperson, Library Search Committee, Ruth Hass Library, 181 White Street, Danbury, CT 06810.

Access Services Librarian—Responsibilities include supervision of the automated circulation department and its personnel. Additional responsibilities include collection and analysis of statistics, report preparation, participation in reference desk rotation, serving as a liaison to selected academic departments, supervision of interlibrary loan and document delivery, and electronic reserves. Stacks maintenance. Candidates must possess a MLS from an ALA-accredited program and demonstrate familiarity with access services in an automated academic library environment. It is preferred that the candidate has at least two years of post-MLS experience supervising circulation reserve and interlibrary loan, knowledge of Innovative Interfaces, and familiarity with copyright law. Minimum Salary: $38,546. The application deadline is August 15, 1999.

Science/Public Services Librarian—Responsibilities include providing the following services in the sciences library: instruction to classes, assistance to faculty and students in search online databases, assistance to academic departments and the Hass Library reference in collection development, evaluation and recommendation of new online services and databases in consultation with the departmental and library faculty, email reference services, and maintenance of section of the "Subject Guide to Internet Resources." Additional responsibilities include providing general reference desk services, including one evening per week, and some Sundays. Candidates must possess a MLS from an ALA accredited program and demonstrate familiarity with reference collection development, and online resources in the natural and health sciences. It is preferred that the candidate has undergraduate/graduate work in the sciences and at least two years of post-MLS experience in academic library public services, collection development and library instruction. Minimum Salary: $38,546. The application deadline is July 15, 1999.

WCSU is an Affirmative Action/Equal Opportunity Employer

SPRINGFIELD COLLEGE

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Springfield College invites nominations and applications for the position of Vice President for Administration and Finance.

Springfield College is an independent, comprehensive, co-educational college located in Springfield, Massachusetts. With a national and international reputation in the education of leaders for the allied health, human service, and physical education professions, Springfield College offers more than 40 undergraduate and graduate degrees. More than 4,000 traditional, nontraditional, and international students are enrolled at the main campus and at satellite programs in six states and three foreign countries. Its new president, Dr. Richard Flynn, assumed office on March 1, 1995.

The Vice President for Administration and Finance reports directly to the president and serves as a member of the president's cabinet. The vice president is the chief advisor to the president on financial and administrative matters. The vice president is responsible for the overall leadership and management of a number of functions at the College, including business operations, physical plant, internal audit, campus police, human resources, information technology systems, and contracted auxiliary services. The vice president also serves as the liaison to the board of trustees committees on fundraising, buildings and grounds, audit and compliance, and business affairs. The vice president has major responsibility for the preparation of the annual operating budget and is expected to establish goals and objectives to augment the College's ability to fulfill its mission and to advance the understanding and support of the College.

For more information on qualifications and responsibilities for this position, please contact: Vice President for Administration and Finance Search, Office of Human Resources, 263 Alden Street, Springfield, Massachusetts 01109.

For immediate access to the Executive Search Profile and information on the College, visit: www.splcol.edu

Springfield College is an equal opportunity educator and employer
PROVOST
School for International Training

The School for International Training (SIT) is committed to recruiting and retaining a diverse workforce. We strongly encourage U.S. citizens, veteran's, and women to apply.

We invite nominations and applications for the position of Provost. The Provost is the chief academic officer of the institution responsible for instructional programs, academic planning, enrollment management, and academic support resources. As the senior academic officer, the Provost will lead strategic management and new program development at SIT.

Programs of study include one of the largest and most diversified academic study abroad centers in the U.S., sending 1,500 students during the academic year, a Master of Arts in Teaching program with tracks in English, French, and Spanish. A Master of Intercultural and International Management, research and policy centers, a language and intercultural communications program for the private sector, and an Extension Program that provides on-line education and training.

Qualifications for Provost include: significant experience in senior academic administration, budget planning, fiscal management, strategic planning, and academic program development. Candidates will have earned a doctoral degree. The ability to work effectively with faculty, students, staff, and colleagues is essential.

SIT is accredited by the New England Association of Schools and Colleges, and certified by the Vermont State Department of Education. The School is located in the state of Vermont with access to major cities of New England and year-round recreational facilities.

For a complete description of the School visit our web site at www.sit.edu

For full consideration, materials should be received by July 1, 2012. Preferred starting date is September 1, 2012. Send resume and cover letter to:

Provost
Human Resources
School for International Training
P.O. Box 676
Brattleboro, VT 05302-0676

UNIVERSITY OF WISCONSIN MILWAUKEE

SCHOOL OF ALLIED HEALTH PROFESSIONS

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Dean of the School of Allied Health Professions. UW-M seeks a Dean with qualifications matching the School's mission related to academics, research, and community outreach, as well as a proven record of leadership and administration.

The University and School of Allied Health Professions: The University of Wisconsin-Milwaukee is a Research II University that offers baccalaureate, masters, and doctoral degrees in twelve colleges and schools that serve over 25,000 students. The campus is located in an attractive, modern setting near the shores of Lake Michigan. UW-M has a strong tradition of shared governance. The School of Allied Health Professions is a vibrant and progressive component of the University with approximately 50 full-time faculty and professional academic staff. The School offers seven undergraduate degree programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Health Information Administration, Health Care Administration, Kinetics, Occupational Therapy, Recreation), and five masters programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Human Kinetics, Occupational Therapy, Physical Therapy). The School has been approved but not yet implemented.

Responsibilities: The Dean is expected to provide leadership for the School and exercise responsibility for its academic, administrative operations, including personnel, budget, programs, and physical facilities. Areas of responsibility include: programmatic development and leadership at both undergraduate and graduate levels, as well as for outreach and continuing education leadership; establishment and strengthening research, clinical practice and educational programs, development of extramural funding sources, fundraising, and alumni relations; and effective representation of the School within the University and the community.

Qualifications: The position of Dean requires an earned doctoral degree. A distinguished academic record commensurate with potential for tenured appointment as a full professor in a School of Allied Health Professions or a closely related department in the University is preferred. Experience is competitive and compassionate with professional qualifications. Candidates with demonstrated strengths in the following areas will be especially competitive:

- Strong background in undergraduate and graduate education capability to provide strong intellectual leadership
- Commitment to and expertise for leadership in interdepartmental development of a creative research and service support infrastructure for the School
- Commitment to creative and maintaining an environment of diversity in the School
- Effective management, communication, and interpersonal skills, ability to provide administrative leadership, and ability to work with individuals at all levels of the organization
- Ability to develop the human resources and program resources of the School
- Ability to develop and maintain partnerships and collaborations with the community, health care facilities, and other educational institutions
- Experience in fundraising and alumni relations

Application Procedures: Nominations at potential candidates' encourage. Candidate applications must include a letter of interest, curriculum vitae, and three letters of reference. Position screening of candidates will begin July 9, 2013, and will continue until a qualified candidate is selected. Nominations, applications, or inquiries to:

Dr. Audrey Begun, Chair
Search & Screen Committee for Dean of the School of Allied Health Professions
University of Wisconsin-Milwaukee Library
3313 E. Hartford Ave. P.O. Box 604
Milwaukee, WI 53201
Telephone at (414)229-6728, FAX at (414)229-5038
or e-mail at searchadh@uwm.edu.
Hunter College
of the City University of New York

HUMAN RESOURCES ASSISTANT (He)

The Human Resources Assistant is responsible for personnel administration for civil service and for other Human Resources Office functions as assigned:
- Administer College and University performance review, merit recognition disciplinary
  and personnel-related payroll processes.
- Recommend merit increases promotions transfers:
  reclassifications and disciplinary actions
- Investigate, prepare and present College charges in Step
  One disciplinary actions.
- Direct College timekeeping: supervise office timekeeping
  Human Resources: audit and assure
  accuracy of records and related communications to
  employees and supervisors: research
  recommend and oversee introduction of automated time
  keeping system.
- College representative and liaison for off-site CUNY
  examinations.

SALARY: $53,062 - $55,930

QUALIFICATIONS: Bachelor's Degree required.
Minimum of four years experience in Human Resources or
related field. Excellent research, verbal and written:
communication, planning and organizational skills.
Ability to work effectively with members of the college and
the larger community
Sr.: resume by July 2, 1999 to: Charles E. Hayes,
Director of Human Resources, Hunter College.
695 Park Avenue, 1 E 1502, New York, NY 10021.
Hunter College is an Affirmative Action/Equal Opportunity/Americans with
Disabilities Employer. Women, Disabled person-
and Veterans are encouraged to apply for this position.

Harvard and Radcliffe

Dance Director
Office for the Arts
at Harvard and Radcliffe

Lead and expand the Dance Program, refine and
achieve artistic and strategic goals. Teach and advise
for dance within the liberal arts environment. BA
required. MA preferred in dance or dance ed. 3+ years
of educational and administrative experience and a
distinguished artistic record. Send cover letter and vita
to: Ms. Churchman, 74 Mt. Auburn Street, Cambridge,
MA 02138. Application deadline June 30, 1999. Women,
disabled and minority candidates are encouraged to apply.

For more info: http://radcliffe.edu/arts/

North Park University

OUTREACH MINISTRIES COORDINATOR

Christian urban university, CUNY college seeks qualified
as Outreach Ministries Coordinator to coordinate and plan
ministry initiatives. Excellent people, communications;
and innovation skills. Applicants should be enthusiastic, and
have demonstrated the ability to develop and maintain
collaborative relationships. Minimum of a B.A. degree. North
Park University is an equal opportunity employer.

North Park University is an equal opportunity Employer and
return to: Human Resources, North Park University, 3225 W. Foster Ave.,
Chicago, IL 60625.
EXECUTIVE DIRECTOR of the Clarice Smith Performing Arts Center

The University of Maryland seeks to appoint an Executive Director for the Clarice Smith Performing Arts Center, which is expected to begin operation in academic year 2000-2001. The Center is a $100M+ million, 318,000 gross-square-foot facility that will house the university departments of Dance, Theatre, the School of Music, and the Performing Arts Library. The Center will possess six state-of-the-art performance venues including a Concert Hall (1,135 seats), Recital Hall (400), Dance Studio (200) and Proscenium Theater (467). Funding for this state-of-the-art structure has been provided by the State of Maryland, Prince George's County, and private funds. The University of Maryland is a comprehensive research university and is located in College Park, Maryland, and is only a half-hour's drive from downtown Washington, DC and less than an hour from downtown Baltimore.

Employment Category: Full-time Academic, Administrator, non tenure-track

Duties: In its six performance venues, the Center will feature performances by students and professionals, the latter drawn from the region and the world. As its chief administrator, the Executive Director will be responsible for the successful performance of all non-academic Center functions relating to artistic programming, facilities, finance, marketing and communications, development and production. The Executive Director will be responsible for integrating Center presentations with academic and community programs and activities. The Executive Director will serve as a spokesperson for the Center, will cooperate closely with the Office of University Advancement to obtain outside funding for the Center and its operations, and will supervise the Center's professional staff. The Executive Director will report to a three-person Executive Committee responsible for setting overall operating policies for the Center and will cooperate closely with the head of performing arts academic units and the Dean of the College of Arts and Humanities where the Center is administratively housed.

Qualifications: The Executive Director should be an experienced arts manager with a record of success in a senior management position. He or she should have at least five years of successful artistic programming and management experience, excellent interpersonal skills, sensitivity to the special requirements of the performing arts and alumni in an academic setting, experience in staff supervision, knowledge of business procedures.

A B.A.B.S degree or equivalent is required. An advanced degree in one of the performing arts or a related field is desirable.

Salary: Commensurate with qualifications and experience

Position available: Upon appointment

Application Process: Persons seeking to be considered for the position should submit a letter of application describing their qualifications and explaining their interest in the position along with a detailed resume to:

Executive Director Search Committee
Office of the Dean of Arts and Humanities
University of Maryland
1102 Francis Scott Key Hall
College Park, Maryland 20742

or

James Abruzzo
Vice President and Managing Director
Nonprofit Practice
A.T. Kearney, Inc.
153 East 53rd Street
New York, New York 10022
Fax: 212-359-3111

The University of Maryland is an EEO/AA Employer.

Women and minorities are encouraged to apply.

The Search Committee will begin its review of applications for the position by June 1, 1999 and continue its review until the position is filled. Inquiries are to be directed to the Chair of the Committee. Dr. James F. Harris, Dean of the College of Arts and Humanities, University of Maryland, College Park, MD 20742 (phone: 301-405-2095; email: jfharris@deans.umd.edu).

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS
 THE UNIVERSITY OF TEXAS AT BROWNSVILLE
 AND TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who can develop and lead the professional development of faculty, teachers and learning processes, as well as provide a leader role and evaluation program assessment. The successful candidate will be responsible for the academic and administrative management of the academic programs in Academic Affairs. The Associate Vice President reports to the President and is responsible for all academic operations at UTB and TSC, with the primary focus on Students and Academic Affairs, with direct reports in other divisions.

UTB TSC is an open access community college and a university with graduate programs. More than 55 percent of our students are ethnic Mexican Americans, Mexican, Mexican American, and students from other Latin American countries. Located five minutes from Mexico, the University and College are committed to bilingual education.

Required Qualifications:

- Ph.D., or other terminal degree in an academic department
- Experience in administration, including above average responsibilities, and
- At least three years' experience as a department chair

Preferred Qualifications:

- An extensive experience in academic affairs
- Ability to communicate with a diverse range of audiences and
- Knowledge of Title VI/Title VII programs

Salary:

- $70K plus

Applications should be submitted with three letters of reference and a two-page position statement of current and future role. While the candidate will be responsible for academic affairs, the position will be responsible for all academic affairs.

Human Resources:
The University of Texas at Brownsville
and Texas Southmost College
1 East Brownsville, Brownsville, Texas 78521
Phone: (956) 628-3766 Fax: (956) 628-2276
Email: (956) 628-4773

For more information, visit our website at http://human.utm.edu/employment/univers.html

UTB TSC does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability.

George Fox University is seeking qualified candidates for eleven current openings. George Fox University is an evangelical Christian university with a national reputation for academic excellence. Employment of 2,300 includes students in undergraduate, graduate, and professional programs. The main campus is located in Newberg, a small community of 17,000 located 25 miles southwest of Portland, Oregon. Visit our web site at www.georgefox.edu for more information. We invite qualified applicants for the following positions:

- Associate Registrar
- Dean of Students
- Director of Academic Computing
- Web Production Manager
- Dean of Admissions for Continuing Education
- Assessment Counselor for Continuing Education
- Assistant Director of Development
- Assistant Director of Alumni and Parent Relations
- Bookstore Manager
- Sports Information Director
- Writer/Editor (half-time)

Because George Fox is a Christ-centered liberal arts university, employment requires an evangelical Christian commitment and lifestyle consistent with the University's goals. Within these goals, George Fox is an equal employment and admissions opportunity institution. Interested candidates are encouraged to apply.

Call the George Fox Employment Line at (503) 554-3865 or email georgefox.edu

In compliance with the Americans with Disabilities Act, we are committed to providing equal employment opportunities for all candidates regardless of race, color, national origin, sex, age, religion, or disability.
LOMA LINDA UNIVERSITY
a health sciences institution

MASTER OF SOCIAL WORK PROGRAM

Options offered for completing graduate study:
  2 year full-time study
  3 & 4 year part-time study
Advanced standing option available
(for qualified students with BSW degrees from CSWE accredited programs)

Two concentrations:
  Clinical Practice
  Social Policy Administration

ACCEPTING APPLICATIONS FOR FALL 1999
Telephone: (909) 558-548
e-mail: cjackson@unl.lmu.edu

"Social Work is listed by US News online as one of the nation's 1999 top 20 hot career tracks."
(www.usnews.com)

Accredited by the Council on Social Work Education for graduate education

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SUPERINTENDENT/PRESIDENT

The San Joaquin Delta College Board of Trustees invites nominations and applications for the position of Superintendent/President to succeed Dr. L. H. Horn Jr., who is retiring after 12 years of successful service to the district. The Superintendent/President is the chief executive officer of the district and reports directly to an elected seven-member Board of Trustees.

APPLICATION INFORMATION

The profile brochure, with details on San Joaquin Delta College District, the Challenges and Opportunities, the Superintendent/President Profile, and the application instructions, should be requested by contacting: The Presidential Search Committee, c/o Diane Lee Lawson, San Joaquin Delta College, 6333 Pacific Avenue, PMB 282, Stockton, CA 95207, Telephone: (209) 954-5020; FAX: (209) 954-5644; e-mail: dlawson@sjdced.cc.ca.us

Nominations and applications will be accepted until the position is filled. The Search Committee will determine who will be interviewed by mid-September 1999. Preferred starting date is January 2, 2000. Candidates who cannot make themselves available until a later date will be considered, but are asked to indicate their date of availability. Salary is competitive for institutions of comparable size.

For confidential telephone inquiries regarding the position contact Jim Tatum, ACCT Search Consultant, at (417) 886-3862 or FAX (417) 847-5321.

San Joaquin Delta College District is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the college's diversity are strongly encouraged.

San Joaquin Delta College
111 Pacific St. • PMB 282 • Stockton, CA 95207
(209) 954-5020 • AA/EOE
www.sjdced.cc.ca.us

- An ACCT Search -

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DEAN OF THE FACULTY

Trinity College invites applications and nominations for the position of Dean of the Faculty. The Dean of the Faculty is the chief academic officer and second ranking administrator of the College. A tenured member of the faculty, the Dean is responsible for ensuring the integrity of the College’s curriculum, overseeing academic affairs, the academic calendar, supporting the academic support services, and conducting the academic budget. The Dean has a support staff which includes three Associate Deans.

The College seeks a Dean of scholarly distinction who is an accomplished teacher and has considerable experience in academic administration. The Dean must be committed to the values of undergraduate education in the liberal arts and be an effective representative of the faculty and the College.

Applications (including a statement of interest, curriculum vitae, and four references) may be directed to: Professors David Ahlgren and Jan Cohn, Co-Chairs, c/o Secretary: Dean of the Faculty Search Committee, Trinity College, 300 Summit Street, Hartford, CT 06106. The Search Committee will begin the review of candidates July 15, 1999, and expects to begin interviewing by October 1, 1999. The appointment of the Dean begins July 1, 2000. Consistent with the College’s interest in diversity, women and minority candidates are encouraged to apply. Trinity College is an Equal Opportunity/Affirmative Action Employer.

M  MIAMI INSTITUTE OF PSYCHOLOGY

DIRECTOR OF UNDERGRADUATE STUDIES

The Miami Institute of Psychology has an immediate opening for a dynamic, organized, detail, and task oriented individual responsible for directing and coordinating the undergraduate program. Qualified candidates should have a MS degree in Psychology or related field, and 2 years of academic/administrative experience at a university setting. Responsibilities include long range planning and overall direction and development of the undergraduate level program at the Miami Campus. Bilingual (Eng./Span.) preferred. Interested candidates, submit resume, statement of interest, transcripts, and 3 letters of recommendation to: Human Resources Office, Miami Institute of Psychology, 8180 NW 36 St., Miami, FL 33166 or fax to (305) 592-7930.
SEWANEE
The University of the South, Sewanee, Tennessee
VICE CHANCELLOR AND PRESIDENT

The University of the South, commonly known as Sewanee, seeks nominations and expressions of interest in the position of Vice Chancellor and President. The new Vice Chancellor and President will succeed Dr. Samuel R. Williamson, who will retire June 30, 2000, after more than a decade of distinguished leadership and service to the University and the Sewanee community.

Founded in 1855, and located on Tennessee's Cumberland Plateau, the University is comprised of a high-quality, undergraduate liberal arts college, ranked among the nation's finest with a student body of about 1,300 and a faculty of 70. It has a graduate School of Theology with some 50 students in residence and faculty of 15. Owned by 28 southern dioceses of the Episcopal Church, the University is governed by a 15-member Board of Trustees, with an ex-officio acting as Chancellor and Chair and by an 8-member Board of Regents. The Vice Chancellor and President serve as the University's chief executive officers. Additionally, the Vice Chancellor serves as chair to a committee of 250 members and steward of its $100 million endowment.

The University seeks a leader of intellect, integrity, creativity, and energy who has the capacity and the energy to embrace the University's commitment to the liberal arts, its academic excellence, and its relationship to the Episcopal Church, the relationship between the College of Arts and Sciences and the School of Theology, and its traditions. The ideal candidate will have a record of outstanding achievement in higher education or another professional field. An earned doctorate or an equivalent is expected, as is proven intellectual leadership, an ability to fundraise, and solid experience in strategic planning and fiscal management. The successful candidate will be committed to excellence in teaching and learning, and the development and support of faculty across the disciplines. The candidate will understand the pressures and issues facing liberal arts colleges and possess courage, resilience, humor, and compassion.

For best consideration, please forward nominations and expressions of interest to:

Vice Chancellor and President
The University of the South
90 Old South Road
Sewanee, TN 37375

For further details, contact:
Attn: Office of Alumni and Development
The University of the South
90 Old South Road
Sewanee, TN 37375

The University of the South is an equal opportunity/affirmative action employer.

Passaic County Community College
Full-time, Tenure-track Position

We are seeking a full-time faculty position to begin teaching in the Fall 1999 semester. A Master's degree in Reading is required, along with the ability to teach a majority of assignments in the evening. Experience with curriculum development, assessment, and program development preferred. Additional experience in any of the following areas is desired: computer-aided instruction, interactive video, and instruction methods in a Community college teaching experience is preferred. Initial rank is negotiable, based upon experience and education. Visit our website at www.pccc.cc.nj.us for information about the College.

Apply with a resume and cover letter to: michael.silvestro@pccc.cc.nj.us or mail to:
M. Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505
Affirmative Action/Equal Opportunity Employer

North Park University
RESIDENT DIRECTOR

Located in the heart of Chicago, North Park University offers an urban university of 2,200 students a diverse educational experience in a beautiful, historic, and multicultural neighborhood. The university is committed to preparing students for a world of work and citizenship by offering a wide range of programs in the arts, humanities, sciences, and professions. The university is also dedicated to providing an environment that is inclusive, supportive, and welcoming to all students. North Park University is seeking a dynamic, experienced leader to serve as Resident Director of the North Park University Center for Professional Development. The successful candidate will possess a genuine commitment to the mission of providing a quality education and be able to lead and inspire a diverse group of faculty and staff.

Applicants should have a master's degree in a related field and at least five years of experience in higher education administration. Experience in curriculum development, program planning, and student affairs is required. The position requires excellent interpersonal skills and the ability to work collaboratively with a diverse group of stakeholders.

Interested candidates should submit a letter of application, resume, and three references to:
Human Resources, North Park University, 3225 W. Foster Ave., Chicago, IL 60625.

Brynn Mawr College and HERS, Mid-America

Summer Institute for Women in Higher Education Administration

June 27 through July 23, 1999
at Bryn Mawr College
Bryn Mawr, Pennsylvania

For Information Contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6866
Middlebury College
Celebrating 200 years of academic excellence, Middlebury College, located in the classic New England town of Middlebury, Vermont, is a nationally recognized, independent, highly selective liberal arts college with a distinctive, international character. The College is committed to employing faculty and staff without regard to race, color, gender, sexual orientation, religion, creed, national origin, age, veteran status or disability.

Middlebury attracts 2,200 students from 50 states and 70 foreign countries. Our current job opportunities are updated weekly on the web at:

http://www.middlebury.edu/hr/post.htm

We are currently seeking applications and/or letters of inquiry for several open positions. For more information, please forward a resume and letter of interest to:

Middlebury College
Human Resources Office
Service Building
Middlebury, VT 05753

Middlebury College is an Equal Opportunity Employer. Applications from women & members of minority groups are especially encouraged.

George Mason University
Fairfax, Virginia

PROVOST

George Mason University invites nominations, applications and expressions of interest for the position of Provost, the chief academic officer of the university.

The Provost serves as a member of the President's Executive Council and as senior staff to the Board of Visitors' Faculty and Academic Standards Committee. The Provost oversees three Vice-Provosts, the Deans of six colleges and schools, the Directors of five academic institutes, and selected special support programs.

GMU, part of the renowned system of higher education in the Commonwealth of Virginia, serves 25,000 students on three campuses throughout Northern Virginia in the dynamic and growing Washington, DC metropolitan area. Since attaining university status in 1972, GMU consistently has been among the fastest developing academic institutions in the nation. The university often is noted as a prototypical model of the emergent major metropolitan university for the 21st century.

An institutional plan adopted in 1998 and other information on GMU and the Provost's position can be reviewed on the university's website at www.gmu.edu.

The successful candidate will have:

• senior-level managerial experience in a complex and dynamic institution;
• a demonstrated record of decisive leadership and decision making;
• a commitment to academic excellence and fiscal responsibility;
• outstanding communication skills, including technological literacy;
• a broad understanding of undergraduate, graduate, professional, and lifelong education;
• a proven record of accomplishment and an excellent work ethic;
• an earned terminal degree and credentials for appointment as a tenured full professor; and
• documented achievement in teaching, research, and service.

The Provost's position is available beginning in September. The university will begin reviewing credentials on June 15, 1999, and the process will continue until the position is filled.

Korn/Ferry International, which is assisting with this search, invites confidential inquiries, applications and nominations to:

John Kuhnle, Managing Director-Education Practice
Korn/Ferry International
900 19th St., NW, Suite 500
Washington, DC 20006
Fax: 202/822-8127
E-mail: hypatia.kingsley@kornferry.com

George Mason University is an EO/AA Employer.
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* Publisher's Picks Issue
* Sports Issue
* Financing a College Education
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Qualifications: Masters degree in College Student Personnel or related area required. A doctorate in College Student Personnel, Higher Education Administration, or related field is desirable. Other required qualifications include:

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Ann Fitzsimmons
Office of Human Resources
410 Culkin Hall
Oswego State University
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CENTER FOR INTERNATIONAL STUDIES
- National Community College Hostel
- Iowa State College
What is it about “technology” that gets us Latin...as so worked up? It is the idea that we do not have access. Access receives the attention because it pertains to how policies are written. And to how many computers are found sitting on desks in barrio schools.

Some say that Latinas/os are not a technologically literate cultural group and therefore “do not perform well” in “high tech environments”—claims made with no research base and despite vast existing research to the contrary. Latinas/os do quon-well in such environments, especially when we infuse bilingual, bicultural, and international modes of team-teaching, learning, research, and assessment.

The use of computer messaging systems or CMS (from e-mail to synchronous bilingual “chat rooms” to computer mediated and focused/organized dialogues) is but one powerful example of how basic technology greatly impacts teaching and learning from K through the Ph.D. A clear demonstration is our computer networking project, BESTNET (Bilingual English and Spanish Telecommunication Network), which for nearly 20 years has involved thousands of culturally and linguistically diverse student groups from dozens of schools in the U.S., Latin America, Europe, and Africa. In BESTNET, we have both caused and evaluated many features of Internet networked learning—learning that is truly bilingual, bicultural, and global in focus. We have shown that CMS designed for Spanish/English global settings greatly augments regular classroom instruction and is a viable technology on- and off-campus.

CMS provides bilingual/bicultural students with individual and group attention that cannot be obtained using monolingual, majority, dominant-cultural classroom feedback. It supports a Frierean method of instruction, with students acting rather than passive Latinas report that the “playing field” is leveled as well. Students report too that the anonymity promotes bilingual discussions that otherwise would be inhibited.

An outstanding example is the success of math courses incorporating CMS. Calculus One professors, for example, add CMS to existing syllabi. It is a viable option for team-teaching, small-group study, bilingual chat rooms, and conference dialing. Using a calculus book that is printed in Spanish and English-Strokowskis, for example—one professor could be U.S.-based, the other in a Spanish-speaking country. Both should be bilingual/bicultural. Other electronic pedagogies could be adapted—encouraging students to answer a math equation through text or word, allowing them to work in virtual groups that they form with students of other dominant language to write a text-description (in Spanish or in English) about how they would arrive at the answer, in lieu of or in addition to numeric calculations.

In this environment, most bilingual students choose to solve problems through text, in both languages, as a group, and then attempt the numerical approach with more confidence. A behavioral paradigm shift occurs as they understand that there are multiple ways of knowing, and begin to view math from multiple perspectives.

In this setting, all approaches to problem solving are viable and “mathematical” even in the emerging Western European scientific sense. Hence, CMS is encouraging other ways of knowing and diversity, by design.

Many bilingual global group settings could be formed for conducting classes, assessment, group research, and more over the Internet. CMS, relatively low-cost, has had a dramatic positive impact on teaching, learning, and access.

People in Latin America have been much more successful at utilizing CMS for they are accustomed to “going the last mile.” They define “access” in terms of how they will change their personal behavior for seeking it through existing technology. In the U.S., we often complain about insufficient access before becoming innovative about the access at hand.

Administrators equate access with numbers of computers on tabletops. It is often more a matter of changing behavior. In most Latin American settings, one computer can be assigned to 60 or more students. How? The answer is in the perspective. Students are taught how to get online wherever possible—at work, at a library, at a friend’s house, and maybe on the computer that was assigned to them and 80 other people.

In the U.S. we must inculcate what César Chávez called the “Si se puede” attitude—a “you can do it!” paradigm for looking at our own barriers, taking a chance, becoming part of the solution, and learning from our “Third World” counterparts. Our children here can and must “go the last mile.” We in the “technological inner-cities” will continue experimenting with designs for massive influence. But we need as a group to send a strong message to every barrio in the U.S. that you must value and learn to maximize the opportunities at hand.

CMS promotes student-to-student interaction and collaborative work. Computer naive students learn as well as computer sophisticates. Many Latinas/os students who traditionally were not heard now have emerging voices. The self-efficacy effect on Latinas/os alone is something to look forward to early in the 21st Century.
Hispanics Making the Marks in Media

Should we put this in the comedy section, the horror section or the adult section...

Ramirez, Los Angeles Times

Yo quiero trabajar en Taco Bell.
SULLIVAN COUNTY COMMUNITY COLLEGE is seeking to fill the following positions:
(All positions are subject to budgetary approval)

Instructor, Communication/Media Arts
Experienced in all aspects of media production and theory. A Master’s degree in an appropriate field and abilities in all aspects of audio and digital audio, video, and multimedia are required. Demonstrated experience in teaching media production and theory courses to a diverse student population is also required. To be considered, candidates must submit a cover letter, resume, VHS or 3 1/4” videodisc portfolio.

Faculty/Coaching positions:
- Instructor of Physical Education/Head Women’s Basketball Coach
- Instructor of Physical Education/Head Women’s Volleyball Coach

Successful candidates should have a minimum of three years of coaching and teaching experience related to recreational leadership and sports management. Bachelor’s degree in physical education or a related field is required. A master’s degree is preferred. A strong commitment to program building in a small college setting, with students of diverse cultural backgrounds, is essential. Teaching experience in other sports will be an asset.

Biology Instructor
Courses to be taught may include general biology, genetics, marine biology, botany, environmental science, microbiology, and/or physiology. A strong background in biology is necessary. Knowledge of Molecular Biology is desired. Abilities to teach an occasional basic math or physical science courses an asset. Demonstrated excellence in teaching development of labs, the ability to communicate with students of all levels is essential. Master’s degree in Biology required. Ph.D. preferred.

Electrical Engineering Technology Instructor
Courses to be taught include DC and AC Circuits, Digital and Analog Electronics, Electro-Mechanical systems and related EET courses and math. During 1999-2000 year individual will help develop Program and teach 3 courses. Demonstrated excellence in teaching, development of labs, and the ability to communicate with students of all levels is essential. Minimum 3 years of related industrial experience, at least 2 years of teaching experience, and Master’s degree in related field required. Ph.D. preferred.

English Instructor (two positions)
The department has identified a need in several areas of expertise, including ESL, Expository and Creative writing, Composition, Literature, Philosophy, Speech and Theatre. The department is seeking individuals who have combined abilities and experiences with address the majority of these needs. Master’s degree required, Ph.D. preferred. Demonstrated excellence in teaching a diverse student population is necessary. Some administrative experience will be an asset.

Psychology Instructor
Primary responsibilities will include a combination of General Psychology, Abnormal Psychology, Behavior Modification, and child Psychology. Teaching experience in the Office of Institutional Development and Outreach is necessary. Master’s degree in an appropriate area required. Demonstrated experience teaching a diverse student population.

Executive Assistant to the President
For Institutional Development and Outreach
Qualifications: Master’s degree in mathematics, statistics, educational or social science research, or a related field. Ph.D. preferred. At least five years of experience in administrative computing, institutional research, education research administration, statistical analysis, or other areas of experience. Excellent written, oral communication, and interpersonal skills. Experience with tools and technologies used in institutional research (e.g., statistics, management information systems, DMS or related software packages and report generation systems, computerized student information systems, research design and implementation, and at least 5 years of supervisory experience. Duties include: but are not limited to the following: Supervise the data base operations of the Office of Institutional Development and Outreach, provide necessary data for reports to federal, state, local, and accrediting agencies, conduct demographic studies, support marketing, recruitment, and enrollment management activities. Serves as liaison to the Board of Trustees and assists with coordination of Board activities.

The Center provides a developmentally appropriate program that serves the needs of our student parents and communities, as well as a learning center for our Early Childhood Educator programs. The Director is responsible for the personnel budget, program, coordination of the Center and the academic programs, recruitment, teaching, Early Childhood Education courses and maintaining a high level of excellence in both the Center and the academic programs. Master’s degree in an appropriate major and three years experience required. Demonstrated experience teaching a diverse student population.

Counselor
Duties include personal counseling and crisis intervention career counseling and assessment, and workshop presentations relating to issues of personal growth, transition to college, and cognitive skill development. The successful candidate must demonstrate experience with students from diverse backgrounds including urban and rural students, minorities, and students at academic risk. The counselor position includes coordination of intervention programs for students on academic probation. Requirements include a Master’s Degree in Counseling or a related field and three years counseling experience, preferably in a community college setting.

Access and Public Services Librarian
(Search Extended)
Responsibilities include: supervising MultiMedia circulation system, reserve collection, interlibrary loan, and serials functions, participating actively in library and college wide information literacy instruction programs by conducting classes in computerized research methods, and providing reference assistance to students. Qualifications: Master’s Degree in Library Science; excellent communication skills; demonstrated ability to work effectively with students, faculty, and the general public. At least 2 years of experience with information technology, including Internet, CD products, and library web page development. Teaching experience desirable. Salary depends upon experience and qualifications.

Admissions Counselor
Duties include: Active involvement in on-campus and off-campus recruitment programs, and extensive overnight and of week-end travel over a 6-month period of time. Qualifications: Bachelor’s degree, admission experiences, excellent communication and interpersonal skills, ability to meet with groups and interact with the public in many different types of situations.

Alcohol And Drug Abuse/Health Services Programs Coordinator
The position entails recruiting and advising students, maintaining and enhancing our relationship with the NYS Office of Alcoholism and Substance Abuse Services (OAASAS) and the Addiction Transfer and Technology Center (ATTTC), working with our Director of Grants and Resource Development to identify and apply for grants, and serve as the liaison for the PAER program. Teaching assignments will comprise half the position load. Qualifications include Bachelor’s degree in psychology, human services, social work or counseling. Master’s degree in one of the fields listed, education or a related field, at least five years experience in the field and at least two years of teaching, preferably at a community college. Excellent communication, interpersonal and organizational skills, a demonstrated ability to interact with people at all levels, and computer proficiency in Windows, Microsoft Word, internet and e-mail, database development and use.

Coordinator of Information Technology Services
Qualifications: Bachelor’s degree in an appropriate field required. Master’s preferred. Experience with IBM PS/2, 400, 300 operations and maintenance, proficiency in OS/2, 400, BROWZER, database management systems experience a plus. Windows 95/98 and NT networking (LAN, WAN, Novell), training experience in mainframe and microcomputer, a background in 11 functions, excellent interpersonal skills and the ability to work with a diverse student and staff population. Duties include: administrative, academic, and instructional technology functions, the campus network, and microcomputer support on a multi-platform environment, supervising and scheduling the production of payroll, inventory, and data management reports and providing training for faculty and staff on mainframe and microcomputers.

Send cover letter, resume and names, addresses, and phone numbers of 5 references to Office of Human Resources, Sullivan County Community College, 1000 Leno Road, Loch Sheldrake, NY 12759 or Email to sedes@sullivan.suny.edu. Resumes will be accepted until positions are filled. MINORITY/HISpanic/AFFIRMATIVE ACTION EMPLOYER.

Director, Child Development Center
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Information Unlimited

BY GUSTAVO A. MELLANDER

Washington continues to be an
amazing fountain of information.
Since last September, the National
Center for Education Statistics (NCES)
had more than thirty statistical reports.
I have selected those that impact directly
on Hispanics or on higher education
topics that interest many of us. They include
such varied topics as
the condition of education
academic progress
international
libraries
students
postsecondary education

Below, I list titles, descriptions, and
URLs of these reports, for which the full
texts or highlights are available online.

The Condition of Education

The Condition of Education, 1998
ed. This annual report to Congress
focuses on 60 indicators, representing
a consensus of professional judgment on
the most significant national measures of
the condition and progress of education at the
time. Each indicator is available in HTML
and the entire report is in PDF.

Academic Progress

Report on Brief: NAEP 1996 Trends in
Academic Progress. Executive summary of
results from the National Assessment of
Educational Progress (NAEP) surveys. It
contains long-term assessments of
science, mathematics, reading, and writing.

International

International Archive of Educational
Policy Documents. Represents data collected
annually by NCES from the 1960s to the
present Sponsored by NCES and located at
the Inter-University Consortium for
Political and Social Research (ICPSR)
University of Michigan.
http://www.icpsr.umn.edu/ICED

Libraries

1994 Academic Library Data File
Provides large downloadable files in several
formats of micro-data on academic libraries
at 3,903 institutions of higher education.

Status of Academic Libraries in the
U.S. Results from the 1994 Academic
Library Survey. With Historical
Comparisons to 1974. Goes on data on
the collections, staffing, and expenditures of
the nearly 3,903 academic libraries.

Mathematics

Long-Term Trends in Student
Mathematics Performance. Shows a
positive linear trend for all age and racial
groups since the first assessment in 1973
using data from the NAEP 1996 Long Term
Mathematics Assessment.

School Policies and Practices
Affecting Instruction in Mathematics.
Focuses on who teaches math, what
emphasis math instruction receives in the
school, and who resources are available in
schools that support math learning.

Postsecondary Education

Choosing a Postsecondary Institution. A comprehensive study that
examines student characteristics and
decision making.

Degrees & Other Awards Conferred
in Degree-Granting Institutions 1995-
96. Covers the 50 states and DC. The data
includes summaries by race/ethnicity, field
of study, and gender.

Descriptive summary of 1995-96
Beginning Postsecondary Students With
Profiles of Students Entering 2- and 4-Year
Institutions. Presents data on age,
degree status, finances, financial aid, test scores, and
other factors.

F.D. Tab Fall Enrollment in
Postsecondary Institutions 1996. Presents
detailed tabulations for Fall 1996, with
comparisons to previous years, for students
enrolled in postsecondary institutions in the U.S.

F.D. Tab Salaries, Fringe Benefits
1996-97. Provides results of
an analysis of data on salaries of full-time
instructional faculty on 9- and 12-month contracts.

Generational Status and Educational
Outcomes Among Urban and Hispanic
1998 Eighth Graders Uses the National
Education Longitudinal Study (NELS:88)
to examine the impact of generational status
on educational achievement, enrollment
in postsecondary education.

Indicators of the Month: Graduate
Field of Study, By Sex. From the Condition

Indicator of the Month: Racial and
Ethnic Differences in Participation in
Higher Education From the Condition

Student Loan Borrowing Among
Undergraduates Who Leave College In Their First Year.

Student Financing of Postsecondary
Education 1995-96. With an essay on
Student Loans. Describes the role of student
loans within the context of tuition, the total
price of attendance, and other financial aid
available to undergraduates in 1995-96.
Includes information on the cumulative
amounts of federal loans borrowed by
students throughout their undergraduate
education. Provides profiles of student borrowing
and financial aid for each of the 4 major
types of institutions. Includes tables describing
more detailed information on student
loans, tuition, and the price of attendance:
financial aid, net price of education, and
general background characteristics of undergraduates.

Technology

Safeguarding Your Technology: Guidelines to help administrators
and staff at the building campus, district, and state levels
understand why and how to secure their
organization's sensitive information.

Technology @ Your Finger Tips. The
popular guide to implementing
technology solutions for education agencies and
institutions is now available in HTML format.

Writing

Long-Term Trends in Student Writing
Performance. Shows a decline in scores
for grade 11 students over the period 1984-1996
using data from the NAEP Long Term
Trend in Writing Assessment. Found that
scores for students in grades 4 and 8 remained unchanged and that
White student continued to have higher scores than
Black and Hispanic students in all grades.

Dr. Mellander is professor of
George Mason University.
Pulling No Punches
Editorial Cartoonist Hits Hard and Direct

By Marilyn Gilroy

Michael Ramirez, who has been called "one of the country's best and most provocative cartoonists," won the Pulitzer Prize in 1994. He currently works for the Los Angeles Times and is syndicated in more than 550 newspapers throughout the world through the Copley News Service.

A frequent contributor to USA Today and a regular guest on "The News Hour with Jim Lehrer," Ramirez also is president of the Association of American Editorial Cartoonists.

In addition to winning the Pulitzer, Ramirez has received several other prestigious honors. A 1984 graduate of the University of California, he was selected for the 1998 UCI Medal (the equivalent of an honorary doctorate), for exemplifying commitment, energy, and innovation. He also received an award for his cartoons in 1997 from the Society of Professional Journalists, Sigma Delta Chi. In accepting the award, Ramirez stated, "I regard myself as an equal opportunity offender who believes the pursuit of the truth to be neither partisan nor philosophical but a matter of delineating between right and wrong. In the process of doing the job, the editorial cartoonist is constantly subjected to a barrage of criticism and open resentment from readers. But that is just an indication that the work is having an impact."

"Essentially, I get paid to be obnoxious," said Michael Ramirez, the Pulitzer prize-winning editorial cartoonist, as he addressed a group of student journalists at this year's national college newspaper convention in Huntington Beach, Calif.

"My drawings are a vehicle to convey a point of view" and to "try and get people involved. I hope to incite them."

And his work does just that. It is impossible to sit through a presentation of his most famous cartoons and not feel the sting of truth that is revealed in these images. The audience of approximately 100 students and their professors was often amused and sometimes moved by the portfolio of drawings that he displayed as he spoke. His subjects veered from politics and bilingual education to violence, racism, and U.S. policies abroad. Using cartoons and just the right wording, Ramirez is able to make pointed statements about current events and, by his own description, "engage readers in a debate."

"The great thing about being on a newspaper is that you get immediate reaction," he said. "If I don't get at least three or four calls a day, I'm not doing my job."

He has been so successful at his craft that he was awarded the Pulitzer Prize in 1991 "for his trenchant cartoons on contemporary issues" when he was working for the "Commercial Appeal" in Memphis, Tenn. He was lured away by the "Los Angeles Times," but only after he was sure that he would have control over his subject matter. Ramirez says that "Los Angeles Times" editors do not interfere with his work unless something is factually incorrect or in extremely bad taste.

And though his vehicle of expression is the cartoon, Ramirez takes his work very seriously: "It is a profession about ideas. We are the prosecutors, defense, judge, and jury of journalism," he said. "And in order to be effective, we have to be informed. We have to read and do extensive research."

And what happens when a cartoonist doesn't do his or her homework? Lots of mail and complaints, says Ramirez. For example, he was once lampooning the Federal Aviation Administration's decision to strengthen drug testing procedures for commercial airline pilots. His cartoon featured a pilot holding a beer and contemplating (à la Hamlet) the procedure with the phrase "To pee or not to pee?"

He received a lot of mail on that one, he says, not because of the subject matter but because he drew the airline pilot's uniform with three stripes on the sleeve, not four. Apparently, the plane's navigators, not pilots, wear three stripes.

Ramirez admits that his drawings reflect his own beliefs and political point of view. "You cannot draw a cartoon that you do not believe or cannot substantiate," he
explains. These days he feels very strongly about racism in U.S.
society and believes that our society is
becoming divided by race, gender,
and religion. He also is concerned
that fewer and fewer citizens are
involved in the political process
and pointed to the last presidential
election where voting rates dipped
below 50 percent. His own
upbringing and travels abroad have
convinced him that participation in
Democracy is essential to the sys-
tem's well-being.

Ramírez's roots can be traced to
Mexico, where his grandfather
fought in the Mexican revolution
but ultimately escaped to America
and became a migrant farmworker.
Ramírez says that his grandfather
believed in hard work but did not
believe in the value of education.
Fortunately, Ramírez's father felt
differently and was determined that
Ramírez and his sisters and broth-
ers would go to school.

Ramírez was born in Tokyo. His
father had joined the army and
traveled around but never aban-
donied his goal to make a better life
for his family. All of the children
went to college, and today,
Ramírez's four siblings are doctors.

Ramírez believes that his family's
living proof that hard work in
America will be rewarded and that
barriers can be overcome.

"As a Hispanic, there is nothing
you can't achieve. As an American,
there is nothing that will stand in
your way," he advised the young
journalists in his audience. He
reminded the college students of
the achievements of Martin Luther
King, Jr., and César Chávez.

In addition to encouraging oth-
ers to stay involved in society and
care about issues, Ramírez is politi-
cally active himself. Prior to
appearing at this conference, he
had traveled to Cuba, where he and
other American journalists
observed first-hand the effects of
the U.S. embargo. The purpose of
the visit was to make recommenda-
tions on whether or not the embar-
go should be continued. In general,
says Ramírez, his group reached
the conclusion that the embargo
should be continued because it is
finally beginning to work.

Asked by an audience member
if he considered himself an artist,
Ramírez answered, "No." As a mat-
er of fact, he explained, drawing is
the "labour" part of this work.
Coming up with the right word or
phrase is actually the most chal-
cenging part of the job.

As he works at each cartoon, he
tries to put a twist on a familiar
image to capture the reader and
gain attention. For example, when
he poked fun at the broadcast net-
works for their endless daily atten-
tion to the Clinton-Lewinsky scan-
dal, he took the familiar network
call letters and changed them to
reflect the coverage. The cartoon
read: CNN-Clinton News Network;
NBC-Nothing But Clinton; CBS-
Clinton Broadcasting System; ABC-
All About Clinton.

Ramírez never loses sight of the
fact that the core of his work is
often humor. But while his car-
toons can sometimes produce
laughs, he knows that the overall
purpose is to produce a more seri-
ous result.

"The letters I receive, whether
they be commendations or con-
demnations, demonstrate that our
republic is secure and its citizenry
attentive," said Ramírez. "It is fur-
ther evidence that people are
watching, reading, cursing, and
participating in the national debate
and free exchange of ideas.

As a veteran journalist, Ramírez
offered some final words of
encouragement to his audience of
up-and-coming reporters.

"This is a great profession," he
concluded. "The work we do is very
important. We can have a tremen-
dous impact on the political
process as a whole."
Many student journalists dream of working for a major metropolitan newspaper or a national magazine. Others see themselves writing copy at radio and television stations or perhaps working on a media-related Web site. With the growth of electronic and print news outlets, there are more job opportunities than ever for budding journalists.

But mapping the road to a professional position requires planning and hard work. For many students, the path starts in high school and is more clearly defined during their college years. These students gain experience and skills working for thousands of college newspapers and radio and television stations as they publish issues or assemble newscasts.

And with the growing diversity of the nation's population spilling over onto college campuses, student media outlets are more than ever serving as the training ground for minorities who will be tomorrow's editors, reporters, and news media managers.

For many students, that training requires not only discipline and determination but a willingness to sacrifice other priorities.

Just ask Theresa Salinas, a sophomore at Santa Ana (Calif.) College and editor of *el Don*, the college's student newspaper. "When I became editor, everything else in my life, and I mean EVERYTHING—my family, my school student editor assigns stories, hounds student reporters to meet deadlines, supervises layout, deals with printers, writes editorials, and replies to letters.

But the other side of the coin, Salinas says, is that this is the best "hands-on" experience she could ask for. "This paper is totally written and produced by students," she explained. "And it is a great way to learn."

Salinas, who is 21 and hopes to be a professional editor some day, paid for—a form of tuition grant that is common at college newspapers. In addition to tuition payments, some schools are also offering small salaries or honoraria to their student reporters and editors.

At San Antonio (Texas) College's student newspaper, *The Ranger*, stipends range from $200-$400 per month.

"It's not much, considering how hard they work," said Irene Abrego, faculty advisor to the paper. "But it is somewhat of an incentive."

Abrego noted that the population of San Antonio is 53 percent Hispanic and that the staff of *The Ranger* reflects those demographics. For example, Hispanics on the staff include artist Alfred Perez and photographer Juan Orihuela—both earn monthly stipends for their work on the weekly edition of the paper.

But students working in college media are doing more than honing their skills as reporters, editors, and publishers. They also are getting lessons in ethics and responsibilities of the press. These lessons
often come with a dose of controversy and strike.

At Latiguadua Community (N.Y.) College, the student newspaper, The Bridge, became entangled in a struggle to survive after it printed a racist opinion piece that caused a debate over funding of the paper and led to several lawsuits. The paper folded in a cloud of contention and ceased to exist for a while.

Last year, under the leadership of editor Shawn Torres, The Bridge was revived and transformed into a glossy magazine which he and his staff created to “reflect and represent the open community on campus.” Latiguadua enrolls 5,000 students representing 104 nationalities. In the tradition of crusading journalists, Torres and his staff adopted the credo “Nosotros somos el futuro” (We are the future) and set about to change the image of The Bridge.

Internships

Working at college media outlets is an important step in building a career in journalism; however, most professionals recommend that students do internships in the field. The Associated Collegiate Press (ACP), the largest organization representing campus media, publishes a guide to internships at newspapers and magazines across the nation.

But students will most likely start by gaining experience at small community newspapers near their home. The ACP encourages college students, even first-year students, to work every summer, thus chalking up several internships on their resumes. Students might or might not get paid for these internships, but they are definitely the stepping stone to professional positions.

For students who have set their sights on landing a job in the national media, there is the Dow Jones Newspaper Fund, Inc. (DJNF), one of the most prestigious and comprehensive organizations offering internships for minorities. Last year, the fund hosted 114 internships from universities in seven states. The interns went to work at 55 newspapers across the country and, when they returned to college in the fall, received a $1,000 scholarship.

One former intern, Jose de Jesus Ortiz, who covers sports for the Bradenton (Fla.) Herald, began his career as a student journalist by covering soccer, basketball, and baseball for the school newspaper at Texas A&M. He did summer internships at some local papers but eventually took a Dow Jones Fund Internship at The Houston Chronicle and research internship at The Dallas Morning News Mexico City bureau.

“There wasn’t one day when I didn’t draw something from my internships,” de Jesus Ortiz said in a recent DJNF profile. And he sees diversity as a pressing goal for newspapers in the future. “I realize how drastically our industry needs more Latino and minority sportswriters,” he wrote recently. “Young journalists should seek internships and mentors to help them grow.”

Professor Abrego at San Antonio College agrees wholeheartedly with that view. She has encouraged her students to seek DJNF internships and cites the example of Estella Duran, past student editor of The Ranger, who has done internships at the Boston Globe and The New York Times.

Abrego also runs a workshop for high school students funded by the Dow Jones Newspaper Fund. One of the participants, Josie Garcia, wrote a story entitled, “Driving on a Trail of Tears.” The story examined training and competency of teen drivers, including a popular girl who died in a fiery crash on her 50-mile commute to high school. Garcia’s article, published in The S.A., the San Antonio College workshop newspaper, concluded: “The crash can only serve as a warning for other teen drivers each time they take to the roads.”

Looking back on her training in high school and at the DJNF workshop, Garcia said, “Three years ago, when I was first introduced to a journalism class, my teacher made me realize how powerful words can be. He also taught me how writers have the ability to leave the reader with a different emotion each time.”

There are many resources available to student journalists seeking scholarships or internships. The following is a partial list of organizations offering programs that are especially supportive of minority journalists.

English department faculty in cultivating student writing assignments for possible publication. As Nogueras said, “We want people to read The Bridge. We want it to be an essential part of the information process on campus. We want to get people involved.”

This year, newly appointed assistant features editor Jasmin Nogueras has brought what she calls her “passion for writing” to the task of producing the magazine. Nogueras and the staff have been heightening the buzz on campus to gain support for their cause. They have enlisted the help of the
California Chicano News Media Association
Joel Garcia Memorial Scholarship
University of Southern California
3706 S Hope St, Room 326
Los Angeles, CA 90007
(213) 744-2410
www.ccnma.org

Twenty to 30 scholarships are awarded to Latino students who are able to prove sincere interest in pursuing a career in journalism or mass communications.

Concerned Media Professionals Scholarships
Hispanic Alumni Association
University of Arizona
111 N Cherry Ave
Tucson, AZ 85721

Two tuition scholarships are awarded to Hispanic students who are enrolled at the university and plan to major in journalism.

Dow Jones Newspaper Fund, Inc.
PO Box 300
Princeton, NJ 08543-0300
(609) 452-2830
www.dowjones.com/newsfund

Offers 100 internships to college students to work as copy editors, editors, and desk editors in newspapers and 20 internships to students to work for on-line newspapers. Interns are paid regular wages by the news organizations where they work. Interns returning to school will receive $10,000 scholarships.

Florida Society of Newspaper Editors Journalism Scholarships
Eight scholarships are awarded to minority high school graduates who plan to attend Florida public community college. Scholarships are paid at $1,200 per year. Students should apply through the financial aid office at their community college.

Hispanic Link News Service/National Association of Hispanic Journalists
129 W St NW
Washington, DC 20004
(202) 833-0280
www.hlns.org

Five internships are awarded to Hispanic students majoring in journalism. Internships cover all branches of the media regarding print, radio, television, and online.

MALDEF Communications Scholarship Fund
6125 E Spring St
Burbank, CA 91504
(818) 504-4147

Provides financial support to Latino students enrolled in graduate or professional degree programs in communication, including print and broadcast journalism.

National Association of Hispanic Journalists
1105 National Press Building
Washington, DC 20005
(202) 662-7583
www.nahj.org

Scholarships ranging from $1,000 to $5,000 are awarded each year to students interested in pursuing careers in the media.

Print Resources:

Financial Aid for Minority Students in Journalism and Mass Communication
Garrett Park Press
PO Box 190
Garrett Park, MD 20896
ISBN# 0-933848-84-0

ACP Guide to Internships at the Top Newspapers and Magazines
Associated Collegiate Press
2221 University Ave
Suite 121
Minneapolis, MN 55414
612-625-8835
www.studentpress.org/internships

Student Guide to Mass Media Internships
Intern Research Group
Box 172
University of Colorado
Boulder, CO 80309

Lists internships available at newspapers, magazines, and radio and television stations across the United States.
Evelyn Martinez darts across New York City in her television station's sparkling white Chevy, the car's press plates signaling her purpose before she can even scoot up her video camera from the trunk.

One day, she covers the daily media conference with Mayor Rudolph Giuliani. The next, she is anxiously positioned outside a courthouse awaiting attorneys in a high-profile case. She's a fresh, young face among a band of seasoned veterans, camera operators, and reporters alike.

At Martinez's non-union station, New York 1 News, reporters often serve as videographers too. Despite the frenetic pace and rugged chores, Martinez dresses sharply each day, and rarely if ever loses her cool.

"I am nosy," she announces, when asked why she has selected this career route. "I love to know everything that's going on. I like to talk to people and eventually present their story in a fair way so the viewer can see both sides of the story and decide what is right."

At 31, Martinez is breaking into a business that long ago she doubted would easily allow her entry because of her ethnicity and her gender. "I thought it would be really hard," she admits, suddenly becoming more animated. "But if you turn on the television now, you see a lot of Latino women. The scene has gotten better, but it is still slow."

**Window Dressing**

Twenty-two years ago, a federal study of a sample group of network television news correspondents concluded that a mere three and a half percent were minority women. And of that group, none was Hispanic.

The report, *Window Dressing on the Set: Women and Minorities in Television*, revealed that "Minorities and women rarely appeared as newsmakers and furthermore, rarely served as correspondents" and that "minorities and women were considered to be neither significant nor important."

The face of network television reflected the largely white face of local television as well at the time, although the report discovered that in the major markets, television news was being delivered increasingly by minority and female correspondents and anchorpersons.

That report by the United States Commission on Civil Rights spotlighted a disturbing trend that many expected would be addressed in the coming years. But now, 22 years later, it appears that while there have been gains, "they have been moderate at best, and that the media workforce—not just television but radio and print—remains a largely White workforce."

A 1999 survey of the newsroom workforce by the American Society of Newspaper Editors disclosed in April that the number of minority journalists rose by only one-and-a-half percent since the previous year, now at 11.55 percent. And that the number of Hispanic journalists had "remained virtually unchanged," remaining at 5.46 percent of all working print journalists.

When it came to women, the numbers were similarly small. The ASNE survey found that women on daily newspaper staffs amounted to 20.35, with minority women numbering 2,920 or only 14 percent. Says ASNE president Edward Seaton. "We wish that the number of minority newshounds had increased more."

He added, in his statement, "Newspapers can't do business any more if they hope to present an accurate report of the increasingly diverse communities they serve. It will take unprecedented urgency, money, commitment, coordination, and advocacy."

Advocacy still remains strong and appears to be growing with each study. The National Council of La Raza noted in one report that Latinos are almost non-existent in the news media, hold few "gatekeeper" positions in network news operations, and are highly underrepresented as correspondents and anchors.

At the same time, La Raza pointed out that coverage of issues involving Latinos was similarly skewed, and not in their favor. The majority of stories focused on crime, immigration, welfare, and affirmative action.

"Hispanics are virtually invisible in the new media," says Lisa Navarrete, deputy vice president for public information at La Raza. On recent analysis, she said, found that there was only one Hispanic in the top 50 television correspondents in the nation.

There is no question that there has been a
increased interest in the Latino community," she says. "However, if you look at the numbers, they are still very, very bad. Newspapers are doing a much better job than television going out and recruiting and hiring minorities, but it's still not where we'd like it to be."

Trailblazing

María Hinojosa first wanted to be an actress, but let go of that dream after one too many rejections. So she became involved with a local radio station at Columbia University in New York City, where she spun Latin tunes and interviewed Latino personalities.

"That was my first experience, and it was all live," she says. "It was just what I wanted to do."

She stuck with it, and now Hinojosa can be heard on National Public Radio and seen on the Cable News Network (CNN). Her success speaks to a drive and enthusiasm that has quashed her initial insecurities, ones in which she worried about others questioning her motivations for suggesting Latino-oriented stories.

In 1985, Hinojosa became the first Latino hire at NPR's headquarters in Washington, D.C. The then-assistant producer swallowed her fears and pitched stories for her show, a news program called Weekend Edition with Scott Simon.

"Being the first Latina there, there was nobody I could bounce these ideas off of, and I was feeling out of place. It was a real challenge to me because I would force myself to believe that what I was going to say in a story proposal meeting was important, even though I was questioning myself. Is this right? Maybe I should just be quiet. I forced myself to swallow that insecurity."

"Inevitably, nine times out of 10 people were interested in hearing the stories," she says. But she recalls one awkward experience, when a popular NPR personality approached her after one segment and said, "Weren't you terrified to be in those neighborhoods?"

"I said, 'No. I've lived in those neighborhoods.' What happens is people forget that we have different experiences that depend on our relationship to how we grew up." The rewards for her drive came almost immediately; the show won a number of awards that first year.

Hinojosa, five years later, moved to NPR's New York office and carved out a beat covering youth issues and diverse communities. "I wasn't afraid to go into communities that other reporters were afraid to," she says. "My deep interest in getting those stories told weighed much more heavily. I always wanted to find a level of humanity in whoever I was interviewing."

Perhaps, she says, the most disturbing assignment she undertook was to infiltrate a skinhead supremacist group in rural Pennsylvania, one in which she met with a group privately and became friendly with some of its members. In one interview, she asked her subject, "What would you say to me as a Mexican immigrant?"

His response, she recalls, was "Well, just because I like you, I can give you this piece of advice: You should leave the country and go back home, because the face wars are going to happen, and you don't want to be killed."

Hinojosa, who joined CNN two years ago and reports on urban affairs issues, is paired with a Latino producer, Rose Marie Arce, an accomplished award-winning journalist with both a print and television background. Both often speak on panels to budding journalists.

Arce occasionally is questioned about diversity efforts by media outlets and believes they have become "somewhat hollow."

"I'm not sure why," she admits. "Perhaps there hasn't been an appreciation for why diversity is important. There used to be a combination of guilt and pressure to look good. But that pressure has subsided. It would have been more substantial if they felt it was important to have diversity because it produces better journalism."

Arce and Hinojosa say their teamwork provides a unique Latina voice in the business.

"Those of us who are committed to being good journalists and who are committed to telling untold stories have a huge responsibility to tell young journalists of all backgrounds, and in my case that's young journalists of color and Latinos, that what will make them the best journalists possible is to not become like everyone else," Hinojosa says. "Remember that being different and unique is a powerful thing, and don't silence your voice."

The voice of Hispanic journalists has grown louder. Membership in the National Association of Hispanic Journalists has grown to more than 1,600 since it was founded 18 years ago, and it has stressed diversity as a goal and studied trends to alert members to troubling patterns.

One recent survey found that only 112 of the roughly 12,000 news stories produced by network newsgroups focused on Latinos or Latino issues in 1997. That represented a 25 percent drop from the previous year.

That study showed that Hispanics represented just under one percent of the country's network news stories, even though Hispanics represent about 10 percent of the nation's population.

The Washington, D.C.-based group focuses attention on addressing such concerns, while helping Hispanics in the news media industry. Each year, it brings together journalists from radio, print, and television at a convention, at which a job fair is a key attraction.

"We have a lot of participation from broadcast and print to interpret members and convention attendees—and not just those looking for jobs but those who want to network and want people to track their careers and remember them..."
when opportunities come up, says Nancy Baca, the NAHJ's president.

This year, the NAHJ will be one of four minority groups to participate in the UNITY '94 conference in Seattle in July. During the last conference in 1993, more than 6,000 journalists attended. It's a conference in which journalists can not only network but share experience and learn what works and what doesn't work in the media market.

Leaders discuss diversity issues, how many newsrooms often talk about achieving more ethnic diversity but have diminished such efforts. Additionally, there are seminars to teach members everything from management skills to dealing with office politics.

In her role, Baca has been able to notice trends on where Latino women have assumed more positions and more positions of power, in the media. While she has more often seen a Latina by-line or a Latina face bringing viewers the news, she has not as often heard the Latina voice on the radio.

Often, progress hinges on geography. Larger urban markets are not alone in providing greater opportunities for minority women. Media outlets are studying demographics more and are striving to reach out to communities that have become less white and more diverse.

"I have noticed in Albuquerque over the last four or five years, they have hired more Hispanic females in this area than I've seen in the entire time I've lived here, which is all my life," Baca says.

Baca, who is now a features editor at the Albuquerque Journal, said the working environment for minority women journalists can be tough because of the lack of minority women mentors. The pay also is not as encouraging, particularly in the city.

"Some people leave the business altogether to get jobs that pay more, so that's one reason for the low numbers of minority journalists," she says. "People aren't sticking with it long enough to get management positions. Maybe some feel the openings are limited; they feel they aren't going to get promoted. Hispanics are not getting promoted in some places."

Elizabeth Llorente has been a reporter at The Bergen Record in Hackensack, N.J., for the last decade. She has not set her sights on a management position. Instead, she has crafted a career out of a beat that has won her considerable notoriety and acclaim in the state.

Llorente, who is of Cuban descent, covers immigration issues for the state's second largest daily newspaper. Originally, when the native New Yorker was offered the position, it was framed to reflect a positive, fluffy premise: covering immigrants who realized the American dream.

But Llorente, who earned her stripes reporting on town hall politics, diplomatically accepted the job. And then maneuvered her coverage into an untapped area in the region. She reported on the changing communities in Bergen County, one of the most populous in the state, researching issues of importance to new immigrants and brought global issues into her readers' living rooms.

"I was determined not to make this into an 'American Dream' beat," the 38-year-old says, "because that's not the whole story of immigration in the United States. The other part is the hardships that many immigrants face. That includes discrimination, abuse—to a minority."

Llorente views her role not as an advocate but as a storyteller. At the University of Missouri, she says, she was the "best gossip," someone always curious about why things were. She says that even then, as now, she wanted to understand as many different perspectives as possible.

"That is a skill you develop when you grow up with two cultures and two languages," she says.

But she disputes contentions that ethnicity offers an immediate edge on hiring. "I think that being a minority is overestimated as an advantage by non-minorities. It will help you as long as you have the talent, too."

She says that despite the low visibility of Latinas in the workplace, she has always been a "workhorse," someone who set her sights on a career in journalism. "I have ink in my blood," she says. "I see it as a part of me, like my brown eyes, like my last name. Llorente."

Sobering Assessment

While a number of minority journalists persevere, many leave in disgust, citing a lack of encouragement, pay equity, mentors, and opportunities. One study offered a sobering assessment of the newsroom environment.

A 1993 survey by the Associate Press Managing Editors discovered that a third of all journalists were dissatisfied with their jobs, an increase from seven years earlier, when a quarter of all journalists were displeased.

Mercedes Lynn De La Torre, who teaches journalism at the University of Texas in Austin, says that studies have shown that almost half of the journalists with graduate degrees are not happy with their work, and even more minorities. 62 percent, are displeased: 16 percent of those wanted to leave the profession altogether.

"When you have figures that show that as recently as 1995 there is a lot of job dissatisfaction among journal-
ists who are probably the most sought-after of journalists, it’s going to be hard to diversify,” she says.

According to the journal, *Journalism and Mass Communication Educator*, 10 percent of all bachelor’s degrees were received by African Americans, and six percent went to Hispanics in 1997. Six percent of all master’s degrees went to African Americans, and three-and-a-half percent to Hispanics.

The figures can be interpreted to show that corporations shouldn’t be singled out for failing to advance diversification in the workplace. “I have trouble blaming corporate America as the bad guy in this situation,” De Urrarte says. “Some of the blame has to be meted out to journalism education” because “if you don’t train them, then you can’t hire them.”

Such training begins in the lower grades, when many students aren’t treated to extracurricular activities like school newspapers or television production studios. Often, she points out, schools don’t provide journalism classes.

At college comes the realization that the salaries for journalists, especially those just beginning in the business, aren’t lucrative. Many students are dissuaded from pursing a career in journalism by the responsibilities of paying off college loans. And often, De Urrarte points out, internships are unpaid. De Urrarte also faults diversity efforts that focus primarily on “genetics,” but not intelligence.

“Everybody is defining diversity as if by virtue of somebodies looking different you are going to get a different product and it’s going to do a better job. But if you don’t have intellectual diversity, you are not going to have much difference.”

That diversity, she says, is “people who do not at all think alike nor who are forced to define newsworthiness in the same ways by newsroom editors.” She adds, “The industry is going to have to look at a number of challenges in ways that are more creative than they have been in the past, and there are some indications they may be ready to do this.”

The Changing Market

*TV Guide* recently hired Chiqui Cartagena as a consultant to reach out to Latina readers and viewers. Since last November, the 3-year-old has been developing projects for the Hispanic community. She is a voice behind the scenes but effectively chart the magazine’s future in public.

“They wanted me to help them understand the needs of Hispanic TV viewers in the United States and abroad,” she says, “and to do an overall cost analysis of how *TV Guide* currently serves those needs, and how we can improve them.”

Cartagena sees this as a sign of progress in a field where progress has been slow. She has worked in television, newspapers, and magazines for more than a decade, and has seen newsrooms with little diversity. The Latina faces have become less visible with each step up the corporate ladder.

“My experience has been more of being the only Latino at the table when working for American corporations and often the only voice striving for coverage of Latino issues,” she says, pausing. “Often when I get hired by big corporations, I am the highest-ranking Latino at that corporation.”

She says she has not minced words, at the risk of being perceived as an advocate. Often, she says, more “jailed” professionals view her as armed with an agenda that won’t meet the needs of their wider audience. She says she watched others navigate this avenue and often struggled to explain a story’s or issue’s relevance.

“When I get that reaction, my work is much more difficult to get done,” she says.

That scenario has changed in recent years. She last worked for *People en Español*, where she was a senior editor. In recent years, she has noted a growing awareness of the growing Latino community in the nation and a newfound respect for what she, as a Latina, brings to the table.

“I see myself as one of those frontier women in the sense that bringing me on and more like me is a step in the right direction, and I think corporations are realizing they need more voices around that table,” Cartagena says.

Minority journalists, educators, and experts who have studied trends involving minorities in the media and Latinas breaking into the business, say that the future will look only as bright as the views of the corporations that run the media outlets. They say that decisions to improve diversity must be well thought out and that there must be a concentrated focus on improving diversity for all the right reasons, not simply to play a numbers game.

At the same time, budding journalists have to understand their mission as well from the start.

“I think a lot of young Latinos who want to get into the media think that the only way they’ll be able to succeed is by silencing their uniqueness as opposed to bringing that perspective into the newsroom,” Hinopoa says.

Martinez, who admits that she’s still got much to learn, says she’s a fighter. She’s already working in the No 1 market, though at a small station, where she’s able to learn and grow. “We need to push a little more,” she says. “If someone says to me, ‘You’re not right for the job,’ I go somewhere else. I don’t just give up.”

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**Numbers and Percentage of Minorities by Race and Job Category, 1999**

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Source: ASNE 1999 Census
Hispanic Education Action Plan

Advocates Applaud Plan...But Propose Fine-Tuning

by Inés Pinto Alicea

Latino education advocates are funding a White House initiative to significantly boost funding for several federal education programs aimed at improving educational opportunities for Hispanics and lowering the Latino dropout rate, but the advocates expressed concern that not enough is being done to assure that those programs will better serve Latinos.

The initiative, formally called the Hispanic Education Action Plan, was designed to increase funding for federal programs that already serve large numbers of Hispanics, such as Hispanic Serving Institutions (HSIs), and to make sure that programs such as Head Start and TRIO, a group of programs designed to help disadvantaged youth get through school and move on to college and beyond, reach more Hispanics, said Jonathan Schur, associate director for domestic policy for Vice President Albert Gore.

"To help these kids, you have to strengthen the institutions where these kids are," said Schur.

While Latino advocates applaud the effort, which started in 1998 with an increase in funds for many federal education programs and is being supplemented with an additional but increase in federal funds for fiscal year 2000, these advocates say that more needs to be done and more effort needs to be expended.

The plan is good at getting to issues affecting the academic progress of Latinos, but it's short-sighted because it does not go far enough," said Guadalupe Salas, vice president for governmental relations at the Hispanic Association of Colleges and Universities. Some of the areas that still need to be addressed, he said, include strengthening federal vocational and technical education programs to better serve Latinos, improving programs that encourage Latinos to pursue higher education beyond the bachelor's degree so that Latinos move into college faculty positions, and significantly increasing funding for HSIs.

"They increased funding for HSIs, but they need more because they are training so many of our young people," said Salas. "The money [$28 million in fiscal year 1999] that was targeted will not be quite enough because we have so many colleges and universities [his 135 community college and four-year institutions that are designated as HSIs]."

The Hispanic Education Action Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, titled "No More Excuses," and to the earlier recommendations in the report of the President's Advisory Commission on Educational Excellence for Hispanic Americans, titled "Our Nation on the Fault Line."

"The message of this initiative is clear: We want Hispanic Americans to be full partners in America's prosperity," said Vice President Gore of the initiative. "America's future prosperity depends on our ability to provide a sound education to all our children. The president's Hispanic education initiative will offer Latino students a chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the 21st Century."

The Hispanic Education Action plan was launched in the fall of 1998 when Congress approved $520 million in increases for the fiscal year 1999 for the following federal education programs:

- Title I
- Bilingual Ed
- Adult Ed
- Comprehensive School Reform
- TRIO
- HSIs
- Migrant Ed
- Equivalency Program (HEP)
- Col Assistance Migrant
- Program (CA-P)
- Migrant Youth Job Training Program

In addition, two new programs, Gear Up (to support programs for students in college and teacher recruitment and training) which improves training for teachers dealing with bilingual and multicultural students) received funding. Moreover, the early childhood program Head Start was later given a boost in funding.

The programs that will receive the increase generally do not designate benefit according to ethnic or racial categories, rather, they target students or school
according to poverty levels or to meet specific challenges, such as schools with large populations of students who speak little English or schools with high dropout rates. The White House noted that a large number of Latino students would qualify for all of the programs under these standards.

About 14 percent of the school-age population is Latino; by 2020, the proportion will grow to about 22 percent. Only 21 percent of Hispanic three-year-olds are enrolled in preschool programs compared with about 40 percent of Whites and Blacks. Latinos also have had the highest dropout rate (more than 30 percent) of any major ethnic group in the country since 1998. Moreover, about 5 percent of the students who are classified as limited-English proficient are Latino.

"These funds are not going specifically to the Hispanic community, but a big chunk is going to Hispanics," said Alejandro Cabrera, a spokesman for the vice president. "This is a priority for the vice president. He is aware of the high Hispanic dropout rate.

While Roberto Rodriguez, school reform coordinator for the National Council of La Raza, an Hispanic advocacy organization, praises the White House effort, he said that he believes it has a number of shortcomings that need to be addressed.

"Some of these programs do serve high numbers of Latinos," said Rodriguez. "But there seems to be no system that accounts for making sure that the money is getting to Latinos.

Rodriguez cites the TRIO programs as an example of federal largesse failing to reach a significant and growing portion of the U.S. population—Latinos. The TRIO programs were created to serve disadvantaged children and youth by providing intervention services, such as outreach to school dropouts, to increase secondary school completion rates, and to provide disadvantaged students with support services as they strive to complete postsecondary education. Two big components of TRIO are student search, which provides counsel-
The University of New Mexico is an institution of higher learning where dreams come true for students of many backgrounds, in particular, a number of recently honored Hispanic undergraduates. This past semester, on March 25th, President William C. Gordon proudly announced that U NM student and Albuquerque native Juanita Chamiza Atencio-Pacheco, a junior majoring in political science and economics philosophy, was named a 1999 Truman Scholar, as a result of a rigorous national competition. The prestigious scholarship carries a $30,000 award.

With this announcement, Atencio-Pacheco became the third U NM student selected as a Truman Scholar within the past two years. Last year, Manuel Montoya, who is also a Rhodes Scholar, and Fred Melendres were selected to receive Truman Awards.

At the time of the Atencio-Pacheco announcement, Gordon said he was "extremely pleased" with her selection, and proud too of the earlier achievements of Montoya and Melendres. "This selection demonstrates once again that our students are very competitive globally. It also speaks very well for the quality of U NM's academic programs. For three of U NM's students to receive this honor within a period of only two years is truly remarkable."

Little did Dr. Gordon realize that a mere five days later, he would make yet another joyful announcement. On March 30th, U NM honors student Roberto G. Lopez, a sophomore double majoring in biology and economics, the son of Gerardo and Anna Lopez of Albuquerque, was named a 1999 recipient of the prestigious Barry M. Goldwater scholarship. Lopez, who will receive a two-year, $15,000 scholarship, is the first U NM student to be named a Goldwater Scholar since the program was established in 1986. Dr. Gordon found himself reflecting again on the success of U NM and on the achievements of these able students. He observed, "These are the most prestigious, most competitive scholarships there are. It is extremely difficult for a student to win any one of these highly regarded awards. We at U NM are very proud of our students and their enormous achievements."

Well, Dr. Gordon, we have another achievement for you to announce. . . The Hispanic Outlook welcomes the University of New Mexico to our distinguished list of Honor Roll inductees. Congratulations to you, and to your wonderful institution.

These personal triumphs indicate that academically U NM is shoulder to shoulder with the best in the world. In News and World
Honor Roll Facts in Brief

INSTITUTION
University of New Mexico

LOCATION
Admissions
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2446

ESTABLISHED
1889

ENROLLMENT
30,241 total

HISPANIC ENROLLMENT
26.9 percent

TOTAL DEGREES OFFERED TO HISPANICS
22.7 percent of all degrees
670 bachelor's degrees, main campus ('96-'97)
166 master's degrees, main campus ('96-'97)
15 doctoral degrees, main campus ('96-'97)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$2,242 Full-time, resident, undergraduate

NUMBER OF FACULTY
1,568 Full-time, 596 Part-time (Main Campus)
(92 Hispanic tenure-track faculty)

A FEW NOTABLE DEGREE PROGRAMS
Anthropology
Environmental Studies
Laser Optics
Latin American Studies
Native American Studies
Nuclear Pharmacy

NOTABLE HISPANIC-SERVEING ORGANIZATIONS
Division of Continuous Education and Community Services
Latin American and Iberian Institute
Minority Engineering Program
Southwest Hispanic Research Institute

INTERNET ADDRESS
www.unm.edu
are found to remain state residents, strengthening the state's economy and improving the quality of life.

UNM is one of the state's largest employers, in the fall of 1997 employing approximately 18,600 people, including 5,200 students, with an annual payroll of approximately $334 million. The annual budget for the University rose to about $994 million in FY'98. It is estimated that employment-related activities and expenditures produced 28,900 additional jobs elsewhere in the economy.

UNM strives to meet the state's current needs through a combination of teaching, research, and service activities. The University plays an important part in the daily lives of many New Mexicans in so many ways. The school houses the state's only one trauma center, hosts more than 250,000 patrons annually at cultural events, and entertains more than 500,000 spectators each year at athletic events. In addition to graduate and undergraduate degree-seekers who come from the state and elsewhere, many New Mexicans find educational opportunities at the University. The University also offers them hope and a place to learn a great range of academic and life-improvement subjects.

According to University spokesperson Frank D. Martinez, UNM's Division of Continuing Education and Community Services has a long and distinguished history of reaching out to nontraditional learners and giving them an abundance of educational options.

"No other component of the University of New Mexico affects the community as broadly as does the growing UNM Division of Continuing Education and Community Services," Martinez declares, adding that the division is often referred to as UNM's "shadow university." He says that the Division annually provides certificate programs, cultural events, and instruction in many topics, both serious and light, as well as other services, to some 35,000 people of all ages and backgrounds. This past year, the Division observed two very significant milestones: its 70th anniversary and its expansion into a new, 30,000-square-foot, two-story educational complex, located next to the Division's existing conference center. Jeronimo Dominguez, dean of the Division of Continuing Education and Community Services, predicts that the $3-million facility "will serve as an innovative and comfortable center that inspires life-long learning and community interaction." Dean Dominguez adds, "The new building is the result of the community's confidence in the division. The South Complex, as it is known, brings program and administrative offices together for the first time in six years." The South Campus houses Computer, Professional Development, and Personal Enrichment Program offices.

UNM offers more than 4,000 classroom courses. Its degree programs range from associate through doctoral. The University is nationally recognized for its programs in Latin American Studies, anthropology, photography, biology, nuclear pharmacy, laser optics, and environmental studies. The Latin American and Iberian Institute (LAII) is consistently rated one of the nation's top ten. The LAII publishes the Latin American Research Review. The Southwest Hispanic Research Institute is one of the long-term members of the Inter-university Consortium for Latino Research. In addition to an academic program in Chicano Studies, there is a minor and research centers for Regional Studies, Spanish Colonial History, and Southwestern Studies. More than 128,000 degrees have been awarded since the school's inception. Today, UNM main and branch campuses offer 0+ certificates, 60 associate's degrees, 143 bachelor's degrees, 98 master's degrees, 10 educational specialist certificates, and 9 doctoral and first professional degrees, including degrees in law and medicine.

The University comprises 11 degree-granting schools and colleges: Anderson Schools of Management, Architecture and Planning, Arts and Sciences; Education; Engineering; Fine Arts; Law; Medicine; Nursing; Pharmacy; and University College. Statistics from the fall of 1998 show that of the total of 30,241 students enrolled at all campuses and graduate centers, 42.7% came from underrepresented groups (109 percent Native American, 21 percent African American, 2.8 percent Asian, and 26.9 percent Hispanic). Total degrees awarded in 1997-98, on the main campus, were 22.7 percent Hispanic. UNM's distinguished School of Law and leading School of Medicine have a 25 percent enrollment of Hispanic students. The UNM faculty represent an exceptionally diverse range of academic disciplines, with some 88 percent of the 1,611 Fall 1997 full-time faculty on the main campus holding an earned doctorate or other terminal or professional degree. On the main campus in 1998, there were 92 Hispanic tenure-track faculty, or 10.4 percent of the group of professors, associate professors, and assistant professors. That gives UNM one of the highest percentages of Hispanic faculty in the nation.

An additional point of pride is the announcement this spring that UNM's Center for High Technology Materials (CHTM) was awarded $5.4 million in a nationwide competition. This is a five-year award in a Multidisciplinary University Research Initiative (MURI) competition for its proposal, "Deep Sub-Wavelength Nanolithography." Research is a high priority at UNM, and during FY'98, federal agencies, industry, national laboratories, foundations, and the State of New Mexico provided $1759 million in contracts and grants for UNM-sponsored projects, ranging from engineering to medicine and education to the humanities. Among UNM's outstanding research units are the Cancer Center, the New Mexico Engineering Research Institute, the Center for High Technology Materials, The Center for Micro-Engineered Ceramics, The Center for Non-Invasive Diagnosis, and the High Performance Computing Education Center. UNM is a Carnegie Research 1 university, one of 88 in the country; but one of only two in the entire nation that are officially labeled "Hispanic-serving institutions." UNM was the first research university to become a member of the Hispanic Association of Colleges and Universities (HACU).
Media Women on Women in Media

What motivates women to fight the odds and forge careers in the competitive and often cutthroat world of broadcast journalism? Is it the desire for fame and glamour, or the lucrative salaries that are often associated with this career choice?

Money is not what motivates Joanne Santiglia, the news director and anchor for Time Warner Cable's Channel 10 (located in northern New Jersey). Rather it is the love of working in the industry.

And working in TV or radio can be one of the most creative and rewarding careers for women. At least that was the sentiment when Santiglia and some of her colleagues spoke at a recent forum about women in media. The participants included Monica Pellegrini, co-anchor of the nightly Fox 9 SportsCast; Lynne Grasz, president of the New York City Chapter of the American Women in Radio and TV (AWRT), and Linda Moats, engineer with WNJU-TV, part of the Spanish language Telemundo television network. Hispanic Outlook also spoke with Gina Barros, a reporter for WNJU-TV.

The group discussed career paths, the television industry, breaking into the business, and what it was like starting out in a field dominated by men. The women also shared their personal experiences, gave plenty of advice, and answered questions from audience members in attendance at the forum.

Monica Pellegrini, who won an Emmy and an Associated Press Award for Sports Reporting, said she believes that all of the forum participants considered themselves journalists but have chosen to explore different paths within the industry.

"Mine is particularly neat because I am a sportscaster," says Pellegrini. "When I started in this field nearly 15 years ago, there weren't a lot of women doing what I'm doing. I was a journalist, but I chose a man's branch of journalism to break into it."

Pellegrini says that being a woman in the field was "quite difficult at times," but also "rewarding." She recalls the early part of her career, when she knocked on the doors of nearly all the TV stations in the North and Southeast, hoping to find someone who would give a woman an opportunity to cover sports. Her first women sportscasters only fueled her ambition.

It also didn't hurt that the owner of the TV station was a woman, one whom Pellegrini believes helped keep her on the air.

"Women were sticking together at the time," she says. "If there was one woman behind me and 100 men who hated me at that time, at least that one woman had the power.

Joanne Santiglia, who began her career as a student at Seton Hall (N.J.) University, where she was a news director of the campus radio station, encouraged media students to gain experience at their own college radio stations.

"I think it's an excellent way to begin a career," she explains, "if you want to end up in radio—particularly in TV news."

Santiglia said that more jobs are available in radio and it's an easier arena in which to begin a career. It is also not too difficult to make the transition from a career in radio to television. And jobs in television are not solely in front of the camera.

"I would encourage students to consider working behind the scenes as well, because that's where the interesting stuff goes on," says Santiglia. "That's where you can be in the field, meet newsmakers, meet personalities. That's where people will share their stories with you."

These "behind the scenes" people include Lynne Grasz and Linda Moats. Grasz, a sports director at WABC, Inc., the president and CEO of Grasz Communication, a company she founded in 1991. She attended the University of Nebraska, and while a student there, she hoped to become an on-air reporter, but was frequently discouraged by others since at that time women were not on the air. But lacking female role models in the industry didn't stop Grasz from succeeding.

"In my entire career, I've never had a mentor. I've been my own mentor, or my friends have been my mentors," she explains. "Any negative reinforcement she might have received was..."
challenged into developing her writing skills and achieving career goals. After networking, interning, and making lots of sacrifices, Grasz began her career as a newspaper editor for United Press International in Detroit. She moved up to a variety of positions, including that of director of communications for CBS in New York City.

"If I could leave students with any advice, it's to take risks," said Grasz. "I look around and see who the successful people are—and they are all risk takers."

Linda Moats can be considered just that—a risk taker, fulfilling a job in the technical part of the field, where women have been underrepresented. After finishing college, Moats wondered how she could secure a job in this competitive industry. She was advised to obtain an FCC license and try entering the field as an engineer.

"Well, 21 years later, I'm still on that same road. And there have been a lot of challenges along the way. But it has been a wonderful and rewarding career, and although it's engineering, it hasn't been just one-dimensional," says Moats.

When these women were asked about the most fulfilling aspects of their careers in television, the answers ranged from the abilities to tell a good story accurately and on deadline, to achieving their best work and to being a good communicator.

Mónica Pellegrini also answered her share of inquiries about being able to enter the men's locker room after a game, to which she replied: "I'm in the locker room and I'm looking at my shoes all the time."

In a separate interview, reporter Gina Barroso of the Telemundo television network and host of Hispanic Horizons, a public affairs show, spoke about her passion for her work: "I think I'm a privileged person to be able to work and do what I love... Every day I learn something new," she says. "Every day is a different chapter in a book. It's never the same."

Barroso finds that even when she covers the same types of stories, such as police brutality, they are each unique. It is through the development of the human-interest side of every story and through the different people involved that each assignment takes on a unique angle. Moreover, this dimension keeps Barroso learning and keeps her job interesting.

But in general, Barroso, a five-time Emmy nominee, believes women are still treated like second-class citizens in the field. "We're still not allowed to age gracefully on camera... You have to be a certain weight. You have to have a certain look. And, I think that men get away with a lot more," she says. However, she is hopeful that as more women are empowered behind the scenes and land such jobs as news director and producer, changes will be made in front of the cameras. Maybe that is when the public will be seeing not only more women on-air but older women in the forefront.

She also thinks that changes are already taking place in the field, such as a rise in the number of Hispanic women on television. "I think it's a good time for Hispanic women in general in this business," says Barroso. "But I think we also need more Hispanic people behind the scenes."

"I think it's a good time for Hispanic women in general in this business," says Gina Barroso, host of Hispanic Horizons, Telemundo TV network. "But I think we also need more Hispanic people behind the scenes."
"Americanos" Debuts at Smithsonian

BY ADALYN HIXSON

Back in March, Time Warner announced that it had joined American History, with the formal opening of a traveling photography exhibition organized by the Smithsonian Center for Latino book of portraits, essays, and commentary by many notable figures in the Hispanic community. "Americanos has been a labor of love and vision to support an effort that honors the generations of Latinos who have helped make the United States as great and as strong as it is today."

As reported in past issues of Hispanic Outlook, Edward James Olmos is a community activist who dedicates substantial time to working on behalf of Latinos. Film and stage star Rita Moreno and musician Carlos Santana have worked extensively with him on a program to reduce school dropouts. Olmos is a scheduled speaker at more than 150 schools, juvenile institutions, and charitable events a year, often addressing young people directly with his persuasive motivational messages about pride and possibilities.

Time Warner Chairman and CEO Gerald Levin, in announcing the project, expressed his own pride in the support Time Warner's businesses are giving the project, calling Americanos "indicative of our commitment to the Latino community and to fostering a greater understanding of the important contributions made by Latinos to American culture."

The Olmos Connection

Olmos Productions Inc. has a vision—to develop quality entertainment with socially relevant and
educational content—and several missions: to document the experiences of Latinos in various media, including nonfiction documentaries, feature films, and photo documentaries; to create culturally diverse programming for network television, focusing on Latino, Asian American, and Native American works; and to increase the number of Latinos working in the entertainment industry by developing craftspeople from different disciplines.

The company began in 1980 with the production of The Ballad of Gregorio Cortez. Since then it has helped produce feature films such as Stand and Deliver, Talent for the Game, American Me, Roosters, and Mingoes.

Olmos Productions is concerned over the high level of violence in our society and is committed to “doing its part” in addressing the issue. According, its documentaries include Lives in Hazard, which is about gun violence, and It Ain’t Love, which deals with date violence. These productions are two of a three-part series on violence in America and its impact on youth. The third documentary will center on gun violence.

Throughout its history, Olmos Productions has helped to produce hundreds of public service announcements. The company is also involved in extensive outreach projects in communities across the country, ranging from gang and domestic violence to AIDS awareness.

Since 1995, Olmos Productions has been located at the ABC Entertainment Center, and has contracted with ABC to develop diverse programming, including miniseries, sit-coms, and movies made for television, in what Olmos calls “a significant step for the Latino community.” Production of Americanos is another such step.

The Traveling Exhibition

The centerpiece of the project is the exhibition, which presents an intimate portrait of the Latino community through the work of 30 prize-winning photographers. The 120 photographs in the exhibition are organized around themes such as family, community, work, and sports, and attempt to reflect the breadth and variety of the Latino experience.

At the Smithsonian from March 27 through June 6, the exhibition next traveled to the Museum of the City of New York, where it will remain from September 15 through January 2, 2000. The next stop will be the Eiteljorg Museum in Indianapolis, January 22 through April 16, 2000. Additional tentative stops include Chicago and San Antonio, with 12 cities to be visited in a five-year period.

This important collection of photographs reveals people who are diverse in culture, color, ideas, and dreams, who share a common desire to make life better for themselves, their families, their neighbors, and the nation,” said Olmos.

Each of the six sections of the exhibition is introduced by personal statements written by prominent Latino writers or citizens. They include Carlos Fuentes, Julia Alvarez, Sandy Alomar Jr., and Celia Cruz. The photographs address such issues as national origin, education, religion, economic status, and language.

The photographs commissioned for the exhibition were selected by a distinguished jury of photojournalists, including Pulitzer Prize-winners Michael DuGille, picture editor, Washington Post, and José Gálvez, director, Mexican American Cultural Art Center; Mark Hanoosy, director of photographs, Chicago Tribune; and Liliana Nieto Del Rio, whose photographs appear regularly in the New York Times and the Los Angeles Times. Photos by Gálvez and Del Rio also appear in the exhibition.

Corporate support for the exhibition came not only from Time Warner but also from 15 West and from Farmer’s Insurance.

Solomon D. Trujillo, president and CEO of US West wrote of Americanos, “My heart and my head both told me this was something people would love to see. In the West and across the nation, Latinos have made wonderful contributions to our nation’s culture. Their depiction through photographs taken by the nation’s best Latino photographers has great appeal.

“It’s about community. It’s about family. It’s about dreams. And it’s about pride.”

Trujillo, who sponsored the show with Olmos in Los Angeles, also said, “When you get Eddie Olmos and the Smithsonian working together, you know you’ll get excellent results.”

Americano—the Book

Filled with bilingual essays, poetry, and commentary from exceptional artists such as Carlos Fuentes, who wrote the introduction, and Maya Angelou, Americanos, the book, also succeeds in capturing the astounding diversity and energy of today’s Latino American communities.

The people gathered therein represent a wealth of Latino nationalities—Cuban, Panamanian, Puerto Rican, Mexican, Argentine, and an incredible variety of experiences, including those of astronauts, musicians, veterans, cowhands, farmers, and White House staffers. Readers can look into the lives of such celebrities as Gloria Estefan, Andy Garcia, and Tito Puente as well as share in
meaningful moments in the lives of everyday heroes.

Editors of the Fo-page book are Olmos, Dr. Lea Ybarra, and Manuel Monterrey. Dr. Ybarra is executive director of the Institute for the Academic Advancement of Youth at Johns Hopkins University. Ybarra has received many awards for her teaching, research, and community activities, including Hispanic Educator of the Year, the Rosa Parks Award for Outstanding Community Service, Hispanic Women Making History and Business/Professional Woman of the Year.

Monterrey is a photojournalist. He began his career with the Associated Press in Washington, D.C., was an assistant chief photographer for the Journal Newspapers, and was chief photographer and photo editor for Black Issues in Higher Education. Introduced in the spring, this Little, Brown and Company publication is available in hardcover and in paperback.

Americanos—the CD

Americanos: Latino Life in the United States-A Musical Celebration is a journey through the myriad styles of Latin American music. Including Latin jazz from Tito Puente and Eddie Palmieri, classic salsa by Celia Cruz, Afro-Cuban dance rhythms from Willie Bobo, Tejano swing by Flaco Jimenez (accompanied by R. Goober), producer of the Grammy-winning Buena Vista Social Club, raza rock from Santana and War, and more. Ruben Blades, Los Lobos, Pedro Luis Ferrer, Frankie Negron, Mark Ribot, Los Cubanos Postizos, and Yuda a los Puebros are represented.

Younger Latino artists are highlighted as well, among them the L.A.-based hip-hop rock and roll collective Oomath and Mexican American singer Thula.

The album closes with a selection performed by Paquito D’Rivera, accompanied by the Orchestra of St. Louis.

Released by Atlantic Records in association with WEA Latina, this compilation was produced by Steve DeBro.

To "celebrate the spirit of Americanos," a contribution was made by Warner Music Group to the Hispanic Scholarship Fund and the Hurricane Mitch Relief Fund.

The HBO Documentary

Conceived and co-produced by Olmos, and directed by the Oscar-nominated team of Andie Young and Susan Todd (Clues in Hazard), Americanos: Latino Life in the United States features three- to six-minute profiles filmed in Los Angeles, San Diego, New Mexico, Illinois, Miami, New York, and other locations, focusing on Latino-American individuals or groups and the unique ways in which they express their culture and individuality.

The documentary makes the point that Latinos are not one nationality or one culture, but many.

It highlights the contributions made by Latinos to our country, emphasizing that we are a nation of diverse backgrounds.

Set to debut on HBO this fall, Americanos includes segments on a border patrol agent Garvey, her and down "like bunnies." And to Espanola, New Mexico, 40 miles north of Santa Fe, for a celebration of the settlement of the New World by the Spanish conquistador Oñate with horses, costumes, and mariachi.

Performance artists Guillermo Gómez-Peña and Roberto Silva of L.A., attack misconceptions about Latinos, exaggerating Latino stereotypes to make their audience feel what it is like "to be absurd, to be the other."

For HBO, executive producer of Americanos is Sheila Nevins; supervising producer is Nancy Abraham.

This story was compiled from materials provided by Atlantic Recording Corporation, Warner Music Group, HBO, Little, Brown and Company, Olmos Productions Inc., Smithsonian Institution Inviting Exhibition Service, Time Warner and I West.
Good News for the Friends of Diversity

BY TED OVIATT

Every so often the friends of diversity take action, boosting the spirits of those of us who could otherwise remain dismayed by the anti-affirmative action climate that seems to dominate our lives as well as the news. Over the past seven years, the Leadership Alliance, centered at Brown University, has encouraged and supported the dream of graduate study for nearly a thousand students from the underrepresented minorities. This has been achieved by an auspicious link between “haves” and “have-nots,” bringing together prestigious Eastern universities (including all of the Ivies), ten historically Black colleges, the University of Puerto Rico, and several tribal colleges in Montana.

Happily, other “haves” from both the private and public sectors have jumped on the bandwagon and been financially supportive. Names like the Howard Hughes Medical Institute, the NIH (National Institutes of Health), and the NSF (National Science Foundation)—all public—have been joined by IBM, Citibank, Hewlett-Packard, and the Schering-Plough Corporation to work together to increase the number of underrepresented minorities in graduate school.

To achieve this end, a consortium of twenty-five colleges and universities was formed in 1992. Given the national movement against “special” arrangements for minority candidates, which preceded the high profile cases in Texas and California but was evident even then, the focus would be on graduate research opportunities for African, Hispanic, and Native Americans. While the relatively brief period of affirmative action had increased significantly the numbers of these minorities in colleges and universities, the playing field could not and still cannot by any means be considered to be level.

Indeed, the bumps in the field are perhaps best revealed at the graduate level, where a serious shortage of underrepresented minorities exists. The numbers especially in scientific research, lag far behind those of Whites and Asians—in many cases so far behind as to be statistically negligible. Jeffrey Mervis, writing in Science Magazine for August 28, 1998, calculated that “while African Americans, Hispanics, Latinos, and American Indians comprise 23 percent of the U.S. population, they make up only 4.5 percent of those holding scientific doctorates.”

Sadly, efforts to increase these numbers have recently been blocked in the courts, which have
found such "affirmative action to be discriminatory at the expense of minority students. The Meris article, entitled "Wanted: A Better Way to Boost Numbers of Minority Ph.D.s," reported the end of an NSF program that reserved a portion of its prestigious graduate research fellowships for minority students seeking to launch a career in science.

NSF had held a separate competition for underrepresented minorities, thereby reserving 15 percent of its 900 fellowships for minorities. The decision to abandon the program resulted from a White student's lawsuit claiming that the separate competition was discriminatory.

This desire to put the gears of progress in reverse had also reared its head in California when the university Regents followed the wishes of the voters who had passed Prop 209, and the "set-asides" of affirmative action were discontinued, first at the graduate level, and now at the undergraduate level as well. Likewise, in Texas, the Hopwood suit has reversed 40 years of progress for civil rights and poses the threat of "re-segregation" in Texas, according to the university president.

"These setbacks hurt our people, our schools, and our science. We want to see the same opportunities for everyone; we want the richness that diversity brings to our schools; and in an area that is seeking cures for cancer, AIDS, and other equal opportunity killers—none of us wants to bypass any potential prize-winning scholars."

Hence, the Leadership Alliance has placed its emphasis on preventing the loss of talent by finding it early—to increase the scope of choice for the able minority student and to tap a neglected pool of potential problem-solvers for society at large. In 1992-93 the Alliance's Summer Research Early Identification Program came into being. Nineteen weeks of mentoring at 18 research institutions were fully funded for qualified minority students, who gained not only from the knowledge and the contacts but also from the opportunity to have the hands-on experience that tells us if this is the kind of work we are going to enjoy. A medical student who never considered research as a career could find either that he or she preferred this exciting endeavor of working directly with patients, or that research was not his or her cup of tea.

During more than forty years of teaching, I have seen more than just a few young people who thought they wanted to teach—until that hit the employment market each year.

One current Alliance fellow, a biology major at Morgan State, relates especially to the resume-enhancing aspect of her internship, pronounced by the Class of 1993. She says, "This gives me the opportunity to advance, to go a step above, to have an internship experience and a research experience. Graduate schools want to see people who've gone a step beyond just going to class."

Individual successes and perceptions show that the improved environment and expanded opportunities provided through the Leadership Alliance really work for the students. Sheila Rodriguez, a Brown psychology major of the Class of 2001, used the Early Identification Program internship as a smooth transition to Brown's by environment. She says, "I got into the SR [Summer Research]-EIP before I got accepted into Brown. It was very convenient—the summer program was great training for Brown. I'm the first one in my family to go to college and I want to go as far as possible. I have to take the opportunity."

Wayne Wilson, a graduate student in religion, became interested following Brown's summer program and ended up working with prize-winning novelist Tom Morrison at Princeton. Wilson, whose mentor at Brown was John Reeder, professor of religious studies, adds, understandably, just a dash of preaching to his enthusiastic summary. "The ongoing relationship with my faculty mentor is the most powerful part of the SR-EIP program, plus the fact that the program was an integral step toward thinking beyond a master's degree. Without that change in mindset, I wouldn't be here. The SR-EIP said there is a broader future, and not only that, but there is support network and a committed leader in Jim Wcehe [the executive director of the Leadership Alliance, who has guided the original consortium through its steady growth to the present day], who has dedicated himself to seeing this happen. With all of the affirmative action backlash, it's imperative this continue and for me to join in—there's no choice."

An Alliance publication, written by Linda J. P. Mahdesian, quotes an equally enthusiastic Frank De Silva, a graduate of Morehouse College, now in his fourth year of graduate study in biology at Brown. "I was previously heading in an M.D. direction, but research showed me a new way that's more exciting to me. The Leadership Alliance is more than just showing me what science is all about. It's also given me a lot of support. Being a minority in a predominantly white institution at times gets somewhat lonely. A lot of professors here are very understanding of that—both black and white professors. I've gotten a lot of support and encouragement here that I didn't expect to get. It made the transition much easier and more comfortable."

Reflecting the same commitment and responsibility shown in Wayne Wilson's enthusiastic to join in. Latasha Wright from Tougaloo College in Mississippi, who spent a summer at Johns Hopkins, agrees: "We need to be examples. We need to be role models. We need to show..."
other young people that we can do this." Latasha is a doctoral candidate in cell and molecular biology.

Perhaps the most glaring absence of role models due to a lack of academic opportunity is found among Native Americans. Bill Mills, the gold medal winner from the Tokyo Olympics, might be the only national hero known beyond the Native American community—hence the inclusion of seven tribal colleges in the Alliance program. Richard Little Bear, vice president of Cultural Affairs at Dull Knife Memorial College, has been pleased to see this image-changing opening to graduate study for his students. He says, "I think the membership of the tribal colleges will help balance the Leadership Alliance. We fall into self-fulfilling prophesies by thinking that Native Americans aren't supposed to be scientists and mathematicians. This is one way to get out of that stereotype. We've fallen behind on a lot of these disciplines because we don't have that access to networking, to information, to funding. We need to get more of our students interested in the various sciences.

One such student is not only interested but off to a great start. Dion Tame, a junior at Montana State University-Bozeman majoring in Natural Resources, participated in the EIP at Dartmouth in 1996. Of his experience he states, "The Alliance developed my awareness of the basic needs and goals of indigenous people and helped me assert myself in higher education and culture." Tame is the president of the American Indian Club and also of MSU's chapter of the American Indian Science and Engineering Societies. The recipient of a student leadership award, he has also spent the last two summers working on the Northern Cheyenne Reservation, where he had the chance to be a positive role model for his community.

The work of the Alliance is filling a tremendous need in making graduate opportunities available to future role models for minority youth. It would be easy for Black, Hispanic, and Native American youngsters to interpret today's anti-affirmative action legislation and discouraging court decisions to mean "We don't want you!" In fact, minority applications dropped at California colleges when Prop 209 was enforced.

Im Wache, the Alliance executive director, has noticed an encouraging change in just a few years. "It gets pretty lonely to go to professional meetings and have only a few people of color as colleagues," he says. "What I enjoy is seeing students members of my own professional society—the American Society of Cell Biologists—and know that their presence is a direct result of this program." He points out that during the last two years, forty-five Alliance alumni, with Ph.D.s under their belts, have become full members of the ASCB.

"There haven't been forty-five people of color in the last hundred years in that group—so already there's been a change in the landscape in a short amount of time."

Having attended Williams College (1,200 students in 1955), where it was easy, and common, to have coffee, engage in casual discussions, or just play ping pong with distinguished professors who published, did research, and counseled presidents and foreign governments, I took a lot for granted—not realizing that at a large university, and at many smaller schools, this close and casual contact is difficult to achieve and therefore rare. Making such opportunities available to minority candidates is a wonderful experience that can never be measured and might often be overlooked when the advantages of the Alliance are enumerated.

This plus, however, has not been lost on Stanford Carter, Jr., of Morgan State's Master of Science program. "There I was, sitting next to Tom Pollard, the president of the Salk Institute," he says. "We were talking baseball and about his time at Johns Hopkins. He took me through his whole life story."

Carter, an accomplished athlete, compares the Alliance experience to a baseball training camp. Meeting leaders in the field like Pollard and working with his Morgan State mentor, Dr. T. Joan Robinson, dean of Computer, Math, and Natural Sciences, have given him the chance to develop as a scientist. "The doctors can lead you through the steps, much as the coaches in a sports camp would do. Carter adds that he values the communication that has opened up for him—with scholars at both Hopkins and Morgan State and with the experienced dignitaries he has met at various conferences and symposia made possible by the Alliance.

The Alliance projects that during the next ten years between 300 and 500 students such as Carter will be enrolled in doctoral programs worldwide. Already the original collaborative vision has exploded into a global network of schools, with research opportunities in such places as Dominica, Ethiopia, Sweden, and France.

Our nation is indeed a schizophrenic land. We are the most philanthropic people in the world, and yet many of us worry about the "What's in it for me" materialism that also abounds. As the anti-affirmative action backlash begins to pull us away from true integration and equal opportunities for all, other movements—like The Leadership Alliance and its growing number of academic and corporate supporters—step up to reassure us that our glass is at least half full.
New Jersey Nets Grant Nunez Scholarship

Bloomfield College first-year student Judith Nunez, of Newark, N.J., received a $4,000 scholarship paid over four years from the New Jersey Nets Foundation through the Community Youth Organization. Bloomfield College will match this scholarship and will provide a mentor to Nunez as part of the program.

The presentation was made at half-time of a National Basketball Association game between the Nets and the Washington Wizards, and featured a 30-second profile of Nunez produced by the New Jersey Network.

Nunez, a computer information systems major, holds a 3.16 GPA. She hopes to work for a software or computer firm and pursue a master's degree in computer science.

Arias Addresses International Economic and Social Rights at Hunter

In April at Hunter College of the City University of New York, Dr. Oscar Arias Sánchez, president of Costa Rica from 1986-1990 and 1994-1998, was awarded the 2007 Nobel Peace Laureate, was the featured speaker in the fourth lecture of a national series titled “Human Rights—The Unfinished Agenda for the New Millennium.” These lectures commemorate the 50th anniversary of the Universal Declaration of Human Rights (1948-1998)—a document whose preliminary drafts were prepared in meetings at Hunter College in 1946.

Arias, pictured here with Hunter College President Dr. David A. Caputo, spoke with passion of a “leadership, spiritual, and human rights crisis...when 1.3 billion people live on income of less than $1 a day.”

De la Cruz Chairman of University of Miami Board of Trustees

South Florida entrepreneur Carlos M. de la Cruz, Sr., has become chairman of the University of Miami (UM) Board of Trustees, a 16-member board that governs one of the leading private research universities in the Southeast.

De la Cruz is chairman of the board and CEO of Eagle Brands, Inc., the Anheuser-Busch distributor in Miami-Dade County, and of CCL, Inc., the Coca-Cola bottler in Puerto Rico. He serves as chairman of several local automobile dealerships, including Miami Honda, Central Hyundai, and Sunshine Ford.

“It’s a privilege to follow persons who have such strong commitment and love for U.M. I know that the university will continue to gain national and international prominence,” said de la Cruz.

C.H.I.E.E Award Given to Olga and Carlos Saladrigas

The Most Rev. John C. Evañora, archbishop of Miami, and Rev. Msgr. Franklin M. Casale, president of St. Thomas University, presented the Champions of Higher Independent Education in Florida award to Olga and Carlos Saladrigas at a reception in April. More than 80 guests attended the reception at the Coral Gables home of Ivette and Carlos Planas.

Carlos Planas is a member of the St. Thomas University Board of Trustees.

Olga and Carlos Saladrigas are local supporters of Catholic higher education at St. Thomas University, where Carlos is a member of the university’s President’s Board of Advisors.

Ulibarrí Honored at University of New Mexico Commencement

University of New Mexico (UNM) Professor Emeritus of Spanish and well-known author Sabine R. Ulibarrí (pictured) received an Honorary Doctor of Letters at the University of New Mexico’s 1999 Spring Commencement.

The undergraduate student speaker was Manuel-Julian Rudolpho Montoya, who received a bachelor’s degree. Montoya is the recipient of a Rhodes Scholarship and a Truman Scholarship. He is the first UNM student to win a Rhodes Scholarship since 1978.

The Provost and Vice President for Academic Affairs F. Chris Garcia was the master of ceremonies

Martinez Speaks at Palo Alto Commencement

Dr. Ernest A. Martinez, executive vice chancellor of the Alamo Community College District (ACCD) in Texas, presented the commencement address during Palo Alto College’s 15th Commencement in May.

Martinez has been executive vice chancellor of the Alamo Community College District.
District since November 1995. He serves as chief operating officer of the 50,000-student WCSD and is the senior administrator responsible for day-to-day management of the district.

A founding member of the National Community College Hispanic Council, Martinez has a bachelor's degree from New Mexico Highlands University, a master's from Sonoma State University, and a doctorate from the Universitats of California-Berkeley.

Rodriguez a Barry Success Story

Joel Rodriguez, 29, arrived with his parents from Cuba in the Mariel boat lift at the age of 10 without knowing a word of English. However, he always did well in school. After high school, he joined the U.S. Marines, where he served in the 1990 invasion of Panama, and was a squad leader during the Persian Gulf War.

In 1996, Rodriguez entered Barry University's (Fla.) Minority Access to Research Careers program and was selected for a prestigious internship at Yale University in the summer of 1998.

In May, Rodriguez received a bachelor's degree in psychology from Barry. He will begin a doctorate program at the University of Michigan, and afterwards, he plans to work in sociology with a focus on minorities and race relations.

Martinez Honored at Washington State University Banquet

Washington State University (WSU) student Cecilia Martinez was honored during WSU's 20th annual Gabriel Cardenas Banquet. WSU junior political science major, Martinez was one of two students receiving scholarships honoring the event's namesake. She also was named Chicana del Año in WSU's M.E.Ch.A.

Martinez is involved with a variety of groups, including the Children of Alien Sharing Higher Education, the Society of Latino Engineers and Scientists, Mujeres Unidas, and the Semana de la Raza Task Force Committee.

Carmen and Tony Cardenas, who attended the event, created the scholarship to encourage Chicano Latino students. Their son

Gabriel died in an automobile accident in 1997, after completing all of his course work for a WSU doctoral degree.

Vallejo Wins Russett Award

State University of New York Rockland Community College Vice President for Student Affairs Maria M. Vallejo received the 1999 Dr. Carol S. Russett Award. She was selected by the American Council on Education/National Network of Women Leaders.

The award is given to a woman who has dedicated herself to serving higher education and to serving as a role model and mentor to other women.

Pescador Presents Ohlti Award to Maciel

Jose Angel Pescador, Consul General of Mexico, presented his government's prestigious Ohlti Award to California State University-Dominguez Hills (CSUDH) Professor David Maciel in May.

Maciel, chair of the CSLDH Department of Chicano/Chicana Studies, was cited by the Consul General for his contribution to the knowledge of Mexican culture, his outstanding academic research on Mexican cinema, and because he has constituted a bridge between the people of our two countries.

The Ohlti Award is given to one individual in the United States who has consistently demonstrated outstanding efforts in promoting cultural pride, self-improvement, and the well-being of Mexican compatriots.

Ceniceros in Fulld Fellowship Program

For the third time since 1995, a nursing student at Eastern New Mexico University (ENMU)-Roswell has been selected to represent New Mexico in a prestigious leadership program. Lucy Ceniceros, a first-year nursing student, is one of 25 nursing students selected from nursing programs across the country to participate in the 1999 Fulld Fellowship program, which focuses on emerging leadership issues in nursing.

Ceniceros is on the ENMU-Roswell Dean's List and is a member of the National Student Nurses Association. A graduate of the New Mexico Military Institute, Ceniceros has been a platoon leader and an executive officer. She plans to become a second lieutenant in the U.S. Army in order to experience the nursing field throughout the United States and the world.

Colin Achieves High Academic Standing

Ernesto Colin graduated as Loyola Marymount University's (Ca.) valedictorian and was named the winner of the 1999 Ignatian Award. The Ignatian Award is presented to the graduating senior male who has achieved high academic standing and distinguished himself in leadership and service to the student body and the university.

The son of Mexican immigrants, Colin plans to pursue a career as a secondary school teacher, and will enter Loyola Marymount's School of Education in the fall. This summer, he is helping to provide training and professional development workshops to the faculty at the Universidad Rafael Landiva in Guatemala.

Cal State-Fullerton Recognizes Hernandez

The California State-Fullerton Nursing Department sponsored a display of memorabilia chronicling the life of World War II nurse Maria Dolores Hernandez.

Hernandez, whose family settled in Fullerton after fleeing the Mexican Revolution in 1915, was Orange County's first World War I nurse called for active service. After becoming a major in the Army, Hernandez transferred to the Air Force and was stationed in the Far East and Europe. She retired with 20 years of service and returned to Fullerton to work as a nurse.

At her death at age 90 two years ago, she left more than $780,000 to Cal State-Fullerton.
to endow a Nursing Department scholarship for deserving students dedicated to helping the disadvantaged.

Cisneros Lectures at California-Santa Barbara

UCSB Internationally recognized Chicana writer Sandra Cisneros delivered the 36th annual Edwin and Jean Corde Memorial Lecture in front of some 900 people at the University of California-Santa Barbara (UCSB) in May.

The author of such popular books as *The House on Mango Street, Loose Woman*, and *Woman Hollering Creek*, Cisneros drew strong reactions from the audience when she read from her forthcoming novel *Caramelo*, which she promised to complete this year.

Called "an icon for Latina women," by Nancy Reyes, a UCSB student and member of MÚJER, *Mujeres Unidas por Justicia. Educación y Revolución*, Cisneros stressed the importance of Latina writers' ability to support themselves and be independent.

Olmos Speaks at Cal State-Hayward

Edward James Olmos, award-winning actor and producer, spoke at California State University-Hayward in May. His talk, "Celebration of Our Nation's Diversity," was part of the university's Cinco de Mayo Week celebration.

Olmos has been recognized for both his acting and directing skills. He also is a United States Goodwill Ambassador for UNICEF and a national spokesperson for the Juvenile Diabetes Foundation. He speaks frequently at schools, charities, and juvenile institutions. (See story, page 22.)

After his address, Olmos signed copies of *Americanos: The Faces of Latino Culture*, a book of photographs that he co-edited.

Arias Speaks at Nazareth

Dr. Oscar Arias, former president of Costa Rica and winner of the Nobel Peace Prize in 1987, delivered the commencement address at Nazareth College (NY) on 22nd undergraduate commencement. It was the first commencement at Nazareth for Dr. Robert A. Miller, the college's newly inaugurated eighth president.

Arias, a former president of Costa Rica, drafted a peace plan to end strife in Central America. The Arias Peace Plan culminated in the signing of the Esquipulas II Accords and earned him the 1987 Nobel Peace Prize. He is a prominent spokesman for peace, democracy, democratization, and human development, and advocates frequently for Third World concerns.

Padrón Chairing Florida Campus Compact Board

Dr. Eduardo J. Padrón, president of Miami Dade Community College, has been appointed co-chair of the Board of Directors of Florida Campus Compact, the state chapter of the national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in community service.

As co-chair of the Florida Campus Compact Board of Directors, Padrón will represent higher education in Florida with Betty Castor, president of the University of South Florida, and Steven Ullfelder, member of the State University System Board of Regents. The co-chairs will function as the executive committee of the Board of Directors.

Garza Addresses St. Mary's Graduates

Omar P. Garza, a career foreign service officer nominated by President Clinton to serve as US ambassador to Nicaragua, was the keynote speaker for the St. Mary's University (Texas) 19th commencement. Garza graduated from St. Mary's University in 1970 with a bachelor's degree in sociology. He was director of admissions at St. Mary's from 1970-71 and assistant director of the university's Upward Bound program. His diplomatic career began in 1971.

Garza has served as U.S. consul general in Guadalajara, Mexico, since last August. At press time, he awaits confirmation.

Kean Names Sánchez "Teacher of the Year"

Dr. Jose E. Sánchez, a professor in Kean University's (N.J.) sociology and anthropology department and the criminal justice program, was named "Teacher of the Year" by the university's alumni association.

Sánchez was nominated for the award by his students, who have described him as a "conscientious teacher" and one who "is willing to help students accomplish their goals."

Sánchez is a frequent conference presenter and has written more than a dozen articles on a wide variety of topics including Hispanic-student retention, milieu therapy, and criminal negligence.

Alamo Community College District Receives Recognition

San Antonio Mayor Howard Peak (pictured, center) presented an official city proclamation to Alamo Community College District Executive Vice Chancellor Dr. Ernest...
A Martinez (left) and Board of Trustees Chair Donald L. McClure, Sr. (right).

In reading the proclamation, Peak stated that the community colleges "bring educational advancement within reach of all persons and segments in the community."

Peak also recognized the college district as one of the largest employers in San Antonio and acknowledged the colleges contribution to the economic development of the city.

Cal State L.A. Mini Baja Team Wins Again

Continuing its exceptional achievement in competitive engineering contests, California State University-Los Angeles placed first overall at the Society of Engineers International 1999 Mini Baja West competition for the third time since 1996, outperforming 63 other teams. Each team designed, built, promoted, and raced a prototype of a 4-wheel single seat, off-road recreation vehicle for the competition. The event was hosted by Kansas State University.

The team's advisors were mechanical engineering professor Richard Roberto and technical staff member Dan Robertson.

Team members included Jaime Garcia, Eric Gama, Rogelio Ramirez, Daniel Peña, Christopher Gonzales, Mario Salomon, Rafael Martinez, Raul Vallejos, Ulalito Medina, Jose Barragán, Efren Gonzalez, Jose Mendoza, Ignacio Villa, and Oscar Garcia.

Houston Community College Forms Partnership with Hockey Team

Houston Community College (HCC) has joined the International Hockey League's Houston area to promote the power of learning in their communities.

Both of us are after the same diverse audiences," said HCC Chancellor Ruth Burgos-Sasscer, pictured here standing next to the new HCC Zamboni, supposedly the only community college zamboni ice resurfacer in the country.

With an enrollment of about 54,000, HCC is the largest institution of higher learning on the Texas Gulf Coast. It recently was designated a "Hispanic-serving institution" after its Hispanic enrollment grew, due in part to newly implemented marketing aimed at attracting more students from Houston's fastest growing ethnic group.

Lt. Governor Perry Visits Houston

Pictured l. to r. Laurie Brucker and Esther Campos, both trustees for the Houston Texas Independent School District. Lt. Governor Rick Perry and Eva Loreda, principal of the Mario M. Gallegos Sr. Elementary School, gathered during Perry's visit to the school. Perry was in Houston to tour Sen. Mario Gallegos' senate district.

Texas-San Antonio Receives NEH Grant

The University of Texas-San Antonio's Division of Bicultural Bilingual Studies received a $150,000 National Endowment for the Humanities (NEH) grant to sponsor "Perrumbando: Frontier Breaking Boundaries," a summer institute for the inclusion of Mexican American and Latino Literature and Culture in the Classroom.

The award marks the first time UTSA received a grant of this type, according to Institute Director Ellen Riojas Clark. UTSA associate professor of bicultural bilingual studies. The NEH dedicated grants for secondary teacher summer institutes to only eight other universities nationwide. "We congratulate Ellen Clark on her achievement. The award conforms UTSA's leadership in bicultural education," said UTSA Provost Guy Bailey.

Texas-Kingsville McNair Scholars at National Conference

Texas A&M University-Kingsville students in the Ronald E. McNair Scholars program presented their research at the 15th National Conference on Undergraduate Research, held in April at the University of Rochester in New York. This is the third year that McNair Scholars have presented their research at this national conference.

Senior chemist engineering majors Arturo Castillo and Ivan Luna, junior biology majors Rosemary Ramirez and Liza Soliz, and biology graduate student Gloria Chapa—all participants at the conference—are part of the Ronald E. McNair program, named after Dr. Ronald E. McNair, an astronaut who died in the space shuttle Challenger and was the second African American to fly in space.

Pictured here (standing, l. to r.): Mary Gonzalez, assistant director of the McNair program; Castillo, Ramirez, Soliz, Chapa, Luna, and (McNair mentor) Sylvia Lopez. Seated is Dr. Alberto Olivares, dean of the College of Graduate Studies.

San Antonio College Hosts Youth Conferences

The San Antonio College Women's Center in Texas held its annual Young Women and Young Men's conferences, reaching more than 300 San Antonio area high school students, parents, mentors, and counselors.
Dr. Mary Helen Vera, women's counselor/coordinator, said, "The conferences target youth who are often not actively encouraged to attend college. Through motivational speakers, workshops, and exposure to positive role models, we hope to instill in these students a desire to further their education."

Alamo Community College District Trustee Vincent Lazaro (pictured) presented a workshop for young men titled "Give Back Through Public Service." CCD Trustee Luz Maria Prieto also attended the conference.

**Bristol Celebrates Portuguese Language Day**

To celebrate the 25th anniversary of the Portuguese Revolution, Bristol Community College (BCC) in Massachusetts held a Portuguese Language Day.

The day-long event featured a team of teachers, singers, and playwrights from Portugal. Musical performers included Manuel Freire, Carlos Alberto Moreira, Zezé Medeiros, Dionísio Batista, and Raul Rodrigues. Tenente Coronel Victor Alves, founder of the Movimento das Forças Armadas (the Armed Forces Movement), also attended (pictured on left).

**William Paterson Receives $1 Million Donation**

The John Victor Machuga Foundation donated $1 million to the William Paterson University (NJ) Foundation.

The gift, to be distributed over seven years, will include $350,000 in scholarships for financially needy students, $150,000 to endow the John Victor Machuga Scholarship Fund for high-achieving students, and $300,000 to fund new initiatives in student programming at the Student Center.

John Victor Machuga, born in Paterson, N.J., during the Depression, was a highly skilled investor who amassed a considerable fortune.

**Hispanic Heritage Youth Awards Expand**

The Hispanic Heritage Awards Foundation (HHAF), one of the nation's most prestigious organizations promoting Hispanic excellence, has expanded its regional youth program. In May, the 1999 Hispanic Heritage Youth Awards were awarded to 45 regional high school winners across the United States (an increase of 40 more awards than last year's live). In August, the five national winners will be announced.

"We are proud to expand our search for youth who today are making important contributions, and will surely be tomorrow's leaders," said Raul Espa (pictured), chairman of the HHAF.

Students were recognized for their accomplishments in Leadership, Sports, Art, Literature, Journalism, and Academic Excellence.

**Ford Motors Establishes Scholarship at Texas A&M International**

A $25,000 check, from Ford Motor Company representatives on behalf of Texas A&M International University students, was presented to A&M International President Dr. Charles B. Lbett. The check established the Ford Motor Company Endowed Undergraduate Scholarship in Science and Mathematics at A&M International.

A&M International, more than 50 percent of the students are the first in their family to earn a college degree, and more than 90 percent are Hispanic. More than 80 percent qualify for financial aid, but student need routinely outstrips available resources.

Pictured from left to right are Dr. Jaime Hermann of the Ford Motor Company, Dr. Jennett, Aldo Ochoa of the Ford Motor Company, and A&M International Provost and Vice President for Academic Affairs Dr. Ray Beck.

**Texas-Kingsville Announces Seminar Winners**

Awards and scholarships were presented at the First Annual President's Distinguished Student Research Seminar at Texas A&M University-Kingsville, organized by biology professor and mentor Dr. John C. Perez (picture here with monoclonal technician Maria Susana Ramírez).

The "Distinguished Friend of Biology Award" was given to Dr. Roger Campos, a San Antonio dentist with three dental practices. Armando García, an investigator and auditor for the Food and Drug Administration, and a commissioned officer for the United States Public Health Services, received the "Distinguished Research Biologist Award." Biology majors from campus Carlos Galindo and Armando-Linera Jr. won scholarships.

**Jose Costa** (pictured on right), associate professor of Portuguese at BCC, said, "It is important to understand and respect this language and culture."
Pérez, who has taken the lead in introducing young Hispanic students to the techniques of science, previously became the first recipient of an Undergraduate Institution Mentoring Award, sponsored by the Society for Advancement of Chicanos and Native Americans in Science.

Spanish Drama at Rhode Island College

Spanish Theatre of Rhode Island College presented its 19th annual spring Spanish drama, El Medio Pelo (The Ordinary Man), by acclaimed Mexican playwright Antonio González Caballero.

The story takes place in Apaseo, described as a "one-horse" town. The female protagonist, Paz, who once had money and is considered part of the upper class, is forced to work outside the home due to the debts of her father and the untimely death of her husband Guadalupe Marcial, the "ordinary man," declares his love for Paz, and it goes from there.

Cast members were: María Lancellotta and Steve Rusillo (both pictured), Carla Cuellar, Frances Cruz, Yovanny Peña, Rosemary Moronta, Robert Taboada, Luis Escobar, Leslie Rodriguez, Cristina James, and West Warwick Professor M. Francis Taylor was the director.

Health Issues Conference at Texas-Pan American

A.R. "Tony" Sánchez of Laredo, Texas, a member of the University of Texas (UT) System Board of Regents, discussed the UT System's Regional Academic Health Center, located in the Rio Grande Valley, at the First International Conference on Health Issues at UT-Pan American. Sánchez is chairman of the board and CEO of the Sánchez Oil and Gas Corporation.

The three-day conference was designed to provide a forum for the international exchange of health-related information and research and to bring together physicians, health educators, nurses, other healthcare providers, and local businesspersons for possible future collaboration in healthcare research, service, and education.

South African Court Justice at Southern Methodist

South African Constitutional Court Justice Dr. Albie Sachs, who was a leader in the struggle to end apartheid in South Africa, gave a lecture at the Southern Methodist University (SMU) School of Law in Texas. Sachs (pictured on the right with SMU Law Dean John Attanasio) spoke on the Truth and Reconciliation Commission proceedings and their aftermath.

A civil rights lawyer in the 1950s and 1960s, Sachs was twice imprisoned by the Security Police and endured 178 days of solitary confinement because of his beliefs that White and Black people should be equally respected under the law. He was nearly killed by a car bombing in 1988, which severed his right arm.

Texas-Austin Mourns Paredes

Professor Emeritus Américo Paredes (pictured here in an early photo of the University of Texas at Austin) was noted author and one of the founders of the Center for Mexican American Studies and the Center for Intercultural Studies at Folklore and Ethnomusicology at UT-Austin. Died Mas 5, at age 85.

With pen in hand, Paredes challenged the writings of legendary and contemporary historians and their versions of life along the Texas-Mexico border. His descriptive novels about treacherous lawmen and valiant peasants along the Rio Grande borderlands set in motion a revolutionary approach to writing about the way things and people had been in early Texas. In so doing, he helped to shape a positive cultural identity among Mexican Americans and influenced a whole new generation of scholars.

UT-Austin President Larry R. Faulkner said, "Américo Paredes was a great part of the soul of the University of Texas and the Austin community for many decades. He will be sorely missed. The entire university community reaches out with fond regards to the members of his family."

University of Rhode Island Honors Valdés

The University of Rhode Island (URI) saluted the accomplishments of Luis Valdés at its 113th Commencement. In recognition of his contributions to URI, the people of the State of Rhode Island, and the nation, Valdés received an honorary Doctor of Arts degree.

Valdés is the founder and artistic director of the internationally renowned El Teatro Campesino, the theatrical troupe he founded during the Great Delano (Calif.) Grape Strike of 1965. Over the years, El Teatro Campesino's productions throughout the United States, Mexico, and Europe have garnered critical acclaim and recognition, including an Off-Broadway Obie Award and numerous Drama Critics Circle Awards in Los Angeles and San Francisco.

Proyecto Access-Tucson Prep Wins Honor

A Pima Community College (Ariz.) program that fosters stronger math and science skills among middle and high school students was selected No. 1 by the Arizona Commission in the Best Education Practices Awards Program.

According to Dr. Ana M. Mantilla, a math instructor at Pima’s Downtown Campus who is the program director, Proyecto Access is an eight-week program that attracts students
who are interested in working or teaching in engineering, science, or other math-related fields. The objective is to improve students' critical thinking and problem-solving skills with lessons in logic, computer science, probability, and physics.

**News from U.S. Hispanic Leadership Institute**

United States Hispanic Leadership Institute (USHLI) Board Chairman and co-founder Rev. B. González was honored as one of seven "unsung heroes" by NBC Chicago and named a 1999 Jefferson Award winner. The award honors the highest ideals and achievements in volunteerism and public service.

Howard Payne University (Texas) bestowed on Dr. Juan Andrade, Jr., USHLI president, an Honorary Doctorate of Humanities. Andrade's professional career has lasted nearly 30 years.

For the fourth consecutive year, Texas A&M University hosted the Southwest Student Conference on Latino Affairs, organized by the Committee for the Awareness of Mexican American Culture.

A Midwest Association of Hispanic Student Organizations is being formed by student leaders on college campuses in Ohio, Michigan, Indiana, Illinois, and Wisconsin. Student groups interested in joining can contact Yolanda Bueno at (800) 950-SFL.

Ameritech awarded USHLI $25,000 for research and $15,000 for the 17th annual United States Hispanic Leadership Conference.

**Paradise Valley Community College Honors Colosio**

The life of Mexican visionary Luis Donaldo Colosio Murrieta was honored on Cinco de Mayo at Paradise Valley Community College (PVCC) in Arizona. The ceremony was attended by dignitaries from the State of Sonora, Mexico, the State of Arizona, and the family of the late political leader and educator.

The event, co-sponsored by the Arizona-Mexico Commission Fundación Colosio, was a tribute to a man who was a strong proponent of education as the basis for strengthening justice and furthering social and economic progress in Mexico. Colosio, a 1994 candidate for President of Mexico, envisioned a vibrant, democratic state, devoid of violence and corruption.

Raúl Monreal (pictured), director of Student Development and Special Services, was instrumental in acquiring the bust of Colosio for PVCC.

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**PUBLICATIONS**

**Caribbean Romances: The Politics of Regional Representation**
Belinda J. Edmondson, ed.

This book offers an interdisciplinary treatment of post-colonial Caribbean culture, bringing together 10 essays by exciting young scholars who challenge some of the established assumptions of post-colonial studies.

March 1999
240 pgs.
ISBN 0-8139-1822-7
$18.50 paper
University Press of Virginia
(800) 831-3406

**Reflections of Loko Miwa**
by Elias Desirion

The Republic of Haiti's complex social and political situation is the setting for the story of two women ordained by the spirits of Vodou to be marassa (wizards) in spite of their birth into unrelated families. In this book, the author used the first national studies of Latinos to investigate whether they engage in bloc voting or are likely to do so in the future.

1996
221 pgs
ISBN 0-8139-1829-4
$14.50 paper
University Press of Virginia
(800) 831-3406

**Autobiography and National Identity in the Americas**
by Steven V. Hunsaker

This book puts texts from English and French Canada, Guatemala, Nicaragua, Brazil, Bolivia, and the United States into a hemispheric dialogue on national and ethnic identity. Drawing on such materials as journals, personal essays, autobiography, and the "testimony," this ambitious book is as comprehensive in its treatment of autobiographical writing as in its geographical coverage.

April 1999
160 pgs
ISBN 0-8139-1848-6
$15.00 paper
University Press of Virginia
(800) 831-3406

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**Counting on the Latino Vote: Latinos as a New Electorate**
by Louis Desipri

Latinos, along with other new immigrants, are not being incorporated into U.S. politics as rapidly as were their predecessors, raising concerns about political fragmentation among ethnic lines. In this book, the author used the first national studies of Latinos to investigate whether they engage in bloc voting or are likely to do so in the future.

1996
221 pgs
ISBN 0-8139-1829-4
$14.50 paper
University Press of Virginia
(800) 831-3406

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**BEST COPY AVAILABLE**
lies of different classes. Translated by Robin
Orr Bodkin
1998
198 pgs.
ISBN 0-8139-1553-0
$16.95 paper
University Press of Virginia
(800) 851-3416

**La Gente: Hispano History and Life in Colorado**
Vincent C. de Baca, ed.

This book embraces the proud heritage of a people who have worked and loved the land of Colorado for centuries. The scope of these essays broadly extends over Colorado's written history, and this ambitious volume advances knowledge about Hispanics in this part of the country.

January 1999
294 pgs.
$21.95 paper
University Press of Colorado
(800) 268-6044

**Aztec Ceremonial Landscapes**
David Carrasco, ed.

This book is a "must for all who would seek to understand place-making, cosmogony, and world view in ancient Mesoamerica. It is one of the fruits of a 10-year cooperative research project of the University of Colorado, through the Mesoamerican Archive directed by David Carrasco, and the Great Temple Project of Mexico's Instituto Nacional de Antropología e Historia. Foreword by William L. Fash.

April 1999
280 pgs.
ISBN 0-87081-584-7
$24.95 paper

University Press of Colorado
(800) 268-6044

**The Century of U.S. Capitalism in Latin America**
by Thomas F. O'Brien

This book addresses two issues basic to understanding modern Latin America: the role of American-owned businesses in the region and, of equal importance, the reaction of Latin Americans to foreign investment.

April 1999
199 pgs.
ISBN 0-8263-1906-3
$19.95 paper
University of New Mexico Press
(800) 249--57

**A Patriot after All: The Story of a Chichano Vietnam Vet**
by Juan Ramirez

Juan Ramirez survived two bloody tours of Vietnam—at an immense cost. Twice wounded, undesirably discharged, and plagued by survivor's guilt, Ramirez surveys the toll of Vietnam on flesh and spirit in this captivating memoir.

March 1999
192 pgs.
ISBN 0-8263-1951-0
$15.95 paper
University of New Mexico Press
(800) 249--57

**Ordaining Women: Culture and Conflict in Religious Organizations**
by Mark Havens

This book—in a revealing examination of the complex interrelationship of religious, social forces, and organizational structure—draws examples and data from more than 100 Christian denominations to explore the meaning of institutional rules about women's ordination.

March 1999
247 pgs.
$16.95 paper
Harvard University Press
(800) 448-2242

**Latin America and the World Economy Since 1800**
John H. Coatsworth and Alan M. Taylor, eds.

The 15 essays in this book apply the methods of the new economic history to the history of the Latin American economies since 1800. The authors combine the historian's sensitivity to context and contingency with modern or "neoclassical" economic theory and quantitative methods.

April 1999
684 pgs.
$24.95 paper
Harvard University Press
(800) 448-2242

**1997 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures**
Volume 2: European, Asian, African, and Latin American Literatures. Classified Listings
1998
550 pgs.
ISBN 0-88738-282-A
$25.00 paper
Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina

by Rita Arditti

This book is about the Grandmothers of Plaza de Mayo, a courageous group of women in Argentina who have worked tirelessly for their missing grandchildren and to achieve a measure of justice in their country for more than 20 years. It also explains how this group of women resisted the worst dictatorship in Argentine history.

April 1990
251 pp.
$17.95 paper
University of California Press
(800) 822-6657

CONFERENCES

Center for the Study of Books in Spanish for Children and Adolescents—Summer Workshop

July 6-8
July 19-21

The Center, at California State University, San Marcos, directed by Isabel Schon, is holding the second and third of its three summer workshops. (July 6-8: 9:00 a.m.-3:00 p.m.) Current Issues: Books in Spanish for Young Readers and (July 19-21: same) Literature in Spanish for Children and Adolescents.

Contact Center, (760) 750-4070

ECS National Forum and Annual Meeting

July 11-14

1993 national forum and annual meeting of the Education Commission of the States: "Reshaping Education for a New Century."

1999 Summer Institute for Intercultural Communication

July 14-21, 19-23, 26-30

Now in its 23rd year, the Summer Institute for Intercultural Communication (SIC) will again offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. In Portland, Ore.

Contact: phone, (503) 297-4022; e-mail, <nic@intercultural.org>; Web site, <www.intercultural.org>.

Summer Workshop for the Development of Intercultural Courseware at Colleges and Universities

July 14-25

This 13th annual summer workshop—designed for college and university faculty and administrators, advanced cross-cultural trainers/managers, and Ph.D. candidates working on dissertation—is offered by the Center for International Business Education and Research (CIBER) at the University of Hawaii at Manoa.

Contact: Susan Kanagawa, phone, (808) 956-3250; e-mail, <susan@busadm.cha.hawaii.edu>.

Cornell University—Administrative Management Institute

July 25-30

Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACRO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative-business managers and department heads in Ithaca, NY. CEUs are available.

Contact: phone, (607) 255-7290; e-mail, <cups@cornell.edu>; Web site, <www.sc.cornell.edu/html/ami.html>

NACA—"Celebrating Diversity" Workshop

July 25-August 1

A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.

Contact: phone, (214) 397-6222

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human resources departments in colleges and universities. Topics relate to employee benefits and compensation, financial/reirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 229-0031 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fair is not only focused on student recruitment but also promote dialogue between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (305) 514-0600; e-mail, <kivaexpo@mindspring.com>.

SACNAS—National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (415) 450-0170, e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina—"The Minority Student Today"

October 10-13

1394
Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail: confs@gwm.sc.edu; Web site: <www.sc.edu/confed/mst.htm>.

Austin Community College—Tele Learning '99

October 10-13

Tele Learning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (502) 436-473; e-mail: pretty_f@email.msn.com; Web site: <www.sinclair.edu/community/tc>.

National MultiCultural Institute—Annual National Conference

October 21-24

The 14th annual national conference of the National Multicultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail: <nmc1@nmc1.org>; Web site: <www.nmc1.org>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone (302) 999-0985; e-mail: <lachone FHA@ace.nche.edu>; Web site: <www.acenet.edu>.

BENTLEY COLLEGE

THE BUSINESS SCHOOL FOR THE INFORMATION AGE

Faculty Position-Marketing and Information Technology

The Marketing Department at Bentley College invites applications for a full-time, tenure-track position, beginning Fall 2000. We are specifically searching for candidates at an rank who have a doctorate in marketing or related fields and who have exhibited expertise in teaching and research at the intersection of marketing and information technology. The faculty member will teach in Bentley's new Information Age Marketing programs.

As the Business School for the Information Age, Bentley College has embarked on a broad range of new initiatives, including a new full-time Information Age MBA and programs in accounting information systems, global financial analysis, change management, human factors and information design, and information age marketing. Faculties include a state-of-the-art Trading Room, a planned Marketing Technology Showcase and specialized labs in accounting information systems, enterprise automation and information design. The Smith Academic Technology Center, opening in 2000, will combine leading-edge information technology with space to teach, learn and think creatively.

Candidates will be considered until the position is filled. For best consideration, should submit a curriculum vitae, three letters of recommendation, and any other supporting materials (i.e. teaching evaluations, working papers, published articles) by July 15, 1999 to: Dr. Abdi Eidighi, Associate Professor of Marketing, Chair of the Marketing Department Search Committee, Bentley College, 175 Forest Street, Waltham, MA 02452-4705; e-mail: aeadighi@bentley.edu;

Bentley College and its affiliates are Equal Opportunity/Equal Access Employer.

For other employment opportunities, call our 24-hour Job Hotline at (781) 891-2889.

DIRECTOR OF INTERNAL AUDITING
Internal Auditor

The position reports to the President and is responsible for conducting financial, operational, and compliance audits of University departments and programs and for evaluating the system of internal controls. Specific responsibilities include providing management with independent analyses and evaluations of the adequacy and effectiveness of internal operational controls, the reliability and integrity of financial information, compliance with policies and regulations and the efficient use of resources.

Qualifications: Candidates must possess a bachelor's degree in accounting, finance or a closely related field; MBA with CIA certification preferred. Eight to ten years' experience in progressively responsible roles in internal auditing with higher education experience preferred. The candidate should also have administrative or managerial experience, knowledge of electronic data processing systems, problem solving ability, strong analytical and reporting capabilities and the ability to effect change. Excellent communication skills and the ability to interact with a wide range of constituencies required.

Salary Range: Commensurate with experience and qualifications.

Starting Date: September 1, 1999

Apply by: Consideration of candidates will commence on July 15, 1999. The search will remain open until the position is filled.

Send letter and resume (include V-number to: Valerie L. Van Baaren, Search Chair, Montclair State University, Box C316-V033/HOHE, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
Book Review

By Agapito Mendoza, Ph.D.


In the foreward, the author summarizes the history of the embittered relations that have existed in the border area between the United States and Mexico. "The borderlands...has never been a place for the fairhearted," he writes. "From the beginning...neither the sluggish Rio Grande that stretches like a wet scar from the Gulf of Mexico to El Paso, nor the thirsty, sun-blasted deserts and mountains that extend from there to the Pacific Ocean, have ever halted the march of armies, the attacks of nomads or the depredations of outlaws who have marauded across the bloodsoaked frontier."

Mee's narratives guide the reader through a detailed trip, beginning with the European incursion into Mexican-held territory in the 18th Century, culminating with the aftermath of the war between the U.S. and Mexico in 1848. Then General Zachary Taylor had given the Texas Rangers absolute power to use whatever methodology they saw fit to suppress efforts by Mexicans to express their rights. Later, General Winfield Scott, who described the Rangers as having "committed atrocities to make heaven weep and every American of Christian morals to blush for his country," gave them the role in the War of keeping supply channels open to the U.S. troops within Mexico. These "Diablos Tejanos" developed a hatred for the Mexicans, who, in turn, referred to the Rangers as "Los Rinches," for whom it was common practice to shoot orlyninnocent Mexicans as they pleased.

Mee expertly details the relationship as the Mexican Revolution unfolds along the border area. The birth of that conflict, according to Mee, occurs in 1906 (rather than the accepted 1910), when disruptions at the U.S.-owned Cananea copper mine in the state of Sonora resulted in the deaths of hundreds of Mexican citizens. The 7000 or so Mexican workers at the mine were not only fed up with their treatment at the hands of the foreigners, but the reign of Porfirio Díaz, described by many, Mee says, as "the father of foreigners and the step-father of Mexicans," had soured many Mexican citizens about the state of the economy. It was during the Díaz regime that U.S.-owned ventures in Mexico profited the most, since the government in Mexico City continuously ruled in their favor when disputes arose.

Ricardo and Enrique Flores Magón spearheaded the fiercest challenge to the Díaz government, conducted largely through the publication of the newspaper Regeneración. They called for the violent overthrow of the government from various U.S. sites, including St. Louis, Mo. They were harassed and jailed in the U.S. by a government that showed little interest in helping overthrow a Mexican government that had helped U.S. financial interests.

The impact of that revolution, which unraveled quickly after 1910, had a tremendous effect on border cities, especially El Paso, Tex. It was here that U.S. citizens interacted with individuals such as Pancho Villa and Pascual Orozco. Many lazy afternoons were spent on rooftops gazing across the border as the Francisco Madero forces, led by Garibaldi, Villa, and Orozco, lay siege to Juarez, Mexico, and to the Federales, led by Diaz-appointed General Juan Navarro. stray bullets wounded some and killed some of those watching the grisly encounters from across the muddy river.

Many European and U.S. soldiers of fortune joined the battles, enlisting with the side providing the highest salaries. Some newspaper writers joined for the stories or adventure. It was a steady time along the border. This colorful, motley group included writer Tracy Richardson; Sam Dreban; General Guiseppe Garibaldi, whose grandfather is known as the liberator of Italy; General I. Thord-Grar from Sweden; General Benjamin Villaen, a comando in the Boer War; and Dr. Ira J. Bush, a doctor from Mississippi. They were collectively referred to as El Falange de Los Estranjeritos, the Foreign Legion of the Mexican Revolution.

After the controversial 1916 invasion of Columbus, New Mexico, by Villa's troops, relations were re-inflamed as U.S. troops, led by Gen. John J. Pershing, invaded Mexico under the guise of a punitive expedition. This continued until the 1930s, best exhibited by the "notorious Nacos," two towns of the same name, one in Arizona, the other in Sonora, described by Mee as "the most notorious-set of twins since Sodom and Gomorrah." At this juncture was witnessed the first airplane bombing ever in the continental U.S. and the first tank battle in the Western Hemisphere on the Mexican side.

Bloody Border is a valuable resource to both the historian and to the casual reader interested in how conflict has affected our relationship with Mexico over the years. This continuing conflict, now manifested with immigration and sovereign issues, provides the ground for understanding why our neighbors to the south continuously lament their presence "so far from God and so close to the United States."

Dr. Agapito Mendoza completed his bachelor's and master's degrees at the UT-El Paso and his Ph.D. at the University of Oklahoma in 1984. He was director of La Casa Cultural Latina at the University of Illinois at Champaign-Urbana and is presently provost at the University of Missouri-Kansas City.

If interested in submitting a book review, please e-mail us at outlook@zol.com for Book Reviewer's Guidelines.
NEW YORK CITY/ METRO RECRUITER
UNIVERSITY COLLEGES OF TECHNOLOGY

The University Colleges of Technology is a consortium of the State University of New York located at Alfred, Canton, Cobleskill, Delhi and Morrisville. The colleges offer more than 165 majors in Bachelor, Associate and certificate programs.

UNIVERSITY COLLEGES
of TECHNOLOGY
STATE UNIVERSITY OF NEW YORK

Alfred Canton Cobleskill
Delhi Morrisville

DUTIES: The UCT seeks a recruiter for the metropolitan New York City area which includes all five boroughs, Nassau and Westchester Counties, and parts of New Jersey and Connecticut. Recruiter must have own reliable transportation (mileage and related expenses to be reimbursed) to meet with high school guidance counselors and other high school professionals, parents, and prospective students to inform them of the UCT’s curricular offerings, requirements for admission, costs and financial aid, EOP transfer possibilities, etc. The recruiter will represent the UCT campuses at college day and night programs, college fairs, high school visits, and related student recruitment activities with the goal of increasing student inquiries that convert into increased student enrollment at member campuses. The recruiter will work out of the SUNY New York City Office of Student Recruitment when not traveling, and assist the NYC office with a variety of SUNY counseling duties.

QUALIFICATIONS: Bachelor’s degree, previous admissions experience, ability to work independently, proficiency with PC computers, e-mail, Windows 95 or higher and Microsoft Word required. Familiarity with Microsoft Access, Excel, and PowerPoint preferred. Student recruitment experience in New York City, knowledge of federal/state financial aid programs and the SUNY Educational Opportunity Program, and familiarity with the SUNY University Colleges of Technology preferred.

TO APPLY: This is a full-time, 12-month position. Minimum salary: $35,000. Position available July 15, 1999, pending budgetary approval. Send a letter of interest, resume and names, telephone numbers and address of three references to:

Human Resources
Box L
SUNY Delhi
2 Main Street
Delhi, NY 13753

EOE/AA Employer
Check our website at: www.uct.suny.edu

FREDONIA
State University of New York
College at Fredonia

ACADEMIC ADVISOR

SUNY Fredonia seeks a candidate to provide counseling and advisement services to EOP students. Must be preferred in counseling, student development, or related field plus two years experience working with diverse student populations. Review of applications begins 7/8/99. Send resume and three professional references to: K. Bondy, EDP, L284 Thompson, SUNY Fredonia, Fredonia, NY 14063 (e-mail bondy@fredonia.edu). SUNY Fredonia is an Equal Opportunity, Affirmative Action Employer. We actively seek and encourage applications from women, minorities, and people with disabilities.

DIRECTOR
HUMAN RESOURCES MANAGER

California State University San Marco


Open until filled, please send materials received before 8/1. Letter of interest, vita, email address, salary history, and up to 3 professional references to HRD Search, Office of the EEO/AA Employer, Disadvantaged Programs.
UNIVERSITY OF CONNECTICUT

The University of Connecticut invites nominations and applications for the position of Chancellor and Provost for University Affairs. The successful candidate will possess demonstrated qualities of academic achievement and managerial leadership and experience to continue the transformation of the University into one of the leading Research I institutions of higher education in the nation.

The Chancellor and Provost for University Affairs is the chief academic and chief operating officer and as such coordinates and supervises all the University’s programs of instruction and research; coordinates and formulates the policies and administration of all schools, colleges, divisions, institutes, and regional campuses (excepting those under the supervision of the Chancellor and Provost for Health Affairs); and oversees the policies and administration of the University of Connecticut Research Foundation.

The Chancellor is located at Storrs on the University’s main campus. The University is in the midst of a historic building program called UConn2000, a nationally unprecedented ten-year, $1 billion program to renew, rebuild and enhance its campuses. (Further information is available on the Web at http://www.uconn.edu)

Candidates must have an earned doctorate or other terminal degree, along with outstanding academic credentials in teaching and scholarly activities which merit a senior faculty appointment in an academic department of the University. Further, candidates must have experience as a vice president, academic dean, or in otherwise managing significant academic units, and should have demonstrated the ability to manage a large, complex academic institution.

Candidates should possess: a commitment to excellence in teaching and the capacity to implement programs to strengthen instruction at the undergraduate, graduate, and professional school levels; a commitment to excellence in research and scholarship and an accompanying ability to identify and prioritize areas of research, and to enhance the support environment as well as external financial support for research; a commitment to principles of diversity and the demonstrated ability to translate that commitment into action; a commitment to achievement of strong programs in student life, with a focus on community and civility across the campuses; proven leadership and communications skills; ability to work within a collective bargaining environment, an understanding of the role and tradition of a land grant university; and high standards of professional and personal integrity.

Compensation is competitive with that at other Research I universities.

Letters of nomination and application should be sent to R. William (Bill) Funk, Managing Director-Education Practice, Korn/Ferry International, 3232 Lincoln Plaza, 500 North Akard Street, Dallas, TX 75201. Screening will begin immediately. The goal is to select a Chancellor by October 1, 1999. Applications will be accepted until the position is filled.

The University of Connecticut has a strong commitment to diversity and seeks a broad spectrum of candidates.

Pima Community College
Tucson, Arizona

Revised Full-Time Staff Position Openings

Pima Community College is the fourth largest multi-campus community college in the nation and opens its doors to more than 65,000 credit and non-credit students each year. Five campuses offer university transfer programs, occupational, developmental, and general education, as well as corporate training and community education courses.

The College seeks applicants for the following full-time staff positions:

Director of Occupational Education Services $41,161
Direct, monitor and manage the development and implementation of the College’s occupational education programs; monitor occupational programs for effectiveness; conduct feasibility studies; write and manage grants for occupational education programs.

Director of Library Services $43,245
Plan, direct, manage, and coordinate the activities of District I library services, including such technical services as cataloging, acquisitions, materials processing, and automated systems support and administration.

Director of Academic and Multicultural Education Programs $41,161
Plans, directs, and reviews the activities and operations of college-wide academic programs, assessment, program reviews, minority, and interdisciplinary education, honors and concurrent enrollment programs, bilingual education, developmental education, international education programs, and specialized projects and services related to the enhancement of academic instruction.

Director of Student Success and Retention Programs $41,161
Plan, direct, and review the activities and operations of College Basic Skills assessment, student services program reviews, orientation, advising counseling, career services, minority student issues, and the College’s student success initiatives.

Grants Development Coordinator $34,627
Plan, coordinate, review, and perform grants development activities and procedures; write grants; provide consultation on grants development; coordinate development activities for district grants.

REVISED CLOSING DATE: JULY 12, 1999

For position information and application materials, contact:

Pima County Community College District
Human Resources, Employment Office
4905D East Broadway Blvd., Suite 102
Tucson, AZ 85709-1190

Phone: (520) 206-4824, Toll Free 1-877-PIMA-JOB
TTY: (520) 206-4852, Fax: (520) 206-4879

Or Internet: http://www.pima.edu/~humres/hrhome.html

Pima Community College is an Equal Opportunity, Affirmative Action Employer/Women, minorities, and/or protected classes are encouraged to apply.
ASSISTANT DIRECTOR OF ADMISSION:
COORDINATOR OF MULTICULTURAL ADMISSION

The position: Develops, implements and monitors a comprehensive recruitment plan designed to attract and retain academically talented and diverse student body. Advises the Director of Admission, serves as liaison to the Office of Multicultural Affairs and student multicultural groups, and works closely with admission colleagues as well as student, faculty, and alumni volunteers.

Specific responsibilities: Traveling to high school and college fairs, handling correspondence, interviewing prospective students, reviewing applications for admission, other projects as assigned. Travel would include outreach to community-based organizations and agencies.

Qualifications: Requires a bachelor’s degree and two or more years of demonstrated experience in extending educational opportunities to U.S. students of color. Experience in admission, graduate work in higher education and proficiency in Spanish are preferred. Should possess well-developed communication and organizational skills, the ability to articulate the value of a liberal arts education, enthusiasm, energy, creativity, humor and the commitment to working cooperatively. A valid driver’s license is required.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College’s primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunities-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranked in the top ten among all colleges and universities in endowment resources per student and the top ten in alumni giving per student. Additional information can be found at the College’s website www.grinnell.edu.

Application Process: To be considered for appointment, submit a letter of application, a resume, and a list of three employment references to Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112. By October 1, 1999. The position will remain open until filled.

Grinnell College
ASSOCIATE DEAN FOR TECHNOLOGY AND RESEARCH

Borough of Manhattan Community College of the City University of New York seeks applications for the position of Associate Dean for Technology and Research. The Associate Dean will report to the Vice President of Academic Affairs and have managerial, planning, and fiscal responsibilities for all aspects of academic technologies and research at the college. The Associate Dean will be responsible for innovation, advancement, and short and long range implementation in the areas of technology and institutional research. The Associate Dean will supervise the directors of instructional technology, media center and institutional research. Working with the directors and faculty, the Associate Dean will develop grant opportunities related to technology and provide guidance and instruction on the use of instructional technologies in classrooms and labs. The Associate Dean will perform other duties as assigned by the Vice President of Academic Affairs.

An earned doctorate in an appropriate or related field. A demonstrated record of distinction in college teaching and research, and a successful record of grant funding are required. A minimum of five years of higher education leadership with broad technical knowledge relative to both academic and administrative computing is required. Candidate must be visionary and possess excellent oral and written communication skills and budget and finance experience. Candidate must also have the ability to manage support personnel who provide technology support and research services for the instruction in all academic programs and departments.

Salary: $82,050/A - 102,749/A. Vac.#770.

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY 7/15/99.

BMCC
Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS. PLEASE

KEAN UNIVERSITY

DIRECTOR III, STUDENT ACTIVITIES AND DEVELOPMENT

Kean University invites applications for a Director of Student Activities and Development. Responsibilities include planning, implementing and evaluating programs and services that promote student development and engagement. Candidate must have a master's degree in a relevant field. Minimum of five years of experience in student services is required. Salary is competitive. Review of applications begins immediately. Send resume, letter of interest and three references to: Mr. Dennis Paporello, Principal, A. Harry Moore School, 2078 Kennedy Boulevard, Jersey City, NJ 07305. Kean University is an EEO/AA institution.

Teacher of the Handicapped

The A. Harry Moore School is a specialized educational school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large urban state university, full-time reimbursement, competitive salaries and benefits, some hours and holidays, plus a dynamic team of special educators.

Responsibilities:
Teach a program that emphasizes academic and vocational skills development.

Required:
Bachelor's Degree. Teacher of the handicapped-experience working with the physically disabled. Candidate should possess excellent interpersonal skills, communication abilities, and product knowledge and experience. Possession of effective communication and interpersonal skills and an overall knowledge of technology in education.

Appointment Date: September 1999

A. Harry Moore School
New Jersey City University
2078 Kennedy Boulevard
Jersey City, NJ 07305

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Boulevard
Jersey City, NJ 07305
CHANGING YOUR EXPECTATIONS:

Challenging Your Potential

University of Maryland University College is the nation's largest virtual university with more than 20,000 online enrollments. It is also the world's leader in providing distance education to adult learners either on the ground or online. The Office of the President currently has the following opportunities available:

ASSOCIATE VICE PRESIDENT FOR GOVERNMENT RELATIONS
You will be responsible for successfully managing relationships between UMUC and the key government stakeholders at the local, state, Federal and international levels. Strong organizational, communication, management and interpersonal skills are a must. Candidates are required to have a BA/BS degree, Master's degree in Public Administration, Business Administration, Communications, Government Relations, Information Technology, and related field preferred.

ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL PLANNING & RESEARCH
You will be responsible for leading a team of professionals responsible for the development and implementation of institutional planning and research activities. Candidates are required to have a BA/BS degree, Master's degree in Business Administration, Information Technology, and related field preferred.

ASSISTANT TO THE SENIOR VICE PRESIDENT FOR POLICY, PLANNING & ADMINISTRATION
You will assist the Sr. VP in the coordination of a broad range of activities across a diverse set of functional units including Administration, Advancement, Business Operations, Government Relations, Information Technology, and related field preferred.

Self-starter with the ability to execute follow-up, attend to detail, meet tight deadlines, and deliver successful outcomes in the face of ambiguity, exercise good judgment and critical thinking. Independent work and initiative will be given too consideration. Candidates for this position should have strong organizational, communication and project management skills and should be able to perform 5 years of increasing responsibilities in their current position. Submit a cover letter indicating your interest, interest in the position, resume, list of 3 professional references, and salary history to the Office of the President, University of Maryland University College, University Blvd. at Adelphi Rd., College Park, MD 20742. The review process will begin immediately and continue until all positions are filled. As a secondary level position, candidates must complete an interview process.

UMUC
www.umuc.edu

a WORLD
of OPPORTUNITIES

PROGRAM DEVELOPMENT COORDINATOR
The Office of Multicultural Programs and Services is seeking a Program Development Coordinator to manage and coordinate support programs and services related to the academic success and retention of undergraduate students. Will also design, implement and evaluate learning programs and training materials. Must be a self-starter and able to work under tight deadlines. Salary range: $20,000 - $25,000. Submit a cover letter, resume and a list of three professional references to:
Ms. Vera Dixon-Rorie, Emory University, Multicultural Programs and Services, 1495 Clifton Road, Ste. 348, Atlanta, GA 30322. 404-727-6555

Emory University
www.emory.edu

ASSOCIATE DIRECTOR,
FOUNDATION RELATIONS AND SCHOOL DEVELOPMENT SERVICES
The Resource Development Department seeks an individual to provide development support for all aspects of private foundation fundraising. Position involves significant day-to-day involvement in the stewardship process, working with faculty members, program directors, school development officers, and other administrators to coordinate and execute fundraising efforts for a range of projects.

Requirements: A bachelor's degree in Foundations of Education or related field preferred.

Interested candidates should submit a resume and cover letter to:
Job ID 300021045 at William Cain, MIT Personnel, PO Box 30129, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/wwww/resume.htm

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/wwww

RESEARCH ANALYST
Multicultural Student Affairs

Work closely with a high-energy team of professionals to conduct research, compile statistics and identify trends to reflect the evolving retention pattern for DePaul University students. Utilize your skills to assess student perceptions of the campus climate for diversity initiatives in this exciting role. The ability to conduct surveys, analyze data and complete quarterly reports is essential.

Bachelor's degree in Education Administration, Psychology, Economics, Computer Science or Business Administration including statistical coursework in Excel and word processing. A working knowledge of statistical software applications such as Excel, Lotus 1-2-3 or Quattro Pro required.

At DePaul University, you'll enjoy best-in-class benefits, 100% tuition reimbursement and industry competitive compensation. For immediate consideration, send your resume to: DePaul University, Human Resources, Job Code: XHK151550HE, 25 E. Jackson Blvd., Chicago, IL 60604. E-mail: depaul@search.com Fax: 312-337-3317. DePaul University is committed to equality in education and employment.

DePaul University
www.depaul.edu
1401
PROGRAM DIRECTOR
Job # 149
Comprehensive School Reform Demonstration

The Comprehensive School Reform Demonstration program assists states, schools, and districts in responding to a federal initiative to boost achievement in low-performing schools. The CSRD approach to whole-school reform is adaptation of proven, research-based, comprehensive models. The program director will provide intellectual leadership and management to a scope of work that includes assistance to all four states in WestEd's region (Arizona, California, Nevada, and Utah), networking of schools (in-person and via the web), research on implementation, and participation in national activities. The director will also be expected to develop and maintain connections with reform communities in California and to coordinate with other whole-school reform efforts at WestEd.

Qualifications:
Solid grounding in school reform in high poverty schools, including direct school experience and knowledge of the research literature; demonstrated expertise working with educators and policymakers at multiple levels; demonstrated success managing multi-faceted programs and developing teamwork among staff. Doctorate or equivalent education/experience in relevant areas. Salary Range: $66K-$102K, plus excellent benefits.

Application Process:
Please send your resume, a letter of interest (reference Job #149) and a list of three references to:

Human Resources
WestEd
730 Harrison Street
San Francisco, CA 94107
Fax (415) 565-3012
E-Mail: Jobs@WestEd.org

EOE/AA

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has approximately 300 staff located in 10 offices throughout the nation. To find our more about our work, visit WestEd's Web site: www.WestEd.org

NATIONAL SCIENCE FOUNDATION
Director, Division of Atmospheric Sciences

NSF's Directorate for Geosciences seeks candidates for the position of Director, Division of Atmospheric Sciences (OAF). The director provides leadership and direction to NSF program activities supporting research and education in all core disciplinary programs, as well as multidisciplinary and infrastructure activities of the National Center for Atmospheric Research (NCAR) and other federal, state, and private organizations. Applicants must have a Ph.D. or equivalent professional experience in the atmospheric sciences or related fields (e.g., physics, chemistry, geosciences, applied mathematics, and related areas). A strong scientific background is required, along with demonstrated leadership skills. Applications must be received by August 1, 1999.

NATIONAL SCIENCE FOUNDATION
44 HISPANIC OUTLOOK • AUGUST 14, 1999

CALIFORNIA STATE UNIVERSITY MONTEREY BAY
The 21st Century Campus for the 21st Century

Dean
Center for Arts, Human Communication, and Creative Technologies

California State University Monterey Bay (CSUMB), is a comprehensive public university that is committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes in 14 interdisciplinary undergraduate and graduate degree programs. It is global in perspective, and as sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The Center for Arts, Human Communication, and Creative Technologies (2HCT), supports four academic degree programs: Human Communication (Integrated Humanities), Visual and Public Art, Music and Performing Arts, and World Languages and Cultures. The Dean of the Center reports directly to the Provost/Vice President for Academic Affairs.

CSUMB is seeking:

- an academic leader who understands experientially the value and importance of multiculturalism; values collaboration, community-building, and shared governance; seeks wide-spread participation in decision-making; and models integrity, ethical reflection, and practice;
- an academic administrator with a successful record in budget development, strategic planning, and grant acquisition; demonstrated ability to lead through collaborative and shared decision making, and to maintain a strong and collegial relationship with faculty, students, staff, and administrators; the ability to balance advocacy with the needs of the wider campus community;
- an educator and scholar whose academic achievements are commensurate with appointment as Full Professor in an AHCT degree program; experienced in developing and leading academic programs that meet the learning needs of an ethnically, culturally, and linguistically diverse student population;
- an innovator with demonstrated understanding of new paradigms in the arts and humanities; who understands and can translate the value of Liberal Arts education in an interdisciplinary context; who values and supports the integration of new media technology in arts and humanities education.

Minimum Qualifications: Ph.D. or appropriate terminal degree. Educational and scholarly achievement commensurate with appointment as Full Professor in the AHCT Center. Experience developing and leading academic programs that serve educationally, ethically, and linguistically diverse student populations. Substantial administrative experience as a dean, associate dean, department chair, or in a comparable position. Evidence of strong and collegial collaboration with faculty, staff, students, and administration.

Process: Priority filing date for this position is October 1, 1999 (position available January 1, 2000). Send two copies of resume, letter of application, and the names, addresses, telephone numbers, and email addresses of five professional references to: Recruitment Office, Academic Personnel, CSUMB, 100 Campus Center, Seaside, CA 93955-8001 tel: (831) 582-3509 fax: (831) 582-3811 CSRS/TDD users: (800) 735-2929. E-mail applications are encouraged and may be forwarded to: faculty_recruitment@monterey.edu. Please reference job # CSUMBHCT-9914. Individuals requiring accommodation with the application process may call (831) 582-3567.

AA/EOE/ADA Employer
Southern Connecticut State University

Dean of Student Affairs

Southern Connecticut State University (SCSU) invites applications and nominations for the position of Dean of Student Affairs. SCSU, a unit of the Connecticut State University System, is an urban, multipurpose, comprehensive state university founded in 1893. Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a master's degree in social work.

The Dean of Student Affairs has direct supervisory responsibility for Counseling Services, Residence Life, Career Services, Student Center, Performing Arts Center, Women's Center, Food Service Interfaith Office, and campus student organizations. The Dean also supervises the budgets of most student activities, new student orientation, and university discipline and chairs several important committees which serve to meet the needs of individuals and groups.

The Dean reports to the Vice President for Student and University Affairs and assists in providing leadership for the Division. The ideal candidate will be committed to student development, experienced in student affairs administration, responsive to student needs, organized, innovative, and will have excellent communication skills.

The Dean will have a master's degree in a related field, together with at least five years of higher education experience, demonstrated ability to manage and direct diverse and complex campus programs and services, and experience in student affairs administration, responsive to student needs, organized, innovative, and will have excellent communication skills.

Send letter of application, professional vita, and names, addresses and telephone numbers of three references to: Vice President David A. Pedersen, Division of Student and University Affairs, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515 by August 1, 1999. We encourage applications from underrepresented groups, including minorities, women and people with disabilities.

Harvard Divinity School welcomes further nominations and applications for the assistant professorship in History of Christianity advertised in late 1998. The guidelines for this position are unchanged. Candidates may be specialists in any major period (e.g., the Reformations) or approach (e.g., the history of theology), but they should be qualified to teach courses that span longer periods of European history. Interest in interdisciplinary collaboration within the Divinity School and the University will be highly important, along with ability to contribute to the Divinity School's ministerial studies program. Candidates should be prepared to utilize forms of analysis that address race, gender, and social location. An applicant must have the doctorate, or an approved doctoral dissertation, in hand by January 1, 2000. Please send applications, nominations, and inquiries to:

Pamela Maassey
Faculty Search Office
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138
(617) 495-1698; pamela_maassey@hds.harvard.edu

Completed applications should arrive no later than November 1, 1999.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or ethnic minority and international candidates are especially encouraged.

JAMES MADISON UNIVERSITY

ASSISTANT DIRECTOR OF ALUMNI RELATIONS

The JMU Alumni Association seeks an Assistant Director of Alumni Relations, Coordinator of Communications.

About the University: Located in the Shenandoah Valley, JMU is a highly selective, diversified, regional, comprehensive, student-oriented public institution with an enrollment of 17,000 students and 560 full-time faculty. It has strong liberal arts and professional programs at the graduate and undergraduate level, and a number of disciplines. JMU's Center for Career Search, JMU Alumni Relations, MBC 0302, Harrisonburg, VA 22807.

James Madison University is an equal opportunity, affirmative action employer and especially encourages applications from minorities, women and persons with disabilities.

AMHERST COLLEGE

ASSISTANT DIRECTOR CAREER CENTER/ASSISTANT DEAN

The Career Center at Amherst College is accepting applications for a full-time Career Counselor/Assistant Dean position. Primary responsibilities include: advising students and alumni regarding career planning; counseling students and alumni on career options; advising on career opportunities in various fields; and coordinating career-related activities. The successful candidate will have a Master's Degree in Counseling or related field, and experience in counseling and career-related activities.

Interested candidates should submit a letter of intent, resume, and three references to: Office of Human Resources, Box 2284, Amherst College, Amherst, MA 01002-5000. A review of applications will begin August 1, 1999 and continue until the position is filled.

HUNTER COLLEGE

COLLEGE LABORATORY TECHNICIAN

DUTIES: Responsible for preparation of apparatus for Physics laboratories. Assist faculty in setting up lecture demonstrations. Assist students in obtaining appropriate materials for their laboratory experiences. Computer experience desirable.

QUALIFICATIONS: High School graduate plus experience in work appropriate to position or equivalent combination in years of education and experience. Salary commensurate with experience and/or college degree (BS/BA).

SALARY: $22,893 to $32,546

Send CV by July 19, 1999 to Prof. S. Greenbaum, Physics Dept., Hunter College, 695 Park Avenue, New York, NY 10021.

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual accumulations (26 issues) may be purchased (in microfiche or reprinted paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400
FAX: 703-440-1408
Internet: EDRS@inet.ed.gov
EDUCATION

PART-TIME FACULTY

The Community College of Baltimore County invites applicants for anticipated part-time teaching positions for Fall 2009.

Beginning September 8 at the Carrollton Campus.

Master's degree or equivalent work experience and teaching experience preferred.

ACTING

Computer-Aided Design

Microsoft Office, UNIX, Visual Basic

Education, especially Early Childhood

Network Technology

Data Communications

Nursing (Med Surg, Psychiatric, Pediatric)

Occupational Therapy

Psychology

Reading/English

Sociology

Speech

Tap Dance

* Reading/English - seeking an instructor to teach an integrated course in developmental reading and writing for day or evening classes. Must be computer literate.

For best consideration send resume and cover letter by July 15, 1999 to:

CCBC Catonsville
Office of the Executive Dean
800 S. Rolling Road
Baltimore, MD 21228
Fax: 410-455-4411

EO AA Employer

Women and minorities are encouraged to apply.

EDUCATION

POSITION IN AMERICAN RELIGIOUS HISTORY

Harvard Divinity School announces a tenure-level search in American religious history, broadly construed, to fill the Charles Warren Chair in American Religious History. Candidates may be specialists in any particular aspect of the field, though in chronological terms the preference is for expertise in the nineteenth and twentieth centuries. Candidates should be able to contribute to the Divinity School's ministerial studies curriculum, as well as being able to use terms of analysis that address race, gender, and social location.

Applications, nominations, and inquiries should be addressed to:

Pamela Massey
Faculty Search Office
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138

Or pamela.massey@harvard.edu

Deadline: October 1, 1999.

Dean College of Architecture

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Architecture.

The Search Committee will begin reviewing applications on September 1, 1999, and will continue until an appointment is made. A comprehensive position description is available online at http://www.unl.edu/academic/activities/ARCH/dean.html or from Ms. Jelena Gede (Tel: 402-472-5264; Fax: 402-472-4929; E-mail: jgede1@unl.edu

Architecture Dean Search Committee
Deane Hurley, Rappeport, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is an Equal Opportunity Employer and is committed to a diverse community through affirmative action and the principle of non-discrimination in employment, education, research, and public service.

Pamela Massey has been appointed to the position of Associate Dean of Religious Studies at Harvard Divinity School.

Harvard Divinity School is an Equal Opportunity, Affirmative Action Employer. Applications from women and/or minorities and individuals with disabilities are especially encouraged.

Pamela Massey has been appointed to the position of Associate Dean of Religious Studies at Harvard Divinity School.

Harvard Divinity School is an Equal Opportunity, Affirmative Action Employer. Applications from women and/or minorities and individuals with disabilities are especially encouraged.
Moravian College

DIRECTOR OF MULTICULTURAL AFFAIRS: to foster diversity in its programs, activities, and curriculum through active engagement with the entire Moravian College community. The Director will provide academic, personal, and environmental support to underrepresented students and groups. The successful candidate will have familiarity with multicultural issues and concerns, a high energy level, a commitment to undergraduate education, and outstanding interpersonal skills. A master’s degree in a related field, previous experience in higher education, and a background in multicultural programs or activities are preferred. Position is full-time for ten months a year, and will report initially to the Executive Assistant to the President.

DIRECTOR OF INTERNATIONAL STUDY: to establish and coordinate an international study program encompassing study abroad programs for American students, the support of international students enrolled at Moravian College and Moravian Theological Seminary, and the generation and coordination of programs and events that promote a global perspective in the life of the institution. Candidates should have successful experience in international program administration and the ability, as time permits, to offer academic courses and cross-cultural workshops that advance the institution’s global engagement goals and initiatives. An earned or nearly completed doctorate is preferred. The position is full-time throughout the year, and will report to the Vice President for Academic Affairs.

INFORMATION ABOUT THE COLLEGE: Moravian College is a selective liberal arts and science college in the beautiful Lehigh Valley of Pennsylvania with 17 academic departments and 90 full-time faculty. It enrolls 1,250 students in its regular day session and another 500 in the evening division, which includes an MBA program. Founded in 1742, it is the 6th oldest college in the country. As a member of the Lehigh Valley Association of Independent Colleges, Moravian is engaged in a variety of cooperative programs with Lehigh University and with Allentown, Cedar Crest, Lafayette, and Muhlenberg Colleges. Moravian’s proximity to New York and Philadelphia presents unusual opportunities for professional and cultural enrichment. As students, candidates are expected to possess the skills, knowledge, and values that support student development, creative teaching, community and diversity, global engagement, institutional history and traditions, and affordability. Graduate programs in theology and pastoral counseling are offered through Moravian Theological Seminary with which the College shares a campus and certain resources.

TO APPLY: Please send letter of interest, resume, and the names, addresses, and phone numbers of three references to: MS. DEBORAH SMULL, Director of Personnel, MORAVIAN COLLEGE, 1200 Main Street, Bethlehem, PA 18018-6650. Applications will be accepted until the positions are filled. Desired start date for the successful candidates is September 1, 1999. Women and minorities are encouraged to apply. Moravian College is an equal opportunity employer.
A quiet revolution is taking place in higher education. Universities and colleges are finding that it is dangerous to lag behind in the area of distance learning. By the droves, they are hiring deans, directors, and coordinators to run their distance-learning programs in an effort to stay abreast of rapid advances in technology and instruction delivery. In the United States alone, nearly 70 universities already offer distance-learning instruction ranging from certificate programs to complete baccalaureate degrees.

Open University in Great Britain has at least 27,000 distance-learning students enrolled in different courses at any given time. OC officials have agreements with more than 80 universities around the globe that validate their credits. They even deliver biology and chemistry lab kits to complete core courses.

What does this mean to Latin American students? Or even to Hispanics and Latinos in the United States? It means that—finally—they have more higher education options. They are already receiving this development with open arms, especially in countries where education is available only to a very limited population or selected few.

How is this new technology helping education to cross borders and prepare students for the future? Students in Latin American countries are thrilled to hear that more universities around the world, especially those in the United States, are launching distance-learning programs available to those students where they live, making them direct beneficiaries of some of the best instruction that higher education has to offer.

I have had the opportunity to teach instructional technology in some universities in South America, where my audiences were primarily graduate students and university teachers. In each country and at each institution, they wanted to learn more about the developments of distance-learning and its components in order to compare approaches and to consider delivering programs in the same way. How do we find more information? Who can sign up for these courses? Can we have these credits recognized in our traditional universities? These are among the questions I heard time and again.

In Europe and the United States, there are higher education institutions that place a great deal of emphasis on Latin America and on how they can help students in that region access academic programs. Many of these institutions offer scholarships and even hands-on experiences to professors, but these have historically been limited opportunities, and only a privileged few have access to such a fine education. But through technology and connectivity, computers and creativity are providing such opportunities to more and more students in Latin American countries. Once students register to take courses or programs from these institutions, they become part of the student body, interacting with fellow students and receiving instruction and advice from real faculty; all via television feed or the Internet. All of this is possible thanks to the new technologies and to distance-learning efforts being developed and tailored to the needs of local and international students.

The most important factor about this new approach to education is that it affords students an opportunity to develop better skills and to prepare themselves for better career opportunities. Recognizing this, many companies are even paying their employees' tuition. Industries like the convenience of this type of education, which often allows workers to access classes in a more time-efficient manner, even in nontraditional hours or from the comfort of their homes. Hard-working people, single parents, dropouts, and others are seeing many of the logistical barriers that prevented them from entering higher education fall by the wayside.

It is obvious that educational institutions have an understandable second agenda in offering this new technology—to beef up enrollment numbers and take in more tuition. Some in higher education, however, recognize the greater social good that is the ultimate potential of such efforts and are working toward that end. The Inter-American Distance Education Consortium, for example, promotes conferences and seminars around the United States, Canada, and other countries, seeking to increase access to education worldwide and to encourage international educational partnerships to confront some of the most important political, economic, and social problems that affect humankind. These conferences are usually open in more than one language, including English, Spanish, and Portuguese. The possibilities inherent in such collaboration are breathtaking.

Traditional education is merging with technology to accommodate students from around the world. In the emerging product of that merger, our distance-learning programs, and "virtual universities," everyone can benefit, no matter what their nationality or racial or ethnic background.
I know that town.
I'm from that town.
I have a good idea as to where it's been and where it's going.
Senior Vice President for Finance

Loyola University Chicago, a Catholic and Jesuit urban institution serving approximately 14,000 students, invites applications and nominations for the position of Senior Vice President for Finance and Business Services. The Senior Vice President reports directly to the President and is the chief financial officer of the University, encompassing the University's eight colleges primarily located on three campuses. The major areas of responsibility include: oversight and responsibility for the financial budget; the overall business operations of the University; the capital budget; coordination of the University's budget planning process; oversight of the university's investment portfolios; serving as the primary administrative liaison with the Finance and Audit committees of the Board; and interacting and cooperating with the Chief Finance Officer for Loyola University Health System and the budget officer for the Loyola Stritch School of Medicine. Reporting to this Senior Vice President are: (1) the Vice President for Investments and Treasurer, (2) Associate Vice President for Finance and Controller, and (3) Director of Internal Audit.

The Senior Vice President for Finance is expected to provide accurate and timely financial information to all units and constituencies within the institution to enhance management decision-making and overall service. This Senior Vice President is responsible for strengthening the financial operations of the University while maintaining the fiscal integrity and internal control. The Senior Vice President for Finance is a member of the senior management team. The goal of the team is to provide comprehensive, high quality, and cost effective support to the core academic activities of the institution.

Required Qualifications:

Candidates for the position must possess a minimum of a Master's degree in business administration, accounting, finance, or another related field, and have broad experience in business or higher education. This individual must also possess the leadership and management abilities to organize the University's financial affairs (approximately $200 million annual budget for the Lakeside Campuses) so as to provide excellent service and efficient operation.

Candidates must have good communication and analytical skills and a demonstrated ability to work effectively with trustees, faculty, staff, students, members of the university community, and other financial, educational, civic, and governmental groups. Experience in computer-based fiscal planning and analysis is required. Candidates must have the ability to integrate computer information technology systems into all aspects of the University's financial affairs. Candidates will be expected to provide a variety of users with financial information, interpretation, and analysis to improve institutional decision-making.

Candidates should support the Jesuit and Catholic mission of the University, be knowledgeable about its mission and indicate the skills they have that will advance the Jesuit and Catholic character of the institution.

Extensive information about Loyola University Chicago is available at www.luc.edu. Review of applications will commence immediately with the expectation of an appointment by August 15. All applications will be handled confidentially. Please send applications, preferably by e-mail or fax, to Ms. Carol Molick, Assistant to the President, Loyola University Chicago, 820 North Michigan Avenue, Chicago, Illinois 60611 Internet: cmolick@luc.edu Telephone: 312-915-6402 Fax: 312-915-6414

LOYOLA
UNIVERSITY
CHICAGO

Loyola University is an equal opportunity educator/employer
FEATURES

Native Son to Lead UT-San Antonio

Ricardo Rome, who broke many track records as a student athlete, returns home to a new set of challenges.

Tenure—the Impossible Dream?

Be prepared, pick the right mentor, and don't rock the boat, say Hispanic advisors.

The Shared Success of Adelina Silva

Alamo Community College District award winning actress designs reality based programs that help make college possible.

Hispanics Choosing by Price and Proximity

Experts urge students and families to start searching earlier and more extensively for a college.

A School Grows in Brooklyn

El Puerto Academy for Peace and Social Justice connects academics and action with fine results.

DEPARTMENTS

OUTLOOK ON WASHINGTON:

A Capitol View

Business leaders address math and science deficiency.

Honor Roll: University of Wisconsin-Madison

It's highlights include many firsts—from space exploration to gene synthesis, and nearly all points in between.

People, Places, Publications, Conferences

Book Review: Todas somos a ser reinas

i PUNTO FINAL!

Latina/Chicana Superwoman: Have You Seen Her?
Upcoming Issues

Our 10th year covering Minority Issues

Back to School Issue
September 24th
Ad Deadline September 7th

Hispanic Heritage Month
October 22nd
Ad Deadline October 5th

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The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652
BY GUSTAVO A. MELLANDER

Many Hispanic parents have long had an uneasy feeling that their children were not leaving school with the education that they needed. In the last decade, the business world, too, has come to realize that students graduate without the skills that they need to be successful.

Jobs that require strong academic skills remain vacant due to a lack of qualified workers. And remedial training costs are rising. All agree that this lingering issue, one that adversely affects so many Hispanics, has to be resolved.

International Study Results

The scary results from the recent Third International Mathematics & Science Study (TIMSS) compared performance in mathematics and science of a half million students worldwide at grades 4, 8, and 12, including 33,000 Americans. It reinforces starkly the need for all stakeholders in our education system to join together to boost student performance across the board.

While U.S. students at the fourth grade level were near the first in the world in science and were above the international average in mathematics, by the eighth grade, U.S. performance had fallen to slightly above the international average in science and to below the international average in mathematics.

Analyses of eighth grade teaching and curriculum show that our country has a fragmented curriculum and teaching generally is not focused on challenging content nor is it executed in a way that promotes problem-solving skills.

By the 12th grade, U.S. ranking fell to below average in both science and mathematics, even among our advanced students, while our most advanced students in mathematics were at the international average and in science below average. This low performance is part of a larger profile: the majority of our students do not take advanced math or science courses and do not have a solid foundation coming out of middle school, and they are not being taught by teachers fully trained to teach mathematics and science.

Maintaining a Competitive Edge

The National Library of Education reports that management guru Peter Drucker’s claim that “knowledge has become the key resource” is born out by a torrent of evidence that the knowledge content of work is increasing. Education is the key to maintaining a competitive edge.

Economic journalist Robert J. Samuelson elaborates: “Schools are one foundation of the economy. If students leave with poor skills, there are consequences. One is waste. Giving people a third or fourth chance (whether in college or on the job) is expensive. Some people learn skills later that they could have learned earlier. Some skills are never learned. One result is a scarcity of high-skilled workers; another is many low-skilled workers trapped in poverty or semi-permanent unemployment.”

Employers’ and educators’ efforts highlighted in The Formula for Success: A Business Leaders’ Guide to Supporting Math and Science Achievement offer models for business and education leaders to learn from as they develop strategies in their own communities to support math and science achievement.

For American students to be “first in the world,” these types of efforts must be expanded so that every student understands the importance of mastering challenging mathematical and scientific concepts. These efforts should also enable students to be part of an education system that is aligned to support the achievement of these high academic standards.

Formula for Success

Businesspersons and educators have prepared The Formula for Success: A Business Leaders’ Guide to Supporting Math and Science Achievement to address these national problems.

The Guide:

- provides the business community with vital 4th, 8th, and 12th grade TIMSS data on mathematics and science achievement of America’s students;
- makes the link between academic achievement and workplace success by offering workplace examples of the application of both basic academic knowledge and the higher-order thinking skills;
- provides examples of business roles to support increased mathematics and science achievement;
- poses questions that business leaders can use to begin or continue conversations with other stakeholders—parents, educators, students, policymakers—to improve mathematics and science achievement in their community and

- outlines resources that can assist employers in supporting student achievement.

Strategies

The National Alliance of Business has urged its membership to:

- Articulate workplace academic skill requirements; communicate these needs to schools, parents, and students on a regular basis; and ensure these skills are incorporated into academic standards.

- Support more rigorous teacher training that incorporates mastery of content as well as its application to success in the workplace.

- Support programs that expose students to the world of work.

- Support the use of student and system performance data that are clear, reliable, and broadly disseminated.

- Use student achievement in hiring decisions and the message to all students that academic achievement is important.

- Encourage employees, especially those who are parents, and other community stakeholders to increase their involvement with local schools to help students achieve challenging academic standards.


Dr Mellander is a professor at George Mason University
Native Son to Lead UT-San Antonio

Ricardo Romo Goes the Distance

BY ROBERT MECKEL

The record books for The University of Texas at Austin still show Ricardo Romo as its undisputed champion in the one-mile run. This spring, both Romo and the old Memorial Stadium track where he practiced and competed as a student athlete disappeared from the UT-Austin campus.

The track was dug up and lowered to provide more seating for football games. A new track stadium has been built across the street, and a new crop of athletes has begun establishing first-year records for that stadium.

Dr. Ricardo Romo, vice provost for undergraduate education at UT-Austin since 1995, left Austin to begin on May 1 as the new president of the fastest growing universities in the state—The University of Texas at San Antonio.

The UT System Board of Regents selected him in February from among four finalists to succeed President Samuel A. Kirkpatrick.

In his first role as president, Romo, 55, is expected to lead UT-San Antonio into the next millennium with the same kind of enthusiasm, determination, and hard work that helped him succeed as an athlete while growing up in San Antonio's West Side.

"My intent is to do everything I can to move UT-San Antonio into 'flagship university' status," said Romo. We have a regional impact, I think we have an urban impact. I want us to have a state and national impact. That's where we want to go next."

Romo plans to get there by building partnerships and developing mutually beneficial alliances with the UT Health Science Center, the five military bases, and the city's business and industry communities. He said that these partnerships could be instrumental in helping to diversify the local economy and helping workers plan for new careers as workforce needs of the area change.

"UTSA can become an economic engine for San Antonio development and for diversification of the city's economy by possibly bringing in new industries that will develop new revenue streams," he said.

Another key partnership that Romo will pursue is with people
involved in the kindergarten through 12th grade schools in the city and region. They are basically training and developing what will turn out to be our student body. We have to help them to assure that that student group is well developed," he said.

Romo acknowledges that UTSA is, to some extent, a commuter institution, partly due to a limited number of dormitories on campus and partly because limited financial resources require the majority of UTSA students to live at home. He believes the university will grow stronger in the years ahead by expanding its demographic base to a more regional level.

"We should serve a student body population from Laredo to Austin and Corpus Christi to Kerrville. My goal is to see that UT-San Antonio is the school of choice for every student in that region, their top choice," he said. To accomplish that goal, Romo will focus on providing quality programs and dedicated service to the students. Another priority, he said, is to recruit top-quality additional faculty who will attract top-quality students.

Romo has set an ambitious agenda for his new presidency, and he realizes that the next two or three years will be crucial in setting the tone for his administration and convincing state legislators to support him in moving UTSA toward the flagship university status enjoyed by UT-Austin and Texas A&M University.

"I think we can make it a flagship institution in the next 20 to 25 years. My job is to lay that foundation so that we can be better than we are now and move toward that status," he said.

Romo will not be alone in his quest to make UTSA a "top choice" university. He has the support of numerous lawmakers, civic leaders, and educators throughout the state who endorsed his candidacy for the UTSA presidency. Many supporters are local residents who remember Romo from those early years when he brought pride to San Antonio with his athletic accomplishments as a middle-distance runner.

Romo was a student at San Antonio Vocational Tech High School (now known as Fox Technical Vocational High School) when he won the mile race at the University Interscholastic League Class AA state track meet as a junior and senior in 1961 and 1962. In 1961, he also was the UIL state cross-country champion.

Romo looks back on those formative years in San Antonio and realizes how significant some of his teachers were in the shaping of his future.

"I grew up on Guadalupe Street in the deep West Side of town, the first part of my life. We lived in a little house connected to my parents' grocery store until I was 16 years old and we moved to Monterey Street. By all standards, we were lower-middle-class people. We were not poor. We didn't have any dire economic needs, but we did not have a lot of money, and we all had to work," he said, recalling the many hours he helped in the store as well as in his uncle's trucking business.

"Work was a way of life for us. We didn't know any other life. Fortunately, though, work probably kept me out of the kind of trouble that was all around us in the West Side. There was quite a bit of concern among the parents about gangs in the neighborhood.

Ricardo was the second of five children born to Henry and Alicia Romo. When their children grew old enough to start their education, they were sent to parochial school. Later they were enrolled in a middle school outside their district in order to avoid some of the gang problems affecting the public school in their area that had been the scene of some shootings.

We were the first Hispanics admitted to that Anglo school," right after the Brown v. Board of Education ruling by the U.S. Supreme Court, recalled Romo. He said the dozen or so Mexican Americans in the school of about 800 students experienced discrimination but managed to go forth and make friends at their new school.

"Never having attended school with any Anglo kids, it was a new experience for us and them. It was a time of getting to know each other for both sides and breaking down a lot of the myths and stereotypes we had about each other," he said. "Athletics brought a lot of us together.

Ricardo said that his older brother, Henry, Jr., was the trailblazer in terms of the Romo family being recognized for sporting abilities. Henry, Jr., was an all-around athlete who became the first Hispanic on the middle school's football team. One star athlete at a time was about all the Romo family could afford, however, and because there was so much work to do at the store, Ricardo was unable to participate in competitive athletics like his older brother. Ricardo's running at school was limited to his physical education classes, where he worked out with some of the students who were involved in track tournaments. It was during one of those PE classes that Romo found his first mentor — Coach Bill Davis.

He was absolutely instrumental in doing what every teacher should do and that is to help an individual to reach his or her potential. He discovered my running talent during PE courses and encouraged me to develop that talent. The more I developed that talent, the more self-confidence and self-esteem I developed. He always was encouraging and really became my first equivalent of a role model, my first mentor."

By the time he reached high school, Ricardo knew in his heart...
that he was a good runner. He realized also that if he wanted to run competitively with his parents' blessing, he had to continue to do well in school. After he became the city champion, then the regional champion in the mile run his sophomore year, the athletic director at San Antonio Vocational Tech High School, Warren Wieble, had a talk with Ricardo that made him start thinking about his future.

"You're going to go on to college, so you might as well start getting ready and start taking academic courses," Wieble counseled the athlete. It was the first time Ricardo gave any serious thought to the possibility that he might go on to college. Most of his fellow high school students were studying toward technical careers, and until now, he had not planned to do otherwise. With family finances so limited, his only chance was to get a scholarship.

The University of Texas at Austin recognized Romo's talent and lured him away from San Antonio after high school graduation. Romo, who had received 50 scholarship offers from colleges and universities throughout the country, tore up the running track with new record times in the mile, but he also broke new ground at UT toward the development of his academic career.

"My track coach at UT, Jack Patterson, once said to me that I had some good people skills and some good organizational skills and leadership skills, and that if I continued to develop them, I might one day end up in a place like the United Nations. It took me by surprise. He told me never to sell myself short," recalled Romo. He said the conversation inspired him to start thinking about graduate school and the possibilities for the years ahead.

In 1966, Romo became the first Texan to run a mile in less than four minutes. He finished third at a track meet in Los Angeles with a time of 3 minutes, 58.8 seconds. He did that only two weeks after running in the same race in which Jim Ryun set the world record with a time of 3 minutes, 51.1 seconds.

Romo received his bachelor's degree at UT in 1967 and, with his new bride, Harriet, moved to California to begin training for the 1968 Olympics. A lower back injury, however, ended his Olympic aspirations, and his focus shifted to academics. He received his master's degree from Loyola University in Los Angeles in 1970, and in 1975, he earned a doctorate in U.S. history from the University of California at Los Angeles.

He began his career as a social studies coordinator in the Los Angeles public schools system in 1966. He was a faculty member from 1970-75 in the Chicano Studies Department at California State University at Northridge.

He began teaching at the University of California at San Diego in 1973 and was on staff there when he was invited to return to UT Austin as a visiting professor in history for the spring semester of 1980. Within a few months, he accepted an offer of a full-time teaching position at UT Austin. Romo remained on the history faculty after having been appointed in 1985 as vice provost for undergraduate education at UT Austin. His vice provost responsibilities included directing the Freshman Seminars, chairing a committee that oversaw the renovation of 150 campus classrooms, coordinating the Gateway Program for at-risk students, and overseeing the Center for Teaching Effectiveness.

While at UT-Austin, Romo has earned many honors and written numerous publications, including East Los Angeles: History of a Barrio published in 1992 by the University of Texas Press. In addition to his work at UT-Austin, Romo served from 1986 to 1993 as vice president and director of the Tomás Rivera Center at Trinity University in San Antonio.

Romo has earned tremendous respect and admiration from fellow faculty members, staff, students, and administrators at UT-Austin and throughout the Austin community. He was appointed as president of UT-San Antonio in 1995.

UT System Chancellor William H. Cunningham commented, "Dr. Romo has a unique combination of talents and experience as a university administrator, a scholar, and a teacher who has earned his position as president of UTS." He has won wide acclaim for his ability to work effectively with all the diverse constituencies of a complex urban university such as UTSA, and he will bring great distinction to his service as president of the university.

Ed Sharpe, UT System vice chancellor for academic affairs and chairman of an advisory committee that recommended the finalists, said, "Dr. Romo is an outstanding administrator with a proven record of success in academia. The advisory committee was greatly impressed with his command of issues of concern to faculty, students, and staff members, and his ability to relate to and communicate with the wider community to which UTSA belongs."

On the eve of his new career as president of the only public four-year institution in San Antonio, Romo said he is very excited about the challenges ahead.

"I know that town I'm from that town have a good sense as to where it's been and where it's going," he said.
Tenure—the Impossible Dream?

Be Prepared, Get Mentored, and Don't Rock the Boat

Tenure is a word, a concept that has been woven into the web of academia from the beginning—or so it seems. In the early 19th century, the idea of tenure crossed the Atlantic from Germany to teaching institutions throughout the United States but did not become powerful until the 20th century.

Tenure has been upheld as the pillar of First Amendment rights of freedom of speech in institutions where the seeds of ideas are considered most fertile in building and maintaining a democratic society. Fledgling teachers interested in becoming full-time professors strive for tenure from the minute they enter the professional world of higher education. If they play their cards right, the prize of tenure might be theirs.

But what is tenure? And why has this word become a subject of intense debate?

According to the American Association of University Professors (AAUP), tenure does not assure a life-long job, as is sometimes believed. But once faculty members are tenured, they are assured that they will not be released from their position unless the administration can demonstrate that they, the faculty, are not fit to continue. Another reason may be that financial difficulties make it such that the administration has no choice but to let faculty go.

Prior to tenure, the burden is on you to prove why you have to stay,” said Jonathan Knight, associate secretary of AAUP. Tenure is intended to secure economic freedom for teachers who could otherwise be dismissed simply for voicing opinions contrary to those of the institution that hires them. It thus is believed to secure a framework for the tolerance of diverse ideas.

What has served as a stone grounding academic freedom over the past century, however, has been under attack in recent years. Some argue that tenure is an outdated concept, and that in order for institutions to remain competitive, they need to have more flexibility to hire and fire faculty as student needs change. Various institutions have declined to fill tenure-track positions as faculty have retired or resigned, and an increasing number of faculty have been hired on limited-term contracts, increasing the proportion of part-time faculty. According to The National Center for Educational Statistics, only 64 percent of new faculty are in tenure-track positions compared to 74 percent of older faculty.

While some schools are seeking to or have already changed or eliminated the tenure system, it remains a well-established process on 85 percent of the nation’s campuses. For Hispanic professors, who score low in number of tenured positions held (12.16 percent). According to the NCES 1995 National Study of Postsecondary Faculty, understanding the tenure process, and knowing its challenges, is as good a place to start as any.

In 1940, a Statement of Principles of Academic Freedom and Tenure was issued jointly by the American Association of University Professors and the Association of American Colleges, designed to officially set minimum standards and sound academic practices in tenure. Although each college and university effectively establishes its own criteria for tenure, the 1940 statement offered the first clear and comprehensive standards, setting in motion tenure practices throughout the country. The 1940 statement serves as a guideline by which the AAUP still advises and monitors today.

Moving Toward Tenure

The first step toward achieving tenure is to know whether a specific department or institution as a whole offers a tenure track. If so, in most cases, instructors will be provided with a seven-year maximum probation period, during which time they have to prove their merits for tenure. As part of the AAUP’s standards, all faculty should be advised of their department’s standards for tenure before judgment day, and are to be given periodic reviews during the probation period.

Although standards might vary
According to The National Center for Educational Statistics, only 64 percent of new faculty are in tenure-track positions compared to 74 percent of older faculty.

It recommends that instructors prepare for tenure in a number of ways:

- Conduct research that will yield appreciable results within the probation period, noting that quality and readership of material is as important or more important than quantity.
- Teach effectively.
- Behave responsibly: as a member of the academic community, Demonstrate that you can set goals and effectively and independently reach them.
- Serve on committees and volunteer to take on extra sections of first-year student courses.

Instructors will likely be judged more heavily on research if they are at a research-based institution, whereas those at more teacher-based institutions might be judged more on teaching abilities.

The individual departments play the first and most important role in deciding the fate of a professor. They review curriculum vitae, copies of publications, statement of research agenda, course syllabi, and other materials—followed by the entire institutional faculty, represented by an advisory committee on tenure, and the college or university administration. The challenges that can present themselves, however, and especially to minority and younger instructors, is that no matter how well prepared, new ideas or viewpoints can become an issue of contention for the more established departments. As Elsa Gómez, former president of Keck University, commented, I dealt with some cases in which new perspectives brought by the younger faculty were not always appreciated by older colleagues.

Case in Point

In one specific instance, Alfred Arteaga, former assistant professor of English at University of California-Berkeley, was denied tenure in 1988, although he was more than qualified and prepared. With a vitae that extends 11 pages— and includes authoring four books, 17 essays, and 29 lectures, receiving National Endowment grants and fellowships, a Rockefeller Fellowship, and a PEN Oakland Josephine Miles Award for Literary Excellence—he was denied tenure, and transferred to the Department of Ethnic Studies: "I not only met their criteria, but excelled beyond it," said Arteaga.

Arteaga, who was brought into the English Department as a Chancellor's Ethnic Minority Fellow for two years, beginning in 1989, was offered a tenure-track position of assistant professor after one year.

"All along, indications were that I was doing extremely well," he said, describing how colleagues suspected he would tenure early since he had conducted more research than had others on the same tenure track. The final denial of tenure for him was nothing less than "racist.

Arteaga taught the usual English courses—Shakespeare, Creative Writing, and Literary Theory. He also taught Chicano Literature within the department, and much of his lectures, books, and research focused on Latino literature. Arteaga described the English department as "extremely incestuous"—hiring its own for full-time faculty, and being particularly opposed to men of color. (Award-winning poet and author Gary Soto worked in the same department, and quit in 1996 due to failure on the department's part to recognize his merits and do so with appropriate compensation. "They are also extremely narrow in their idea of what literature is," said Arteaga, who has witnessed another colleague fired for presenting Filipino literature.

While Arteaga is engaged in a legal battle, with support from his union, others address the AACP for advice and intervention in these type of issues. Of late, however, the...
AAUP has heard complaints on issues of race less frequently. "More frequent have been gender cases," said Knight. He is concerned, however, that some schools are beginning to make collegiality an official standard for tenure approval. This, he and the AAUP believe, interferes with academic freedom—as Arteaga has discovered.

Although Arteaga's story shows the difficulties and challenges of tenure, he considers it essential that minorities seek tenure. Throughout the UC system, he said, there are only two tenured Latinos in English departments, a definite problem since only full professors decide on the fate of future tenure candidates, and sit on the board that makes decisions on publishing for UC Press. "The young coming up should do what they need to do to be tenured," he said. "We need to have as many viewpoints as possible."

An Insider's Perspective

Once individual departments give their approval or disapproval of a specific tenure candidate, it is up to the institution's instructional faculty committee, and the administrator (who can be deans or presidents) to find any omissions or discrepancies.

During Gómez's term as president of Kean University, she made certain to find any "star" candidates who might have been denied tenure because of differences in their viewpoints and those of their department heads. "We were involved in promoting some of the few Hispanics," she said of her administration. She agreed that Hispanics who want to talk about Latino literature in English class or Latino perspectives in a history class are going to experience an uphill battle. And those who want to publish research on subjects that do not have a broad appeal might also face difficulty in the tenure process. However, these kinds of struggles might get easier, she said, as older faculty and more established ideas are replaced by a new generation of ideas.

When asked what advice she would give to new teachers, she said, "Be sure you know what the process is in your institution, and make sure you are prepared." By "prepared," she meant having done community service and research and having a good presentation and argument for your right to tenure. "In some institutions," she said, "tenure has a step where work is submitted to others in your field in other institutions." Of great importance, Gómez also recommends finding an academic mentor—both like and unlike you—to help you through the process.

The tenure process can be long and arduous, lasting several years among the various departments and committees. There are those who make it through the first two rounds and discover that due to reasons relating to the finances of the institution, they are ultimately denied tenure.

If denied tenure, there are several options. You can appeal to the administrator who made the final decision or even approach civil courts if necessary. Appeals can be costly, however, and seldom result in reversals. Some people request more time to prepare for a second tenure at a later date, while others take the opportunity to seek employment at another institution. Since all tenure decisions must be given a year prior to the end of probation periods, there is ample time to do so.

Clearly the key to the tenure process is to be prepared, to shine in more ways than one, and then to cross your fingers and wait. After all, as Arteaga described it, once you have done all the work, "tenure is a wild card."
The Shared Success of Adelina Silva

Alamo's Award-winning Activist

BY JORGE A. RAMIREZ

District Director, Marketing and Public Relations, Alamo Community College District

When Lina Solis Silva was still in high school, she decided that she would pursue a college career. Even though no one in her family had gone to college, and even though financial resources were scarce.

Twenty-six years later, she holds a doctoral degree and has made a professional career of advancing higher education for those who most need it, and who are least likely to obtain it.

A recent award by San Antonio's Spanish-language newspaper, La Prensa, is only the latest in a long list of accomplishments and honors for Dr. Adelina S. Silva, district vice president for student program development at the Alamo Community College District in San Antonio, Texas.

When La Prensa Foundation presented “A Salute to San Antonio Latina Women in Action,” in March, Silva was the education honoree, recognized for helping to raise the educational level of Hispanics in San Antonio.

A product of the city’s predominantly Mexican American South Side, Adelina “Lina” Silva has carved out an impressive and influential path in higher education during the past 23 years. She is currently the highest-ranking Latina in the second largest community college district in Texas—and the 19th largest in the nation.

Silva's career as an educator began in 1975 when she became a classroom teacher at McCollum High School in the Harlandale Independent School District. The next year, she moved on to work for the counseling center at San Antonio College, the 21,000-student flagship of the Alamo district. Subsequent posts at San Antonio College included an internship as assistant to the president and her eleven-year tenure as counselor and coordinator of its Women's Center.

Silva's dedication bringing the services to students that most need them was manifested in 1993 when she was named president of student services at Palo Alto College, located deep in San Antonio's South Side. By 1985, Palo Alto was an incredible success story. The college...
proved the notion that South Siders weren't interested in higher education, quickly outgrowing its projected enrollment of 2,500 and recently peaking at 7,600 students.

'My years at Palo Alto were incredibly rewarding,' says Silva. 'What we did there was to broaden the scope of the type of work done at the Women's Center to meet the needs of the entire college.' Under Silva's leadership, the Student Service Division further reinforced its 'student first' philosophy.

'We promoted a culture of climate ensuring educational access and opportunity for all who came to our doors. By providing personal attention and individual planning to the students, we impacted the climate at PAC. When students came to us, we had solutions to their problems.' Working with students whose modal age was 19, mostly Hispanic and female, the school addressed the needs generated by cultural limitations and lack of role models, says Silva.

Fine-Tuning the Transitions

According to Pat Terrel, dean of Student Services at Palo Alto, Dr. Silva brought a strong sense of outreach and community to PAC when she started in 1993.

'We had always been a student-centered, consumer-oriented school, and Dr. Silva helped us to fine-tune our efforts. She helped us in providing an easy transition into college for first-generation college students.' With a major in English and a minor in Spanish, Silva quickly progressed to earning a master's in guidance and counseling from the then-fledgling University of Texas at San Antonio. That was in 1976.

At that point, Silva was already engrossed in a professional career in education and decided to work towards a doctorate, but a well-documented lack of doctoral programs in South Texas presented an obstacle.

'There were no Ph.D. programs in South Texas, so I had to go to the University of Texas at Austin for my doctorate,' says Silva. 'I was a single parent at the time, so I couldn't create a fresh start. Instead, I built on my community college leadership experiences and made that my area of study.'

From 1985 to 1988, Silva commuted the 85 miles from San Antonio to Austin several times a week, taking courses during vacation, holding a full-time job, and raising a young son.

'I started my course work for my doctoral degree when my son started first grade. By the time he finished third grade, his mother had her Ph.D. in community college leadership.'

Personal Philosophy

Silva's achievements are closely tied to her belief system. 'Intrinsic motivation, visualization—these are the things that make it happen for me,' she says. 'I knew I could succeed, and that led me to success.' This philosophical attitude has been prevalent throughout Silva's career.

When she established the Women's Center at San Antonio College, she drew from her own

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"I feel proud of the systems left in place, including retention programs, special population programs, and a returning adult center."

ADELINA SILVA
experiences as a first-generation college-going Latina. Later, she drew from those experiences to conduct research for her doctoral thesis, “Stressful Life Experiences and Career Choices of Re-Entry Women in Community Colleges.” Through questionnaires and surveys with former students, her research concluded that success was closely tied to self-assurance.

“The experiences and the research with students led to the idea that if you thought you had control of our life, you thought you could succeed,” she points out.

Community Centers

Silva was promoted to her District position in student program development in 1998. Since then, her efforts have been concentrated on military base educational offerings, programs for returning women, transfer centers, dual-credit offerings, partnerships with schools, and welfare to work recruitment.

Most recently she has spearheaded the establishment, under the direction of ACCD Chancellor Dr. Robert W. Ramsey, of three community education service centers. The centers are opening in partnership with local school districts and churches and are located in heavily minority communities.

The centers, operated by District staff, provide such services as assessment of basic and academic skills, preparation for state-mandated tests, career exploration and training information, preliminary college registration, on-line financial assistance and college educational networks and referral systems.

“Dr. Silva’s extensive experience in working with under-served populations makes her the right person for this project,” said Chancellor Ramsey. “We want to bring the colleges to the community. The centers will provide easier access and opportunities, bringing the possibility of a college education one step closer for potential students who might need the extra little bit of help. They should prove especially beneficial for first-generation college-goers.”

“At this point, the systems are in place,” says Silva, “and the center operating in conjunction with Harlandale Independent School District is seeing steady traffic.

“Students are being enrolled on site, and financial aid information and assessment are also taking place. Our staff is interacting closely with high school counselors, parent-teacher organizations, and church organizations to get the word out and the response has been overwhelming.”

Although she has made her mark as an administrator, Dr. Silva has also stayed in close contact with the classroom by teaching. She currently holds the academic rank of professor in the ACCD. From 1992 to 1995, she was an adjunct faculty member at Texas A&M University, teaching educational human resources development, and in Spring 1996, she joined the graduate faculty of Webster University in the business, management, and human resources development departments.

Silva also is extremely active on committees and boards. She serves on the Ethics Review Commission of the City of San Antonio and as vice president for finance and resource development of the Texas Chapter of the American Association of Women in Community Colleges. She was State President of the Jr College Personnel Association of Texas from 1993-1995 and a board member for eight years. Silva has been a member of Hispanics Unidos since 1983 and has served with health groups such as the Women’s AIDS Task Force, and the Regional Alcohol and Drug Abuse Advisory Council.

Her many awards include recent commendation by Palo Alto and San Antonio College groups and being named a fellow at the National Community College Hispanic Council Leadership Training Program sponsored by the Ford Foundation. In 1990, she was a member of the First Official City of San Antonio Women’s Delegation to Kumamoto, Japan, in commemoration of the Grand Opening of the Kumamoto Municipal Women’s Affairs and Cultural Center in Kumamoto City. In 1991, she was inducted into the Harlandale School District Hall of Fame as a distinguished graduate of McCollum High School.

A prolific presenter at conferences and programs, Silva has spoken before the American Association of Community Colleges National Conference, employment programs at military bases and chambers of commerce.

Silva is a member of several professional organizations, among them the American Association of Community Colleges, the Texas Association of Chicanos in Higher Education, the Texas Chapter of the American Association of Women in Community Colleges, and LLUAC.

“In the course of a career,” says Silva, “you learn to take advantage of opportunities when it lends itself, whether it be help from an individual, participation in a particular program, or an individual’s mentorship. I think it then becomes our responsibility to try to facilitate these types of opportunities for others. Someone has opened the door for you—you open it for others.”
Hispanics Choosing by Price and Proximity  

Early Search Less than Ideal

BY ROSIE CARBO

U.S. News & World Report has been publishing its annual rankings of the more than 1,400 accredited four-year colleges and universities since 1983. But despite a wealth of eye-catching magazines and state-of-the-art videos and CD-ROMs, the information has not reached many Hispanic high school students.

"Someone gave me a book that listed the top 50 Hispanic colleges. But it wasn't U.S. News & World Report. It was another book," says Michael Vasquez, a 20-year-old sophomore at Southern Methodist University in Dallas.

"I looked at several magazines that have rankings. I also used the Internet. But no, I can't say that I used the U.S. News & World rankings," says Elsie Hernandez, a 23-year-old graduate of SMC.

Michael and Elsie are two Hispanic college students who were unaware of U.S. News's rankings when they began applying to colleges and universities as seniors.

We publish the rankings for the benefit of all high school students. We don't just publish the materials for Hispanic students or other minority groups," says Katie Crocker, director of corporate communications for the New York-based publishing company. "That's why I doubt that we even have any per centages or numbers on how many Hispanic students use our ranking materials each year," adds Crocker.

The comparative information concerning the nation's best colleges and universities includes class sizes, graduation rates, scholastic aptitude test scores, and class standing of accepted applicants. Nevertheless, mouse on a personal computer, enabling students to actually take a tour of universities without leaving home, is often ignored or overlooked. "Some students use the information, and some don't. We think it's going to take a long, long time to change the attitude that college is not for them because we're fighting an uphill cultural battle," says Cohen.

Located in San Francisco's old historic district, Mission High is more than "5 percent Hispanic. In fact, it's known as the Latino high school because no other school in the city has as many Hispanic students. "Our Hispanic students aren't much different from our African American students in that both groups come to us with low percentiles on standardized test scores," Cohen says. Consequently, Hispanic and African American students come to Mission High already predisposed to the idea that they'll never go on to any college. "We see the same things in African American students that we see in Hispanic students. And that is that most of them don't come here thinking they're going to college when they finish here," she says.

"That's something I think is terrible! So we spend the next four years trying to persuade them to believe otherwise. But part of the problem is cultural. They just don't
see education as their ticket out," says Cohen.

Unlike Mission, other high schools around the country might employ counselors who are prejudiced because they assume Hispanic students don't need information concerning the best colleges and universities. "I did some calling around to different schools here in the Chicago area, and what some counselors said really surprised me," says Maria Barba, coordinator for the Office of Policy and Research at the Chicago High School District.

"Some counselors said they didn't make the information about college available to some Hispanic students because they only had a 2.8 grade point average. So they weren't going to college anyway...I couldn't believe that was coming from a counselor," says Barba, a Mexico City native.

"I interviewed two families whose children were seniors and are about to start college. And they said, "U.S. News and who?" Even the five counselors I talked to said they hadn't heard of it," says Barba. Nonetheless, Barba's research did reveal two factors that seem to determine if a Hispanic high school student attends college at all—and if so, where.

"I will say that lack of financial resources to pay for college was the No.1 concern I heard in talking to several parents," Barba says. "The financial concern was followed in every case by a concern about the proximity of the college to the student's home. Rankings were never an issue. "Finances is the No.1 issue—not rankings. Another big concern is distance. That's why most students here go to a city college instead of the University of Illinois or other universities," says Barba.

Other educators consistently echoed Barba's findings about money and distance being more important to Hispanic students overall than college rankings. "I knew that if I wanted to go to college, it would have to be a commuter school. Now I live at home and commute. It's only a 30-minute drive. But economically, that was my only option," says Andres, a 19-year-old first-year student at the University of Texas in Arlington.

With the hard choices that many Hispanic students must face regarding who will pay for college if they decide to go, it's even more imperative that they be able to access the information on colleges for free. Says a Houston counselor, "I hate to say this, but there are some companies out there that just want to make money from the students and their parents." Says Jorge Mercado, a counselor at Houston's Milby High School, where the student population is nearly 100 percent Hispanic.

"I know of one case where the parents bought a computer program about getting into college for $800," says Mercado. "I was a Houston Independent School District counselor since 1989 and a Puerto Rico native. "We could have got it for nothing. Now I tell the parents not to spend money on any of those materials. We can access all the college-related materials they'll need for free." Mercado says that one company, Texas Mentor, recently ensured its message was received by sending a free college program designed for each individual Milby High School student.

"The key information that most Hispanic students are looking for is scholarship money. It's a matter of survival..." says Leonard Dominguez, Chief of Policy, CSD.

Report materials are not free if purchased in bookstores or by mail. But the materials are consistently made available to school districts around the country.

In fact, the World Wide Web has become a great place to find and access college sites across the country, arriving on campus virtually within seconds of clicking a computer keyboard's buttons. Additionally, there are plenty of other more traditional programs available to students free for the asking and through their own school district career office centers.

"I don't think U.S. News has been used here very extensively in the past. But that's just one tool available to students. There are many others, such as Peterson's Guide to College and Princeton Review," says Joe Guerra, a counselor at Skyline High School in Dallas, where the Hispanic student population is nearly 100 percent.

Even if a student doesn't have a personal home computer, several counselors say that there are work stations and career centers where any student can access information about colleges and universities. "All
counselors provide counseling and guidance to students whether they’re Hispanic or not,” says Debra Mayorga, director of counseling for the H1SD (Houston Independent School District). “Counselors have all kinds of resources in their offices. We also have career centers at most schools that have computer any student can use,” Mayorga says.

U.S. News & World, one of the best-known resources for accessing educational information across the board, has always been aware that not every student owns a personal computer.”All our resource materials that focus on the rankings of colleges and universities are published in book or magazine form so that even someone who doesn’t have a computer can access the information,” says Crocker about the giant publishing company.

“Since I don’t have a computer yet, I have to get up at 2 or 3 a.m. and drive to the university’s computer lab to do my homework each night,” says Andres, admitting that his family never had the money to buy a computer when he was growing up.

Michael and Elsie didn’t have home computers either, due primarily to the same financial limitations. The result was further obstruction to early information on colleges and universities. “I’m from a family of 10 children, and we never had the money to buy other basic necessities. So a computer was out of the question,” says Michael, who recently lost his mother to cancer. “But now that I got a scholarship to SMC, I live on campus at the dorm. I just go to the computer lab to do my homework. So does my brother, who also got a scholarship and is a freshman.” Michael says.

In its printed materials, however, U.S. News encourages students to use human resources such as face-to-face interviews with professors as well as students before selecting a college or university.

Olga Math is a career guidance counselor at Skyline High School in Dallas, where going o-line was a recent coming of age for the school.

“Believe it or not, we’ve just gotten online on the Internet here on campus. The district is far behind in counseling office computers. So only the students who have home computers have been able to apply on-line,” says Math, who’s been with the Dallas Independent School District for nearly 30 years. Still, even if the school in the predominantly Hispanic district of Dallas were fully computer equipped, the reality is that economics is what determines whether students go to college—not rankings, she says.

“Many are first-generation children of immigrants who never attended a college or university. So they don’t have a role model or anyone to guide them through the application process but teachers and counselors,” says Math. “Economics and not rankings are what determine whether they go to a four-year college. And sometimes that’s based on if they’re able to earn a scholarship. But they can’t get one unless they pass the Texas Assessment of Skills Test (TAST), which many score low on and find very intimidating,” Math says.

As a result, she says, if they go to college at all, it’s often a two-year community college closer to their home and family, which serves as a support system for them. Skyline has 4,000 students, of whom 600 are graduating seniors. And 44 percent will go to a four-year college while 20 percent will go to a local community college.

“Most of what we do is college night, where about 60 colleges come on campus to talk to students. But I think if U.S. News would advertise in Hispanic magazines, like Latina and Hispanic, they’d reach Hispanic students a lot better.” Math says. “I think the ranking are very important because our top students use them, and I do think our counselors disseminate the information. But you’re always gonna have one or two students who never saw it,” says Mercado.

Rosie Carbo is a Texas-based freelance writer.
Does anyone remember pen and paper? Today, the computer screen, keyboard, mouse, and Internet are more familiar to young people.

One indication of this development on the changing academic landscape is the announcement that students now have the option of applying to The University of Wisconsin System by way of an on-line undergraduate admission program. This includes campuses such as the main campus in Madison, established in 1848, the Stout campus in Menomonie, established in 1894, and the Milwaukee campus, established in 1885. Applying via state-of-the-art electronic means should not come as much of a surprise.

The University of Wisconsin-Madison and the other institutions in the Wisconsin System have always had a reputation for being technologically advanced learning centers and a virtual research powerhouse. Now students who have spent as much time on-line as former generations spent in front of the television set will feel right at home as they log on, fill out, and process their electronic application. Once all the required information is received by a UW System campus admission officer, the student’s application is reviewed and evaluated. If other documents are required, the applicant is notified. The step-by-step instructions are detailed and clear, and there is plenty of on-line help. Just like other computer programs, this one comes complete with a host of message buttons, error buttons, and “Web Masters Tips, Tricks and Techniques” that provide additional information or that flag incomplete or inaccurate responses. It’s like finding a really engrossing computer game called “Your Future in Higher Education at the University of Wisconsin,” but unlike most computer games, getting a high score here and gaining admission to this highly regarded University, really is a win for the participating student.

While students everywhere are filing their UW applications on-line, we welcome The University of Wisconsin to the Hispanic Outlook Honor Roll, in part for bringing the application process that much closer to the reality of today’s high-technology tools.

Last year the State of Wisconsin and the main campus of the University of Wisconsin celebrated sesquicentennials. According to University of Wisconsin-Madison Chancellor David Ward, the formal relationship between the State of Wisconsin and the University of Wisconsin-Madison dates back to 1848, when the State and the University were established. Ward relates, “On May 29 of that year, the Wisconsin Territory was granted statehood by the United States Congress. The Constitution of
this new state provided for the establishment, by law, of a state university 'at or near the seat of state government.' Less than two months later—58 days, to be exact—the Wisconsin Legislature approved the incorporation of the University of Wisconsin." By statute, the university was to be governed by a 13-member board of regents. The institution was divided into four departments: Science, Literature and the Arts; Law; Medicine; and Theory and Practice of Elementary Instruction. The first class was held February 5, 1849. "I am amazed at the foresight of the early state lawmakers to establish a university in Wisconsin's newly settled wilderness, on the pristine shores of Lake Mendota," observes Chancellor Ward. "With many of the State's settlers striving to reap their livelihoods from the undeveloped land of this frontier territory," he notes, "the vision of the first Wisconsin Legislature in laying the foundation for UW-Madison is nothing short of exemplary."

The excellence of the UW System has resonated through the lives of millions of people over many decades. Through teaching, research, and public service, the University has made itself felt in countless ways in Wisconsin and around the world. To honor each of the 150 years of the institutions sesquicentennial, the University of Wisconsin created "150 ways the University of Wisconsin-Madison has touched the world." It is a fascinating read, spanning the history of this fine institution, and is highly recommended for anyone interested in the history of higher education, or just settling down for an enjoyable read. For example: Number 8, Civil War lore. The Civil War prompted great comings and goings for the infant campus. Going were many of the male students and new alumni of the 40 graduates up to 1864. 28 joined the Union Army, and a few served the southern cause.

Honor Roll Facts in Brief

INSTITUTION
University of Wisconsin-Madison

LOCATION
Office of Admissions
Armory and Gymnasium
Third Floor
716 Langdon Street
Madison, WI 53706-1490
(608) 262-3961

ESTABLISHED
1849

ENROLLMENT
40,109

HISPANIC ENROLLMENT
1,000 (2.49 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$3,650 (Full-time, undergraduate; Wisconsin resident)

NUMBER OF FACULTY
2,135 (53 Hispanic)

A FEW NOTABLE DEGREE PROGRAMS
Banking-Information Systems
Biomedical Engineering
Genetics
Physician Assistant
Rural Sociology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Chicana/o Graduate Student Association
Community Action on Latin America
Latino Law Students Association
Sonqo Latin American Dance

INTERNET ADDRESS
www.wisc.edu
Coming were Wisconsin troops who served at Camp Randall, an open
dead on the edge of the academy that in 1894 was acquired by the
university to serve as an athletic field. Then there's number 43, The
Spirit of Madison. "Lucky Lindbergh"—Charles Lindbergh, alumnus from
the UW, completed his first solo flight across the Atlantic in 1927. He finally received a UW degree—an honorary one—in 1928.

Many relate to research and development, like Number 62, Digital
dad, John Atanasoff, a UW physics graduate who in 1941 cobbled
together a crude computing device powered by vacuum tubes that
would be used as part of the first electronic digital computer. Then
there's Nobel Prize winner Joshua Lederberg, who's work with bacte-
ria is seminal to genetics, and professor Arthur Robinson's more
accurate map projection, adopted by the National Geographic
Society. Last but not last, we have number 150, UW student Henry
Anderson, who in May 1998 earned his bachelor's degree in
history—so remarkable an age of — some triumphs are global, some
are more personal.

The University of Wisconsin has so much to be proud about. Here
on Madison's Bascom Hill is where young John Muir attended class-
es. America's foremost conservationist, he later became founder of
the Sierra Club and the founder of the National Park System. Here is
where Aldo Leopold, author of Sand County Almanac, taught, wrote,
and developed his hugely influential "land ethic," that established
the nation's first department of wildlife management.

The first social security legislation was drafted here. Vitamins A
and B were discovered here, the first gene synthesized, the first bone
marrow transplant conducted, the first true space observatory con-
structed.

Today, students can dream their own dream, build their careers,
and make significant contributions based on the remarkable legacy
of UW-Madison researchers, teachers, and alumni.

Majors are offered at UW-Madison in 150 undergraduate, 182
master's, and 125 doctoral programs. Schools and colleges include
Agricultural and Life Sciences, Business, Education, Engineering,
Graduate, Human Ecology, Law, Letters and Science—which includes
Library and Information Studies, Journalism and Mass
Communication, Music and Social Work. Medicine, Natural
Resources, Nursing, Pharmacy, and Veterinary Medicine.

More than 30,000 doctorates have been awarded. Few, if any,
institutions in the world can match that record. UW-Madison awards
the third-largest number of doctorates in the nation each year.

Based on a number of surveys and studies compiled between
1982 and 1994, the University has 65 separate graduate or under-
graduate academic departments rated among the top ten in the
country. UW-Madison ranked third among the nation's universities in
research and development spending in fiscal year 1994-1995, with a
total of $369.5 million. Among public universities, UW-Madison
ranked fourth in federal research grants received. At any one time,
about 9,500 research projects are being conducted on campus.

The University Research Park, which opened in 1981, now has
more than 63 companies as tenants, with nearly 1,800 employees and
more than 60,000 square feet of office and laboratory space. It gen-
erates more than $1 million in property taxes for Madison annually.

The Wisconsin Alumni Research Foundation has obtained more
than 800 U.S. patents for the university since its founding in 1925,
resulting in more than $3.4 million in sales to the University.

Enrollment of 40,100 students in 1998-1999 makes it the sixth
largest university in the nation. Madison University of the class
came from the top 10 percent of their high school class. Students hail
from every state in the union, although according to Board of
Regents policy, no more than 45 percent of the university's under-
graduate students can be from beyond the state's borders (and
Minnesota, because of a reciprocity agreement).

Ethnic minorities enrolled in 1998-1999 totaled 3,148 or 9.34 per-
cent, up from 2,878 or 6.57 percent the ten years before. 1,000 of last
year's students (2.49 percent) were Hispanic.

UW-Madison is among the least expensive schools in the Big Ten
Conference. Annual undergraduate in-state tuition and fees totalled
ranked No.

Of the 1,135 total faculty, 213 or 18.1 percent are minority group
members. Thirteen Nobel Prizes and 22 Pulitzer Prizes have been
awarded to UW faculty or alumni: 46 faculty are members of the
National Academy of Sciences, 44 are members of the National
Academy of Engineering; and three are members of the National
Academy of Arts and Letters. Some faculty members have won the
National Medal of Science, and three are Sharee Scholars.

Chancellor Ward stresses that The University of Wisconsin is com-
mitted to the recruitment and retention of students, faculty, and staff
of color. Many offices and programs throughout the university have
staff members who counsel and provide information to prospective
students of color. The institution has scholarships designed "specif-
ically for designated American ethnic minority students." While finan-
cial need is the primary criterion for most of the general aid and
grant programs, scholarships are generally awarded on the basis of
academic excellence.

The Chancellor's Scholarship Program recognizes the outstanding
academic achievements of historically underrepresented stu-
dents. This campus-wide scholarship offers a variety of academic
and co-curricular activities to enhance the overall quality of the
collegiate experience. There is the Wisconsin Idea, "a century-
old concept of teaching, research, and outreach that extends
beyond the walls of the university's classrooms to the boundaries
of the state." The Chancellor notes, "It is clear to me that The
Wisconsin Idea must be more interactive. Today the boundaries of
our universes reach beyond the state to encircle the globe.
Remaining the best guarantees that UW-Madison students will con-
tinue to be among the best educated in the country, and their diplo-
mas will stay highly valued across the globe."
A School Grows in Brooklyn

Accolades for Experimental School

BY GARY STERN

An experimental Brooklyn school, part of New York City's New Visions program in which community leaders and educators create schools with innovative themes, is gaining recognition as a model institution.

Launched by Frances Lucerna, the school's principal, and her husband, Luis Garden-Acosta, who is executive director of the El Puente community development center, the El Puente Academy for Peace and Justice is dedicated to fostering human rights, social justice, and community activism.

Lucerna and Garden-Acosta were chosen for a Heinz Family Foundation award of $250,000 for their efforts in establishing the school.

The foundation chose them because "in the face of so much cynicism and hopelessness, we want to honor people who have a passion for excellence and an ability to persevere against all odds," Teresa Heinz, the foundation's chairwoman, told the New York Times. The El Puente Academy was viewed as one of the most significant accomplishments pertaining to the human condition.

Over the years, they've had a track record of success," said Russ Marz, director of communications at the Heinz Family Foundation, which is based in Pittsburgh. A school in Detroit is exploring using El Puente's structure as a model for its school, he said.

El Puente Academy for Peace and Justice opened in September.

The school operates as a partnership between El Puente, the community center, and the Board of Education.

The school's mission "is connected with ideas of democracy, participation, and being a good citizen, and revolves around one's rights as a human being," said the 47-year-old Lucerna, who earned a master's degree in Education from the Bank Street School of Education. Interestingly, before becoming principal, she had never been a teacher, having spent her career as a modern dancer and arts administrator at the Williamsburg Arts and Cultural Council for Youth. Its theme is an outgrowth of Hispanic culture.
since "we as Latinos are particularly connected to our families and community," Lucerna said.

Fittingly, the genesis of the school derives from suggestions by students themselves. In 1990, then-Mayor David Dinkins established the Decade of the Child and held community meetings in which students could express their major concerns. Students of all ethnic and racial backgrounds convened at an open forum, discussing violence, their fears, and their future. One student arose and exclaimed, "We have schools that teach us about the arts and technology, but why not have a school that teaches us to be peacemakers?" That student's suggestion reinforced what Lucerna and Garden-Acosta had been considering for some time and propelled them into action. After completing numerous forms and detailing the schools mission in an application to New Visions, El Puente Academy for Peace and Justice was born.

Nurturing leaders is one of the school's major imperatives. Students are encouraged not just to study and master academics but also to get involved in their community. For example, El Puente Academy students designed and continue to run a local Williamsburg community garden and organized a clinic at which more than 100 people were vaccinated to prevent the measles. Students have organized community vendors' markets and designed a food co-op for the community. In addition, students attend leadership workshops and conferences, serve internships with environmental groups, get involved in community health and environmental issues. "We are trying to connect academics into social action," said its principal.

How do students become leaders? "By becoming actively involved in those issues that deal with social justice and human rights," Lucerna replied. How do students become leaders? "By becoming actively involved in those issues that deal with social justice and human rights," Lucerna replied. For example, Williamsburg, one of the city's poorest neighborhoods, has had many incidences of lead poisoning. El Puente students in their science classes have conducted studies of lead and then, dedicated to improving the environment, rallied to prevent an incinerator from being built in the neighborhood, as it could have contributed to more pollution. Students participated in and observed City Council hearings, and wrote letters, demonstrating leadership.

Exemplifying the school's leadership training is Geisy Colon, a Brooklyn resident and native of the Dominican Republic who graduated from El Puente in 1998 and is completing her sophomore year at Sarah Lawrence College, an academically rigorous school in Bronxville, New York. Frustrated by the anonymity of her first large New York City high school, Colon had found a home at El Puente. The school "prepared me for academic excellence and interaction with the community," she said. She and her fellow students helped create the El Puente Community Gardens in Williamsburg, in which they worked closely with community leaders. Not only was she taught how to master academics, but she learned "about the passion of learning. The more I learned about politics and literature, the more hungry I was for learning." It is no coincidence that Colon serves as one of the leaders of Harambee, an activist group for minority students at Sarah Lawrence, or that she plans on becoming a United Nations interpreter or teacher.

Collaborating with facilitators, artists, community organizers, or environmentalists on a special project impacts students such as Colon. One recent project led to students doing research on the history of the garment industry in New York, presenting a fashion show, and discussing the exploitation of workers. Students studied the garment industry in a cross-disciplinary way, researched the history of sweatshops, and made connections to many of their parents who work in local clothing factories.

The school is linked to El Puente, the community center in which it is housed. At most city high schools, when the final bell rings, students stream out the door relieved that school is over. At El Puente, many students remain in the school well past 5 o'clock, tutoring elementary school students, involved in community projects, or working with the community center. "The school is viewed as an extension of the community-based organization," Lucerna

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El Puente Academy Cultural Bazaar
observed. "After 5 p.m. and until 9 p.m. there are tutorials, arts-related classes, parents taking classes," she said, describing a true learning and neighborhood community center.

In fact, the school's name, El Puente, which means the bridge in Spanish, provides a clue to its overall mission: "We see ourselves as a bridge to our members and their families. We're a bridge to the community. People rejoined together to fight for their rights," asserted Lucerna.

Half of its students are selected by El Puente while the remainder are assigned to the school because they live in proximity to it or in Brooklyn. Of the fifty percent who are selected, El Puente looks for community involvement rather than academic achievement or test scores. Of its 11 teachers, half were selected by the principal and the remainder were assigned that school, abiding by union rules.

Its students are succeeding academically, Lucerna said. More than three quarters of those who take the Regents Exam pass the Regents Exam, and over 90 percent of its 28 graduates in 1998 and 33 graduates in 1999 move on to either two- or four-year colleges. New York City's schools, like others in Chicago, Los Angeles, and elsewhere, have been demanding that students pass the statewide Regents Exam and take more academic courses in order to be granted an academic diploma. The school strives to teach students how to take a test and how to write essays as well as how to get involved in activist projects. An interactive math program encourages problem-solving and active learning, for example. Academic standards at El Puente are no different from those at other New York City high schools and the science curriculum includes challenging courses such as biochemistry and physics. Classes, however, are smaller—most have 15 to 25 in a class whereas most city high schools have 35 and rarely go under 30.

Establishing high standards and encouraging community involvement are closely connected, Lucerna suggested. "If you have values about respect, integrity, and good citizenship, then you'll have high standards of education well. We set high standards to encourage students to become better citizens and apply knowledge learned to actual issues," she added. Bilingual classes in such a small school are not viable. Though most of its Latino students are bilingual, they learn in English classes. "We have an integrated program here," Lucerna said, and classes are small enough so that individual attention can be granted.

Because the school encourages students to show activism in community projects, critics charge that the school indoctrinates its students to believe in a certain social agenda. Education is supposed to present ideas and not take a one-sided, biased side of any issue, including social action. Asked whether the school imposes its values on its students, Lucerna replied, "I disagree with those people who say that education is not political. Young people at El Puente are not forced to do anything. We don't force them to speak up or demonstrate. We give them opportunities to investigate and explore issues that they deal with every single day such as wellness or civil rights. We're presenting issues," not indoctrinating, she said.

If a student were to support building an incinerator in the neighborhood, which counters the dominant community's sentiment, Lucerna noted that this view would be perfectly acceptable. But aren't students influenced by subtle, insinuated messages more than explicit ones? "We are offering student-centered education," she said, hinting that issues covered should be relevant to El Puente's students' lives but ideas are not imposed on them.

How has the quarter-of-a-million-dollar award and ensuing publicity affected Lucerna, who admits that she's essentially a shy person? Since the couple recently adopted a boy from China, the award is enabling them to provide a better life for their child. In addition, "it's been a tremendous validation of our work and incentive for young people to do community work. The award sends a message to our students this is important work."

"The more I learned about politics and literature, the more hungry I was for learning." El Puente graduate Geimi Colón, now at Sarah Lawrence

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PEOPLE

A&M International's García Assumes New Position

Texas A&M International University Vice President for Finance and Administration José García was elected president of the Southern Association of College and University Business Officers (SACUBO) for the 1999-2000 term.

García is also president of the Texas Association of State Senior College and University Business Officers for the 1998-2000 term.

Founded in 1929, SACUBO, formerly known as the Southern Educational Buyers and Business Officers Association, aims to foster sound principles, effective and efficient practices, and ethical conduct in business management. The group has more than 900 members from a 14-state region of the country.

Solís Speaks at Michigan-Flint

Luis Guillermo Solís, professor of political science at the University of Costa Rica and former ambassador to Central America, gave a lecture, "Costa Rica, the U.S., and Sustainable Development," at the University of Michigan-Flint.

Solís has held positions within the Costa Rican Ministry of Foreign Affairs and the National Liberation Party. He also has been a member of the Costa Rican delegation to the United Nations and the Organization of American States.

Solís has a bachelor's degree from the University of Costa Rica and a master's from Tulane University.

Sánchez Selected for Bush School Masters Program

Arturo Sánchez III became the first Texas A&M International University student to be selected for admission to Texas A&M University's George Bush School of Government and Public Service Masters Program. Sánchez will receive a $5,000 Bush fellowship to the two-year, full-time degree program beginning in August.

The Master's is a demanding, two-year program of study. Students are expected to pursue their studies on a full-time basis, carrying 12 graduate credit hours per semester, with a summer internship after the completion of the first year.

Lugo to Attend Executive Leadership Institute

Ruth E. Lugo LaGuardia Community College (N.Y.) dean of student affairs and enrollment management, is one of 38 community college leaders selected to attend the prestigious Executive Leadership Institute in Newport Beach, Calif., in August.

The purpose of the institute is to provide an opportunity for selected community college leaders to review their abilities and interests, to refine their skills, and to participate in discussions on leadership with outstanding community college educators in America.

Lugo graduated from the University of Puerto Rico, and earned a master's degree from Middlebury College and a doctorate from the State University of New York-Stony Brook.

Alegría and Moreno Receive Honorary Degrees

Ricardo Alegría and Rita Moreno each received honorary degrees from Trinity College/CT.

Alegria, an esteemed authority on Puerto Rican culture who is often referred to as the father of Puerto Rico, is the director of the Center of Advanced Studies of Puerto Rico and founder of the Institute of Puerto Rican Culture. He is a scholar of pre-Hispanic indigenous Caribbean history and the author of more than 25 books. He received a Doctor of Humane Letters.

Moreno is one of only four performers to have won an Oscar, Tony, Emmy, and Grammy award. She is one of 32 private citizens named by President Clinton to serve on the President's Committee on the Arts and the Humanities. She received a Doctor of Music.

Monteiro Publishes CD

Dr. José G., Monteiro, of Northern Virginia Community College, has published the CD Carmen, available at the Annandale Campus bookstore.

Carmen is a multimedia review Spanish course that covers the main topics presented by most elementary and intermediate college courses. All 49 topics in Carmen have a similar format that includes the forms of verbs, pronouns, etc., the rules of grammar, and a practice section that has 25 to 50 examples. Each example has a blank for the student to answer, a button to get the right answer, another button to get the English translation, and an icon to get an oral answer.

Knowledge of U.S.-Panama Relations Timely for Mellander

In the past year, Dr. Gustavo A. Mellander, a George Mason University (Va.) professor, and columnist for Hispanic Outlook, has lectured widely on U.S.-Panama relations in Virginia, California, Puerto Rico, and New Jersey. He has been quoted frequently by the news media.

1430
in the United States and in Latin America.

His topic is particularly timely since the U.S. will turn the Panama Canal over to Panama in December. Panama’s recently elected president will have begun her term by that time, which might result in more intense media coverage.

Mellander conducted research at archives, libraries, and governmental agencies in Washington, D.C., and in Panama, and has written two books, including a “best seller” on U.S. involvement in Panama, and has been conducting research for another.

Huerta Gives First Usiglì Lecture

Jorge Huerta, professor of theatre at the University of California-San Diego, presented Miami University’s (Ohio) first Rodolfo Usiglì Lecture in Mexican American Literature and the Arts. Huerta reflected on the contribution of Chicanos to the American stage while tracing their cultural and creative roots to the Mexican experience.

The founder and artistic director of the Teatro de la Esperanza in Santa Barbara, Calif., Huerta also offered a directing class and a text interpretation workshop for undergraduate and graduate students in Spanish and theater.

Richardson Addresses Boston College Graduates

United States Energy Secretary Bill Richardson, a former United Nations ambassador who as a diplomatic troubleshooter helped free prisoners in Bangladesh, Cuba, and Iraq, received an honorary Doctor of Law degree and addressed the graduates at Boston College’s 123rd Commencement.

Richardson, the highest-ranking Hispanic in the Clinton administration, became the first person in history to hold two Cabinet posts at the same time when he took over as energy secretary in August 1998 while still serving as U.S. ambassador to the United Nations.

He is a graduate of Tufts University and the Fletcher School of Law and Diplomacy.

Gonzales Wins University Service Award

Michale Grace Gonzales was awarded the University Award for Outstanding Service and Leadership in Co-Curricular Activities at Jacksonville University’s (Fla.) commencement ceremonies. The award recognizes the graduating senior whose service contributions to the university and participation in co-curricular activities have been of the highest order.

Gonzales belonged to many organizations, including the National Education Association, the homecoming committee, the student government association, the Order of Omega, the NCAA Self-Accreditation Steering Committee, Green Res., the IMPACT Leadership Program, and Alpha Delta Pi sorority.

She received a bachelor’s degree and plans a career as a teacher.

Picado Delivers Address at Elmhurst College

Sonia Picado Sotela, a member of the Legislative Assembly of Costa Rica and former ambassador to the United States, delivered the commencement address at Elmhurst College (III.). Picado was awarded an honorary Doctor of Laws degree.

Picado has served in Costa Rica’s Legislative Assembly and as president of the political party Liberacion Nacional since 1998, following a four-year term as ambassador to the United States.

Ambassador Picado has been a strong and respected advocate of human rights in the Americas, and is viewed as a likely presidential candidate in Costa Rica,” said Dr. Bryant L. Cureton, Elmhurst College president.

Del Olmo Gives First Salazar Lecture

Pulitzer Prize-winning Los Angeles Times columnist and editor Frank Del Olmo was the speaker at the inaugural Ruben Salazar Memorial Lecture at the University of California-Santa Barbara (UCSB). His talk was titled, “Beware Drive-by Journalism: Latinos, Politics and the Media.”

Those subjects were among the favorites of the pioneering Chicano journalist Salazar during his 15-year career with The El Paso Herald-Post, The Los Angeles Times, and Spanish-language KMEX television in Los Angeles, a career cut short when he was killed by Los Angeles County sheriff’s deputies in 1970 at age 22. After covering a Chicano anti-Vietnam war rally, Salazar was in a cafe with his crew when police fired tear gas into the building. Salazar was hit in the head by a canister and died.

Mario Garcia, a UCSB professor of Chicano studies and history, said, “Salazar opened the door and showed that Latinos could be good journalists.”

Cantú New Fresno City Dean of Instruction

Anthony Cantú recently became the new dean of instruction at Fresno City College (Calif.). Cantú has headed the college’s humanities division since 1994.

“I think Mr. Cantú will do an outstanding job, as he’s done in the past with our district,” said Fresno City College President Dr. Daniel Laraos.

Currently pursuing a doctorate in educational leadership, Cantú has two bachelor’s degrees from California State University-Long Beach and a master’s from California State University-Fresno.
Pinela Selected for Outstanding Technical Paper

California State University-Los Angeles technology student Gerardo Pinela was the only student selected nationally by the Research and Engineering Council of Graphics Industry, Inc., in its call for technical papers. It is the first time a Cal State-L.A. printing management student received the honor.

The award included a $1,000 scholarship plus expenses paid to attend the 40th Annual Critical Trends Conference, where Pinela presented his winning paper: "Digital Printing: The Innovation for Personalized Printing.”

Sánchez Helping Latinos Near U.S.-Mexico Border

Recent University of Texas (UT)-Austin graduate Patricia Sánchez is preparing a presentation workshop designed to help new immigrants near the U.S.-Mexico border take full advantage of the American public school system and move ahead successfully. Sánchez is also working on an “action research” project that will improve communities and schools.

A first-generation American, the daughter of Mexican immigrants, Sánchez, as a child, received valuable help from a friend who enabled her to “work” the school system. In May, she received a master’s degree from UT-Austin in Latin American Studies, and she will now try for a doctorate in education and social cultural studies at the University of California-Berkeley.

“I will hopefully be bringing to academia a newer perspective, a less heard voice,” said Sánchez.

Mollinedo Honored as Distinguished Alumni

Los Angeles Zoo Director Manuel Mollinedo was presented the Distinguished Alumni Award at California State University-Los Angeles’ 20th Alumni Awards Gala.

The Los Angeles Times has cited Mollinedo for “the turnaround and reaccreditation of the Los Angeles Zoo, and for having an insider’s knowledge of the city’s Byzantine political structure.”

Mollinedo has two bachelor’s degrees and a master’s from Cal State-L.A. and a master’s from the University of Southern California.

Pictured left to right are Cal State-L.A. President James M. Rosser, Mollinedo, and Cal State-L.A. Alumni Association President Linda Wah.

Zavaleta New External Affairs Vice President

Dr. Antonio N. Zavaleta, interim vice president for administration and planning at the University of Texas-Brownsville and Texas Southmost College (TIB/TSC), was named vice president for external affairs beginning in August.

Zavaleta will be responsible for developing new outreach projects designed to serve the workforce needs of the international service region, as well as enhancing existing projects. He also will be responsible for TIB/TSC’s continuing education, governmental relations, off-campus sites, and development of public-private partnerships.

Zavaleta has a bachelor’s degree, a master’s, and a doctorate from the University of Texas-Austin.

Hidalgo Receives Smithsonian Fellowship

Dennis Hidalgo, a native of Puerto Rico and a history doctoral student at Central Michigan University was awarded a fellowship appointment at the Smithsonian Institution’s National Museum of American History in Washington, D.C.

Hidalgo will work on his doctoral dissertation while under the auspices of the Smithsonian Institution. His research focuses on the history of Protestantism in the Spanish Caribbean and examines the relationship of Protestant missionaries to imperialism and how a foreign religion becomes indigenous.

Hidalgo has a bachelor’s degree from Universidad Adventista de las Antillas in Mayaguez, Puerto Rico, and master’s degrees from Andrews University and Western Illinois University.

Tito Puente Performs at Northeastern

Tito Puente, one of the most flamboyant performers in the history of Latin/jazz music, orchestrated and performed live with Boston City-Wide Honors Jazz Ensemble at Northeastern University (Mass.).

The Grammy Award-winning percussionist taught the jazz group four songs by various artists, including “Oye Como Va,” one of Puente’s greatest hits. Following the workshop and performance, Puente fielded questions from an audience of Boston-area middle and high school students.
Inspiring Graduates from Miami-Dade

Miami-Dade Community College (Fla.) had many inspiring graduates in May—including the following:

Dolores González, 43, who is hearing impaired, was active in student government and community service programs. She earned an associate's degree in science in respiratory therapy and an associate's in arts. During classes, her son Oscar, who is disabled and dependent on a ventilator machine, came in and encouraged and allowed his mom's classmates to practice routine respiratory procedures on him. He received an honorary degree.

Rosa Mori, 58, graduated with her children Rosa Liz, 24, and Jorge Gustavo, 22.

Because the family, originally from Peru, didn't qualify for financial aid, they moved into a small apartment, and each got part-time jobs. Rosa Liz's father Gustavo, a police officer, stayed in Peru and sent them money. "It was hard to stay focused on school and work when we miss him so much, but it has all been for our own good," said Rosa Liz.

Carlos A. De Mato, 26, a former pilot in the Uruguayan Air Force who initially spoke broken English, graduated with the highest honors in his class and received two special awards for achievements in math and engineering. Three years ago he came to Miami to get a job as a pilot. Now he has a scholarship to Georgia Tech University to study engineering.

Bloomfield Awards Honorary Degree to Colón-Valle

At its 126th Commencement, Bloomfield College (N.J.) awarded an honorary doctorate degree to Miriam Colón-Valle. Latino arts activist, actress, director, and founder of the Puerto Rican Traveling Theatre Company, Inc.

Colón-Valle is dedicated to performing the work of Hispanic writers in Spanish and English. In addition to founding the theatre company, which is a well known training ground for aspiring Hispanic actors and writers, Colón-Valle co-founded Nuevo Circulo Dramático, the first Spanish language arena theater in New York City. She has acted in films with Marlon Brando, Sally Field, and Al Pacino. As a community leader, she has served on a New York State council and on national panels.

Our Lady of the Lake Selects Provost

Our Lady of the Lake (Texas) named James Gearnity provost, beginning in August.

"Gearnity has a thorough understanding of resource issues," said University President Sally Mahoney. "He understands technology as an instrument and not as an end. He is skilled in issues of fund-raising and marketing. He is practiced both in delegation to line officers and in consultation with faculties and staff. And he is forthright in laying on the table what resources really are required to support long-term goals." Gearnity had been dean of the Graduate School of Arts and Sciences at Marywood University (Penn.).

Newsmakers at DePaul University

- A musical score for an oratorio dedicated to St. Vincent de Paul that had lain dormant in Vincentian archives for more than a century was brought to life in May, when Ars Musica Chicago performed "Vincent de Paul: An Oratorio in Three Parts," sponsored by DePaul University (Ill.) as part of its centennial celebration. "The oratorio was written by Vicomte Fernand de Beaufresne, an obscure but well-educated and talented French composer," said DePaul University Assistant Professor Enrique Alberto Arias.

- The Fellows Program, former Peace Corps volunteers who are earning advanced degrees, held a conference in Chicago that included visits to several schools and their neighborhoods. Two Peace Corps fellows have been training for teaching assignments in inner city classrooms through DePaul's Center for Urban Education. Pictured at far left is Barbara Radner, Center director, touring with her are Fellows, along with students at Cesar Chavez Elementary School.

New Mexico Instructor Publishes CD-ROM

Jan Plass, an instructor in the University of New Mexico College of Education's Organizational Learning and Instructional Technologies Program, along with colleague Dorothy M. Chun, has published, through St. Martin's Press, Obra de Derecho (A Letter to God), a CD-ROM focusing on Spanish vocabulary development.

Featuring a well-known Mexican short story by Gregorio López y Fuentes, the multimedia...
Eastman Kodak Supports Higher Education

The Eastman Kodak Company has shown support for higher education this year by giving out the following grants.

The Hispanic Association of Colleges and Universities (HACU) received a gift of $10,000 in 1999, for its many initiatives.

The Consortium for Graduate Study in Management, an alliance of American business schools and the business community, received a gift of $20,000–part of an annual gift that supports higher education in management for more than 200 students of African American, Hispanic American, and Native American descent.

North Carolina Agricultural and Technical State University received a gift of $5,000, part of a total pledge of $50,000 through 2001, for its diversity, technology education, and institutional excellence.

Cal State-L.A. Alumni Association Awards Scholarships

The Alumni Association at California State University-Los Angeles presented 15 students with scholarships recently.

The recipients are: Sonia (Hoa) T. Nguyen, Shanika L. Blanton, Jesús M. Gómez, and Haley K. Leung, psychology majors; Pankit J. Doshi, political science; Jenina Galiano and Veronica P. Hernández, child development; Christopher J. Gontong, electrical engineering; Mark J. Gordon, anthropology; Tyler N. Hursh and Susan Ngo, business administration; Marisela Salazar, English; Daniel Santos, sociology; Robert D. Velasquez, criminal justice, and Charlene M. Vu, nursing.

Latino USA Airs Hurricane Mitch Aftermath

Latino USA, the University of Texas-Austin radio journal of news and culture, has been broadcasting a series of special reports examining the human dynamics and complexities of the aftermath of Hurricane Mitch, which left more than 30,000 people dead in Central America.

The series examines the hurricane’s effects on the political, economic, and social realities of Central America and their implications for the United States. In the first report, producer María Martín examined internal migration in Central America as it affects children. The reports, airing on approximately 15 public radio stations and accessible through Latino USA’s Web site at <www.latinousa.org>, will continue periodically through October.

Cal State-Fullerton Co-Sponsors Town Hall

“Touch the Future...One Child at a Time” was the theme of a joint Town Hall co-sponsored by California State University-Fullerton (CSUF) and the Junior League of Orange County, Calif. The event was designed to engage Orange County residents in a child-focused discussion on healthcare, education, family, and community.

The roster included: Dr. Sylvia A. Alva, department head and associate professor of child and adolescent studies at CSUF; Sid Gardner, director of the Center for Collaboration for Children at CSUF; Gene Howard, executive director of the Orange County Children’s Foundation; Kathy McCarrell, executive director of the Orange County Child Abuse Prevention Center; and Susanne Valdés, executive director of the Child and Adolescent Studies Student Association at CSUF.
“Transboricua” Exhibit at Rhode Island School of Design

“Transboricua: An Installation by Pepin Osorio” was on display at the Rhode Island School of Design (RISD), marking the first of a series of events designed to bring arts programming into communities throughout Rhode Island.

The installation explores the transformation of identity of Puerto Ricans and those from other Latin American countries as they come to terms with new lives in the United States. “Boricua” has its word roots in “Borinquen,” a name given to Puerto Rico by its original inhabitants, the Taínos. Osorio, a native of Puerto Rico, created the installation in collaboration with students from RISD and the Mary E. Fogarty Elementary School.

“Los Bosques de San Nicolás” Lecture at American University

American University’s Washington College of Law and the Guatemala Human Rights Commission held a lecture, “Los Bosques de San Nicolás,” at the District of Columbia school. The lecture was presented by Dean Claudia Grossman, a member of the Inter-American Commission on Human Rights and the lawyer representing the families of five minors assassinated in Guatemala. “Los Bosques de San Nicolás” is the first international case concerning child rights in the Inter-American system.

Our Lady of the Lake Receives Psychology Grant

The American Psychological Association awarded Our Lady of the Lake University’s (Texas) psychology department a $5,500 grant to support a survey of bilingual psychologists. The principal investigator of the grant is Dr. Cynthia González (pictured here), assistant professor, co-investigators are Dr. Cynthia de Las Fuentes, assistant professor, and Dr. Joan Biever, chair of the department.

The survey is designed to help educators learn more about the experiences and training needs of approximately 200 psychologists currently providing services in the United States and Canada.

The psychology department already has a program that trains psychologists to provide services in English and Spanish.

Pace University Honors Santiago

At a commencement ceremony for more than 600 undergraduate students on Pace University’s (N.Y.) Pleasantville/Briarcliff campuses, Esmeralda Santiago was awarded an honorary Doctor of Humane Letters degree. Santiago is the author of the acclaimed memoir, When I Was Puerto Rican.

Pace University conferred more than 3,500 degrees and seven honorary degrees during four separate commencement ceremonies in White Plains and New York City.

Trinity to Erect Cultural Houses

Cultural houses for three Trinity College (Conn.) organizations, representing Latin American, Asian American, and Jewish students, are to be constructed.

The new cultural houses for La Voz Latina, the Asian American Student Association, and Hillel will accommodate a few student residents but will serve primarily as cultural centers. Through furnishings and activities, the houses will celebrate the particular cultures and traditions of each student group and serve as educational resources to the entire campus community. Each new house will seek to promote intercultural exchange and appreciation.

News from Portland Community College

- At Portland Community College (PCC) in Oregon, a new Latino mentorship program, the Homework Club, is pairing several Latino students from PCC’s Rock Creek Campus with Latino third through fifth grade students seeking help with their studies in subjects such as English and math. Volunteer tutors are needed. For more information on the Homework Club, call Candace Stevens at (503) 299-3875.
- At PCC’s Rock Creek Campus, 28 Latino high school students were recognized for completing the Oregon Leadership Program, an eight-month Latino youth leadership program that focuses on leadership skills, networking, exploring career options, and creating more opportunities for continued education.

Bilingual Computer Classes at Maricopa CCD Helping Spanish-Speaking Students

More than 100 Spanish-speaking students of the City Colleges Center (CCC) in downtown Phoenix, Ariz. are picking up computer skills in their native language in a one-of-a-kind bilingual academic outreach.

Setting the program apart, students learn computer programs with the help of manuals written in Spanish as the instructor teaches in Spanish. However, the computer programs are all in English.

“Students love it,” said Raquel Velasco, bilingual coordinator. The CCC is a partnership of Phoenix Gateway, Rio, and South Mountain community colleges—all of the Maricopa Community College District. Pictured here (seated, l to r) are students Ricardo Lopez, Martha Garcia, and Eric Lino; standing are instructor José Canseco and Velasco.
NJN Hispanic Youth Showcase

New Jersey Network (NJN) Public Television presented the 13th Annual NJN Hispanic Youth Showcase at the New Jersey Performing Arts Center in Newark. Thirty-seven finalists, including 11-year old Hilda Morfi (pictured), demonstrated their extraordinary talents as dancers, vocalists, and instrumentalists in what is considered to be the largest performing arts competition of its kind in the region.

Flamenco and Spanish classical dancer Jesus Cano, known in the dance world as the "Embrujado de España," or the "Spanish Magician," and regarded by international journalists as "a master among masters," performed as a special guest.

Fairfield University Honors Mello

Brian Mello, who graduated summa cum laude from Fairfield University (Conn.), was honored by the Fairfield University Alumni Association with the Student Achievement Award for his promotion of diversity during his four years at Fairfield. He has also been awarded a fellowship to the University of Washington in Seattle to pursue his doctorate and was selected an alternate for a Fulbright Scholarship to Turkey.

A former student association vice president of multicultural relations at Fairfield, Mello brought a day-long Student Summit on Diversity to the campus. The conference featured presentations and workshops and engaged faculty and students from other New England colleges in an open dialogue about diversity.

The Multicultural Campus: Strategies for Transforming Higher Education

Leonard A. Valerde and Louis A. Castenell, Jr. eds.

In this book, Hispanic, African American, and Asian American educational leaders examine the obstacles they have faced as minorities, climbing up the predominantly White career ladder in American universities.

1998
220 pp.
$22.95 paper
Altamira Press
(805) 499-0721

Women in Caribbean History: The British-Colonised Territories

Verene A. Shepherd, ed.

Early historical works portrayed women, especially those of African descent, in a sexist and racist manner. This book embodies the progress of research on Caribbean women. It reveals new historical information on Caribbean women and provides detail on their economic, social, and political roles and activities.

1999
204 pp.
ISBN 1-55786-180-1
$10.95 paper
Markus Wiener Pub
(718) 225-225

Colonias and Public Policy in Texas and Mexico: Urbanization by Stealth

by Peter M. Ward

Indias in Texas, over 1500 colonias in the counties along the Mexican border are home
to some 400,000 people. This book presents the results of a major study of colonias in three transborder metropolitan areas and uncovers the reasons why colonias are spreading so rapidly.

March 1999
304 pgs.
$39.95 paper
University of Texas Press
(800) 252-3206

A Dream for Gilberto: An Immigrant Family's Struggle to Become American
by Biloine Whiting Young

The true story of Gilberto Alzate, a Colombian who immigrated to the United States in the early 1960s, this book tells the universal tale of the difficulties, triumphs, and failures experienced by immigrants as they reach for the American dream.

April 1999
331 pgs.
ISBN 0-9660111-0-3
$39.95 paper
J-Press
(651) 420-1819

Entre Rascacielos: Nueva York en Nueve Poetas
Marie-Lise Gazarian-Gautier, ed.

This anthology, which originally came out in Ecuador, is an anthology of nine Hispanic poets from varied countries, residing in the Greater New York area. The voices reflect the joys and sorrows of Hispanic people away from their respective homelands.

1999
517 pgs.
ISBN 1-889225-07-X
$12.00 paper
Casa de la Cultura Ecuatoriana "Benjamín Carrión"
(718) 880-1905

Effective Professional Development Schools
by Richard W. Clark

This book explores the expanding popularity of professional development schools and their role in educating teachers and promoting school improvement. It describes the criteria for establishing quality professional development schools, the policies and financial arrangements needed to sustain them, and ways to evaluate their progress.

1999
264 pgs.
ISBN 0-87460-086-9
$26.95 paper
Jossey-Bass Inc
(888) 788-3555

Red, White, and Green: The Maturing of Mexicanidad, 1940-1946
by Michael Nelson Miller

This book explores how the arts—film, ballet, music, fine art, and publishing—were used by the Mexican state in its quest for national unity and identity during the presidency of Manuel Avila Camacho.

1998
226 pgs.
ISBN 0-87460-178-8
$25.00 paper
University of Texas Press
(800) 252-3206

Shaping the Discourse on Space: Charity and Its Wards in Nineteenth-Century San Juan, Puerto Rico
by Teresa Martínez-Vergne

The book explores how an inchoate middle class emerged in Puerto Rico in the early 19th Century, and how municipal officials and the Casa Beneficencia shaped the discourse on public and private space and thereby marginalized the worthy poor and vagrants, Africans, indigent and rural women, and destitute children.

April 1999
253 pgs.
ISBN 0-292-7221-0
$19.95 paper
University of Texas Press
(800) 252-3206
VIDEOS AND CD-ROMS

The following video recordings are available from:
FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5120

Hispanic Education at the Crossroads

Education is intrinsic to success in our society. But for members of Hispanic groups, good education might be hard to come by because of either language barriers or under-performing schools. This program examines how Hispanic American children are faring in the educational system, with an emphasis on bilingual education
(+4 min., color)
Item #FFH 7080

Hispanic Americans: One or Many Cultures?

Anglo Americans tend to lump Hispanics together, forgetting that the category covers a wide range of cultural backgrounds. In this program, three Hispanic Americans discuss what unites and divides the various groups.
(+4 min., color)
Item #FFH 7094

Songs of the Poor: An Argentine Journey

This video is set in the impoverished mountain villages of northern Argentina, where the music reflects the harsh living conditions of the inhabitants. To alleviate the desperation of their lives, the people stage dramatic celebrations that culminate in the momentary joy of carnival.
(+6 min., color)
Item #FFH 49

Cultural Bias in Education

This examines roadblocks to Latino academic advancement as well as productive educational models, explores the relationship of standardized testing and cultural diversity and questions whether cultural bias can be eliminated from standardized testing and looks at early childhood education programs and the factors that deter Latino families from participating in them.
CD-ROM
(2+ min., color)
Item #FFH 3205

Miguel de Cervantes Saavedra: Obras Completas

For Windows only, this definitive scholarly resource, produced under the auspices of the Centro de Estudios Cervantinos de Alcalá de Henares, presents the complete works of Cervantes and all of the interactive tools necessary to study them. Particular care was taken to preserve the original literary style and language of Cervantes.
(This entire CD-ROM, including instructions, is in Spanish.)
$140.00
Item #FFH 8889

CONFERENCES

Center for the Study of Books in Spanish for Children and Adolescents—Summer Workshop
July 19-21
The Center at California State University-San Marcos, directed by Isabel Schon, is holding the final one of its three summer workshops. (July 19-21, 9:00 a.m.-3:00 p.m.) Literature in Spanish for Children and Adolescents.
Contact: Center. (707) 582-4070.

Cornell University—Administrative Management Institute
July 25-30
Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACLBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, NY Cell phones are available.
Contact: phone: (607) 255-7459; e-mail, ccub@cornell.edu; Web site, <www.scc.cornell.edu/html/ami.html>

NACA—“Celebrating Diversity” Workshop
July 27-August 1
A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.
Contact: phone: (800) 522-0222

Popular Culture Association and American Culture Association—Latin American Congress
September 29-October 2
In Puebla, Mexico.
Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010, e-mail: prich@hoover.stanford.edu; Web site: http://lens.pacifilmix.com

CLPA National Conference and Expo ’99
October 5-6
For College and University Personnel.
Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan. (202) 429-0411 ext. 387. e-mail: <mangan@cupajnet. cupa.org> Web site. <www.cupa.org>.

**Education Connections '99**

October 4-5
Study USA-Mexico '99

October 7-9
The I.S. Trade Center, Department of Commercial Service, and Kiva Expositions Inc., are hosting the 2nd Annual Study USA-Mexico '99 educational fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's main focus is on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams. (301) 751-9000. e-mail: <kivaexpo@mindspring.com>

**SACNAS—National Conference**

October 9-10
Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gap in Education." In Portland, Oregon.

Contact: SACNAS. (408) 459-0170. e-mail: <info@sacnas.org> Web site. <www.sacnas.org>.

**University of South Carolina—"The Minority Student Today"**

October 10-13
Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (305) 444-9444 or 2600. e-mail: <conf@gwm.sc.edu> Web site. <www.sc.edu/conf/conf.htm>.

**Austin Community College—Telelearning '99**

October 10-13
Telelearning '99: Education in Transition conference, hosted by Austin Community College. Sponsoring: The Telecourse People and Instructional Telecommunications Council in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty. (502) 430-1433. e-mail: <pretty_f@email.msn.com> Web site. <www.smclairedu.com/community/ttc>.

**National Multicultural Institute—Annual National Conference**

October 21-24
The 4th annual national conference of the National Multicultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hara Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute. (202) 483-0700. e-mail: <nmci@nmci.org> Web site. <www.nmci.org>.

**ACE: Educating a Nation (VII)**

October 28-30
The American Council on Education Division of Access and Equity Programs Office of Minority in Higher Education is sponsoring its "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone. (202) 989-9385. e-mail: <jachone_hughes@ace.nche.edu> Web site. <www.acenett.edu>.
Book Review

by Humberto López Cruz

Todas ibamos a ser reinas, by Rosa María Britton. 305 pages. Bogotá, Colombia: Plaza & Janés (In the U.S., contact Ediciones Universal at (305) 642-3234 or e-mail to <ediciones@kampung.net>). 1997. ISBN# 958-14-0281-0. HC $24.95.

Facing the last novel of Panamanian writer Rosa María Britton, Todas ibamos a ser reinas (We Were All Going to Be Queens) [1997] involves an unlimited procession towards a kingdom, a kingdom that is present during the narrative and offers as many discursive possibilities as the reader’s imagination allows. This novel, edited by Plaza & Janés in Colombia, is a not-so-relaxed get-together in Miami of several women, former classmates at a rigorous Cuban religious institute who after several decades reunite and talk about their lives, utilizing the past as the foundation of their new existence.

The genesis of Britton’s plot is an anonymous poem by Gabriela Mistral that suggests an imaginary kingdom for each of the protagonists. Britton’s characters are women who, in spite of the times when they begin as interns at the institute (Havana, during the early ’50s), conceive the firm goal—supported by the nun professors—to postpone marriage until having achieved economical and intellectual independence that will allow them to enjoy an autonomous ulterior life.

But more than a mixture of the voices from the past and the present of the classmates, their aspirations and fears, their triumphs and their defeats, this novel is also a historiographical recount of a Cuba that experienced abrupt and bloody changes during the entire decade in which the action elapses in Havana. Britton, from an autobiographical perspective, assumes the role of a Panamanian student—or a Cuban father—and offers a conscientious exposition of historical events that would mark forever the lives of the protagonists and of the entire Cuban people. Batista’s military coup, the clandestine activities at the University of Havana, and the fallacy of the Cuban Revolution are all captured by Britton’s memory and offered to the reader as an alternative, rewritten history.

Politics, however, is not Britton’s leitmotiv; it is only a decorative background to support the classmates’ experiences, reactions, and vicissitudes that in continuous textual regressions appear in front of the reader. The author resorts to history for support and, in this way, offers cohesion to the text. To appeal to history as an intertextual resource is not a novelty for Britton’s narrative. Her previous three novels—El atardecer de uso (1982), El Señor de las lluvias y el viento (1984), and No pertenezco a este siglo (1899)—each contains historiographical background enough to be considered as belonging to the subgenre of “historic novel.” Todas ibamos a ser reinas is another example.

The narrative does not take place only in Havana and Miami. When one of the protagonists abandons Cuba in order to continue her studies in Spain, Britton moves the plot to the Old Continent and offers us a Spain that has fallen into a lethargy under the tutelage of Franco. The Madrid that surfaces is the one with the verbenas, tascas, and cunning leftist tendencies, and with the majesty of an old city that seems to forget that at one point in time it was part of Europe. Britton offers vignettes that might fit in the Madrid of the ’60s.

One of the highlights of this text is the mobility through the spaces. We travel through Britton’s memory. That is why from Spain we return to a more contemporary Cuba, and from there to Miami in order to witness the long-sought new encounter of the protagonists.

The text offers an intelligent structure whose interest is sustained by the plot development. The narrative voices accomplish their purpose: a projection in first-person perspective of the world-view of the current narrator. It is extremely interesting to observe how Rosa María Britton has captured so accurately the essence of a country, Cuba, and the conflict that affects it as a nation.

As a result, the reader inherits the legacy of a politically turbulent period within Cuban history, the denouncing of the current dictatorship that still victimizes the island, and the possibility of a return to Cuba. This return is not to a vanished past, but to an uncertain but legitimate future where the surviving protagonists will carry out a definitive spiritual reconstruction that will be their personal renovation as well as the entire nations.

Humberto López Cruz, assistant professor of Spanish at the University of Central Florida, Orlando, specializes in Caribbean and Central American literatures, as well as Hispanic literature in the United States. He currently teaches both literature and culture and civilization courses at both graduate and undergraduate levels. He is also the director of the Foreign Language Media Center and last year was elected editor of SELA-SELA South Eastern Latin Americanist. He is also the editor of a book, currently in press, on the narrative of Reinaldo Arenas.

If interested in submitting a book review, please e-mail us at outlook@au.com for Book Reviewers’ Guidelines.
DEAN
COLLEGE OF SOCIAL SCIENCE

Michigan State University invites applications and nominations for the position of Dean, College of Social Science. An individual is sought who can provide leadership for the continuing development of programs in instruction, research, and outreach and who will serve as a representative of the College in its interaction with government, foundations and industry. The Dean of the College of Social Science is the chief executive officer of the College and is responsible to the Provost and the President for the general administration of the College.

Michigan State University is a land-grant institution with fourteen colleges enrolling over 50,000 students. The College of Social Science consists of five departments: Anthropology, Geography, Political Science, Psychology, and Sociology; two professional programs in Urban Planning and Landscape Architecture, three professional schools: Criminal Justice, Labor and Industrial Relations, and Social Work; two centers: Center of Advanced Studies of International Development and the Social Science Center for Integrative Studies; an undergraduate social science program; the Julian Samora Research Institute; the Institute for Public Policy and Social Research and the Women's Studies Program jointly administered with the College of Arts and Letters. The college has 272 faculty and 4,648 majors, 80 percent undergraduate and 20 percent graduate students. The College provides liberal education in the social sciences for undergraduates throughout the University and offers bachelors, masters, professional, and doctoral degrees. Further details are available at the college website http://www.ssc.msu.edu.

Applicants must have an earned doctorate or equivalent; an outstanding record of scholarship and evidence of dynamism and leadership. Candidates must meet standards for appointment at the rank of professor with tenure in an academic department or school in the College. Expected starting date is no later than July 1, 2000 and preferably earlier.

Applications and nominations are requested as soon as possible, preferably by October 15, 1999. Applications and nominations should be sent to:

Dr. Lynne G. Goldstein, Chairperson
Search and Nominating Committee
Dean of College of Social Science
Office of the President
450 Administration Building
Michigan State University
East Lansing, MI 48824

MSU is an Affirmative Action/Equal Opportunity Institution.

Anticipate an exciting future at Cuyahoga Community College, a 2-year institution with three modern campuses. Here, we re back to basics providing a high-quality, affordable education for our students and enhancing quality of life for our multicultural community. We offer excellent opportunities to move your career ahead and enjoy a satisfying future.

Executive Vice President,
Finance and Business Services

The Executive Vice President for Finance and Business Services has broad responsibility for leading the College's financial, business and facility planning operations by designing and managing comprehensive policies and programs for the College. Work involves the administration and management of the financial and business operations, facilities planning and the formulation of fiscal planning and reporting. In addition, work involves the establishment of a centralized accounting system, asset protection, optimum use of resources, long-range financial planning and budget development, and the planning, design, construction, and maintenance of all College facilities.

The EVP plans, develops, and directs implementation of innovative programs and policies, promotes effective communications, and oversees the productive delivery of college-wide services using continuous quality improvement techniques in the following functional areas: budget planning and management, auxiliary operations, purchasing, campus plant operations and business services, capital facilities planning and project management, risk management and financial services, bursar operations and controller operations. Responsible for guiding the finance and treasurer functions through the creation and maintenance of the College's Banner financial information and reporting systems. Oversees the operational aspects of the treasury functions including cash receiving, cash flow, investments, bank services, and College liability and property insurance programs. Provides support to Board of Trustees, its Management Committee and executive management in matters involving finance, facilities, purchasing, plant operations and the preservation and investment of College funds.

A Master's degree is required with a concentration in Accounting, Finance Business, Mechanical or Civil Engineering; a Ph.D. is preferred. A minimum of seven years of demonstrable successful fiscal and senior management experience and demonstrated record of initiative, independent judgment and outstanding performance in a large, complex service organization. A vigorous and entrepreneurial spirit appropriate for the considerable challenges of contemporary higher education. Strong communication skills, both oral and written. Demonstrated interpersonal skills to interact effectively with varied constituencies, and to communicate complex financial and business service issues. A sensitivity to appropriately respond to the needs of a socially and ethnically diverse community.

The College offers an excellent compensation and benefits package. The review process is ongoing and will remain open until the position is filled. Interested applicants should submit a current resume, photocopies of transcripts for earned degrees, a list of three employment references (names, titles, addresses and telephone numbers of current/former supervisors) and a completed application for employment. The application will be forwarded with a letter acknowledging receipt of application materials. Submit application materials to: Director - Staffing-HQ, Human Resources, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: (216) 987-4799

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Ferris State University
VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT & MARKETING

This position is responsible for all aspects of private support, oversites divisional marketing and development services operations, serves as Executive Director of the Ferris Foundation, responsible for designing and implementing all fund raising initiatives including special and annual campaigns, corporate and foundation giving, and donor programs, and serves the President's Cabinet. 

REQUISITE QUALIFICATIONS: At least five years of progressive success in winning measurable support for programs and organizations; outstanding communication and relationship skills; positive management experience; a high degree of motivation to success in reaching its funding goals; Ability to identify, cultivate, solicit and steward six-figure gifts and private grants and the ability to work collegially with staff, faculty, alumni, community leaders and volunteers. Must be a creative, dynamic, strategic, highly energetic, and resourceful individual who enjoys the give and take of teamwork and is prepared to make decisions as the team leader. A bachelors degree is required. Screening of candidates will continue until position is filled. Interested individuals may submit a letter of application, resume, and the names, addresses, and phone numbers of three references. Please send application materials to JOB CODE O-013360, Human Resource Development, Ferris State University, 420 Oak Street, P.O. Box 150, Big Rapids, MI 49307. An Equal Opportunity Affirmative Action employer. For more information about Ferris State University please visit our web site at http://www.ferris.edu

Vice President for Advancement

The Vice President reporting directly to the President and serving as a member of the President's Cabinet is responsible for providing leadership, planning and management for the Advancement Division, which includes Development, Alumni and Special Events, Public Relations and Marketing, Publications and Printing Services, and Cultural Affairs.

The successful candidate will have a minimum of a Bachelor's degree, seven years of broad experience in a comprehensive advancement program and a demonstrated record of accomplishments in annual giving capital campaigns, planned giving and corporate and individual solicitations. The candidate must also possess exceptional experience in budget management and understanding of technology, high integrity and a sense of humor, commitment to the University's mission and value statements, ability to interact effectively with internal and external constituencies, commitment to diversity and equal opportunity and the ability to take a cutting-edge division to a higher level. Preference will be given to those applicants with a Master's degree, higher education experience and senior management experience in providing successful leadership to a comprehensive advancement program.

Please send a letter of application, resume, and names and telephone numbers of five references to Vice President for Advancement Search Committee, Human Resources Office, 201 Carter Drive, West Chester University of Pennsylvania, West Chester, PA 19383. The position is available on or shortly after January 1, 2000.

Central Michigan University
DIRECTOR/ADMISSIONS AND ENROLLMENT MANAGEMENT

This position is responsible for managing the essential admissions and enrollment functions of the College's current graduate programs in physical therapy, physician assistant and optometry and speech-language pathology and its new program in occupational therapy.

Required qualifications include a Bachelor's degree, two years experience in a higher education setting, such as admissions offices in a related field, experience working with diverse student populations, evidence of strong interpersonal skills, effective oral and written communication skills, effective organizational skills with strong attention to detail and accuracy, proficiency with information technology and its application to the delivery and management of admissions services, proven abilities to establish strong rapport with internal and external constituencies, ability to provide a positive image, and ability to travel and work evenings and weekends. Experience with various health-related professions and disabilities represented in the college is desired.

Review of applications will begin on or about May 15, 2009 and shall continue until position is filled. Interested applicants should submit a letter of application, current resume and names of three professional references to Stephen J. Rapp, Chairperson, Admissions Director Search Committee, Central Michigan University, College of Health Professions, 104 Powers Hall, MT. Pleasant, MI 48859. An Equal Opportunity Affirmative Action employer. For more information, please visit our web site at http://www.cmich.edu/aaceo.html

www.cmich.edu/aaceo.html
UNIVERSITY OF LOUISVILLE

Dean of the College of Arts and Sciences

The University of Louisville seeks applications and nominations for the position of Dean of the College of Arts and Sciences. As a state university in Kentucky’s largest city, the University of Louisville offers graduate and baccalaureate degrees in over 170 fields of study through 12 schools and colleges. The University currently enrolls 22,000 students, 10,000 of whom matriculate in the College of Arts and Sciences.

Providing a comprehensive liberal arts education, the College of Arts and Sciences includes 20 departments in the core academic disciplines, as well as a variety of interdisciplinary programs offered through the Division of Humanities, the Division of Natural Sciences and the Division of Social Sciences. With a full-time faculty of 350, the College offers 42 undergraduate major programs and 31 graduate degrees.

The Dean is the Chief Academic and Administrative Officer of the College of Arts and Sciences and reports directly to the Provost. The Dean ensures the academic integrity of all educational programs, encourages excellence in teaching, research and community engagement, and oversees the fiscal well-being of the unit, and is responsible for alumni relations and the solicitation of major and endowed gifts for the College.

Candidates must hold a terminal degree in the discipline of their academic specialty, as well as a demonstrated record of outstanding teaching, scholarship, and administrative abilities.

Send applications to:
Dr. Joel A. Kaplan, Chair
Arts and Sciences Dean Search Committee
Office of the Provost
University of Louisville
Louisville, KY 40292

Send applications to:
Princeton University

MEDIA RELATIONS MANAGER

Princeton University is seeking a creative and energetic Media Relations Manager to facilitate increased coverage of the academic, scholarly, and intellectual life of the University in both internal and external media. Responsibilities include planning and overseeing media relations activities, including responding to press inquiries, cultivating media contacts, producing and distributing press materials, and planning special events. A minimum of 5 years of experience in journalism or related public relations is required. Send nominations and/or cover letters, resumes, and salary requirements to: Box VP, Communications Search, CASE, 1307 New York Ave, NW, Suite 1000, Washington, DC 20005. Visit CASE online, www.case.org. CASE is an EEO employer.

ASSOCIATE DIRECTOR - Office of Development

Princeton University seeks an experienced fundraiser to oversee a varied portfolio of public and private giving initiatives, including general operating funds, academic programs and athletics. Responsibilities include planning and implementing planned giving strategies, including capital campaigns, endowment, and regional events. The Associate Director will also be responsible for directing the University's alumni fundraising efforts. A minimum of 5 years of experience in fundraising or related field required. Send nominations and/or cover letters, resumes, and salary requirements to: Box VP, Communications Search, CASE, 1307 New York Ave, NW, Suite 1000, Washington, DC 20005. Visit CASE online, www.case.org. CASE is an EEO employer.

SENIOR WRITER - Office of Development

Princeton University seeks an experienced writer with a background in journalism, public relations, or fundraising. Responsibilities include developing and implementing a comprehensive fundraising communications plan, including writing and editing materials for use in print and online. A minimum of 5 years of experience in journalism or related field is required. Send nominations and/or cover letters, resumes, and salary requirements to: Box VP, Communications Search, CASE, 1307 New York Ave, NW, Suite 1000, Washington, DC 20005. Visit CASE online, www.case.org. CASE is an EEO employer.
UNIVERSITY OF IOWA
UNIVERSITY LIBRARIAN

The University of Iowa invites applications and nominations for the position of University Librarian. The University Librarian is responsible for the leadership and administration of a library system consisting of twelve libraries: the Main Library; Art Libraries; Biological Sciences Library; Chemistry Library; Engineering Library; Geology Library; Hardin Library for the Health Sciences; Marvin A. Pomerantz Business Library; Mathematical Sciences Library; Physics Library; Psychology Library; and Rita Benson Renick Music Library.

THE UNIVERSITY LIBRARIES

The collections of the University Libraries total over 3.2 million volumes housed in the Main Library and the eleven branch libraries, the largest of which is Hardin Library for the Health Sciences. (The Law Library is administered separately by the College of Law.) The University Librarian is responsible for the development of collections and services for the system, leadership of a staff of 80 professional staff, 111 merit staff, and 71 FTE student staff, and management of a budget of over $17,600,000.

The University of Iowa Libraries is a member of OCLC, the Center for Research Libraries (CRL), the Association for Research Libraries (ARL), and the Committee on Institutional Cooperation (CIC).

RESPONSIBILITIES

Visionary, innovative, and energetic leadership, management of the twelve-library system; excellence in diverse library services; maintenance and enhancement of faculty, staff, and external constituent relations; accountability for a budget of over $17,600,000; long-range planning and evaluation; public relations and fund development including external fund-raising. The University Librarian reports to the Provost and represents the University Libraries in the consortial activities of the three Regent Universities in Iowa and of the Committee on Institutional Cooperation (CIC). The University Librarian is advised by faculty and students through the University Library Committee

QUALIFICATIONS

Significant experience and achievement in areas pertinent to the leadership and administration of a major research library; demonstrable commitment to excellence in scholarship and research; knowledge of collection development, public and technical services, and library technology; the ability to conceive and articulate, both within and outside The University, a vision for the future of library resources and services. The successful candidate will have a firm grasp of current challenges facing higher education, the ability to forge effective links with faculty and academic programs: the insight and skills to galvanize library staff and to lead The University Libraries in developing innovative, technologically advanced programs and services.

Minimum preparation will include an appropriate higher degree (such as an MLS or a Ph.D.) or equivalent experience: additional educational attainment and/or substantial research experience in librarianship or another discipline: demonstrated skills in planning and budgeting; an interest in overseeing The University Libraries development program; and the ability to work productively with library staff, faculty, administration, students, and alumnae.

The University of Iowa is committed to the support and encouragement of a multicultural environment and seeks candidates who can make positive contributions in a context of ethnic and cultural diversity.

Salary commensurate with qualifications and experience

CLOSING DATE

Candidates should apply in writing, including with the letter: a complete statement of qualifications and a full resume of education and relevant experience. Screening will begin immediately and continue until the position is filled. To ensure full consideration, applications should be received no later than September 30, 1999. We hope to make an appointment by December 1999.

Search Committee, University Librarian, Attn: Kimberly J. Carter, Office of the Provost, 111 Jessup Hall, University of Iowa, Iowa City, Iowa 52242

The University of Iowa is an Equal Opportunity/Affirmative Action Employer
Director of Higher Education Opportunities Program

The Director reports to the Provost and provides leadership for a growing HEOP program with a current enrollment of close to 60 students. She/he coordinates student counseling and other support services in conjunction with related campus departments; manages recruitment, admissions, and program activities; develops and prepares government and institute proposals; reports and budgets; and monitors fiscal operations.

The successful candidate must have a Master's degree (doctorate preferred); at least three years related experience in a higher education environment. Qualifications also include demonstrated administrative skills and teaching background in a similar program.

Please submit applications including names of three references and a statement of your leadership philosophy by August 31, 1999 to HEOP Search Committee, Provost's Office, Main Building 1

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WISCONSIN slide

Pratt Institute
Brooklyn, NY 11203

SOUTHWEST TEXAS STATE UNIVERSITY

REGISTRAR

(Search Requested)

Southwest Texas State University invites applications and nominations for the position of Registrar. Extensive experience as a Registrar, Assistant/Associate Registrar, or leadership in a closely related area of higher education are required. A Master's degree is strongly preferred.

Salary is commensurate with experience and education. Review of applications will begin August 1, 1999, and will continue until the position is filled.

More complete information concerning this vacancy can be seen at:
www.vpos.swt.edu/personnel/personnel.htm
ORGANIZATIONAL BEHAVIOR/HUMAN RESOURCE MANAGEMENT

FACULTY POSITIONS

Department of Management

TEXAS A&M UNIVERSITY

The Department of Management at Texas A&M University is seeking to hire three new faculty collegues in Organizational Behavior/Human Resource Management (OB/HRM). Preference for two positions will be given to candidates with demonstrated interests in HR, and preference for one position will be given to candidates with demonstrated interests in OB. Preference for two of the three positions will be given to candidates interested in joining us at the rank of Assistant Professor (including individuals currently holding this rank). Rank for the third position is open.

These positions are available Fall 2000. Candidates must (1) possess an earned doctorate or demonstrate a strong likelihood of obtaining the doctorate by Fall of 2000, and (2) demonstrate interests and abilities to conduct research and teach in the OB/HRM area. Teaching opportunities exist at the undergraduate, graduate, and executive levels.

An applicant should provide a cover letter and resume that includes: (1) educational achievement, (2) research/publication record, (3) indicators of teaching activity/effectiveness or potential, (4) work and other experience, (5) statement of the applicant's expectations and professional goals, (6) other data deemed relevant by the applicant, and (7) a list of three references with addresses and phone numbers. Applications, nominations, and/or requests for additional information should be directed to:

Rickey W. Griffin
Department of Management
Texas A&M University
College Station, TX 77843-4221
409-845-4861
E-mail: rgriffin@tamu.edu

FACULTY POSITION(S)

The University of Massachusetts, Amherst, School of Nursing invites applications for multiple tenure-track faculty positions beginning September 1, 1999. Appointments will be made at the Assistant Professor level. Senior level appointments will be considered based on individual applicant qualifications.

Responsibilities include teaching in the undergraduate and graduate programs, participating in School and University committees, academic advising of students, and scholarship and research activities.

MINIMUM QUALIFICATIONS INCLUDE: an earned Doctorate, preferably in Nursing, Masters of Science (Major in Nursing), documented excellence in teaching both undergraduate and graduate students, clinical teaching experience, expertise in health promotion and community-based health, a demonstrated record of research, must have or be eligible for licensure in Massachusetts, Certification as a Family Nurse Practitioner is highly desirable. Desired areas of expertise include: Family Nurse Practitioner, Gerontological Nursing, and Community Health: Family and Mental Health.

The School has a highly competitive region in New England, a large on-campus student body, and a well-developed distance education program.

Located in the beautiful Pioneer Valley at the base of Berkshire Mountains, UMass Amherst is the flagship campus for the five-campus system of the University of Massachusetts. UMass Amherst is a member of the Five College Consortium, serving a diverse, urban, and suburban area.

Applications will begin July 15, 1999, and will continue until positions are filled. Applications should include a letter of intent, a vita, and the names, addresses, and phone numbers of five individuals willing to provide letters of reference. The University and School of Nursing are committed to Affirmative Action and Equal Opportunity and encourage applications from women and minorities.

Materials should be sent to:

Dr. Jeannine Young-Nelson, Chair, Search Committee for Tenure-Track Faculty Positions, University of Massachusetts Amherst, School of Nursing, Box 13840, Amherst, MA 01003-8401.

E-mail: Youngnel@umass.edu

The University of Massachusetts, Amherst, School of Nursing invites applications for multiple tenure-track faculty positions beginning September 1, 1999. Appointments will be made at the Assistant Professor level. Senior level appointments will be considered based on individual applicant qualifications. Responsibilities include teaching in the undergraduate and graduate programs, participating in School and University committees, academic advising of students, and scholarship and research activities. MINIMUM QUALIFICATIONS INCLUDE: an earned Doctorate, preferably in Nursing, Masters of Science (Major in Nursing), documented excellence in teaching both undergraduate and graduate students, clinical teaching experience, expertise in health promotion and community-based health, a demonstrated record of research, must have or be eligible for licensure in Massachusetts, Certification as a Family Nurse Practitioner is highly desirable. Desired areas of expertise include: Family Nurse Practitioner, Gerontological Nursing, and Community Health: Family and Mental Health. The School has a highly competitive region in New England, a large on-campus student body, and a well-developed distance education program. Located in the beautiful Pioneer Valley at the base of Berkshire Mountains, UMass Amherst is the flagship campus for the five-campus system of the University of Massachusetts. UMass Amherst is a member of the Five College Consortium, serving a diverse, urban, and suburban area. Applications will begin July 15, 1999, and will continue until positions are filled. Applications should include a letter of intent, a vita, and the names, addresses, and phone numbers of five individuals willing to provide letters of reference. The University and School of Nursing are committed to Affirmative Action and Equal Opportunity and encourage applications from women and minorities. Materials should be sent to: Dr. Jeannine Young-Nelson, Chair, Search Committee for Tenure-Track Faculty Positions, University of Massachusetts Amherst, School of Nursing, Box 13840, Amherst, MA 01003-8401. E-mail: Youngnel@umass.edu
Controller
Yale University

Yale University seeks a dynamic and highly motivated executive to provide traditional corporate stewardship to the University's financial and regulatory reporting as well as play a particularly large role in the re-design of Yale's financial processes. A recent conversion to an Oracle-based system provides a new environment to implement significant change in Yale's business practices. Yale is seeking candidates with the following qualifications: demonstrated capacity to introduce and manage business process improvements; a superb financial track record with excellent analytic, quantitative, and communication skills; prior experience with new systems technology; the ability to lead and work in partnerships; and, a strong focus on internal customer service. A CPA is required. MBA and prior experience as a Controller are highly desirable.

For information on Yale's outstanding benefits program, consult www.yale.edu
Please mail or fax a cover letter and scannable resume, including salary requirements and referencing Source Code E.1334941, to Ms. K. Tavella, Yale University, Department of Human Resources, PO Box 20826, 155 Whitney Avenue, New Haven, CT 06520-8266 Fax: 203-432-6104

Yale University is an Affirmative Action/
Equal Opportunity Employer.

COUNSELOR

Handle personal, educational and career counseling. Teach academic development courses in SEEK Program. May be assigned to specific areas of counseling such as peer mentoring, special interest groups, and career counseling. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters degree in counseling, psychology, social work or related field. For appointment as Assistant Professor, a doctorate in an area with experience in higher education setting. Excellent communication and writing skills, history of scholarly publications and/or professional activities required. For appointment as Assistant Professor, a doctorate in any of the above areas is required. Please reference job code: SEEKC

Salary Range:

- Lecturer-Instructor: $29,110 - $41,324
- Assistant Professor: $32,062 - $41,380

Rank & Salary Commensurate with education and experience.

To apply, please fax cover letter, resume and names, addresses and telephone numbers of 3 references to address below by July 20, 1998. Cite job code of position applying for.

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President's Office
94-29 Guy R. Brewer Blvd.
Jamaica, NY 11451
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DEAN OF STUDENT DEVELOPMENT

Houston Community College System is seeking applications for Dean of Student Development at the Northeast College. Included among the Dean’s responsibilities are supervision of assessment and counseling, enrollment management, financial aid, student development and student judicial affairs. The Dean is also responsible for community development, student relations, and for ensuring coordination with the system-wide student services office. The position reports to the College President.

**REQUIREMENTS:** Master’s degree in Student Services, Educational Administration, or related field. Demonstrated proficiency in oral and written communication skills, outstanding interpersonal skills. Open VMS and Windows NT experience desirable.

**Responsibilities:** Work cooperatively with system and operations to ensure the timely development of Oracle applications, manage multiple database instances, monitor database performance, maintain database parameters, reorganize database tables/indexes, optimize arrangement of database files on disk: ensure adequate database backup and restore procedures; perform scheduled database exports and imports, create Oracle directories, and grant access to database tables, views, and production forms.

**PROGRAMMER ANALYST (P) #2296-808**

Qualifications: Bachelor’s degree preferably in Computer Science; or equivalent experience. Knowledge of Oracle database; demonstrated ability to create and maintain computer systems. Excellent verbal and written communication skills. Prior experience with Oracle databases. SQL (Forms/Developer). Open VMS, Windows NT and SCL Banner software desirable.

Responsibilities: Assist campus management with emerging needs in the computer system for operations support to the computing needs of the division; work with system administrators to support the computing needs of the division; perform systems analysis and design, writing, documenting, and approving new projects. BS/BA in Computer Science or related field.

Salary: $30,000 minimum; dependent upon qualifications and experience; excellent benefits.

**Applications:** Applications must be submitted immediately and will be filled upon acceptance.

**Chair, Search Committee (P) #2296-808**

Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax (518) 564-9060. Applications from women and minority candidates are especially welcomed.

**Plattsburgh State University is an affirmative action, equal opportunity employer.**

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**DEAN OF INSTRUCTION**

Reporting to the President, the Dean of Instruction will manage a coastline Community College Area Center, including: staffing, supervision, and administration; and prepare and manage budget; organize community advisory committees; develop relationships with community organizations (business, educational, governmental). Will administer a comprehensive instructional program for the assigned Area Center and have college-wide responsibility for Basic Skills, ESL, foreign languages, and Math and Science disciplines. Minimum Qualifications: Master’s degree, 2 yrs admin exp, and 3 yrs teaching exp. Experience organizing and administering externally-funded programs and planning or using technology-assisted instructional activities. An annual salary range of $58,420 to $83,776 plus a monthly housing allowance, if offered.

To apply: Call or visit the Coast Community College District Personnel Office located below for the required COCD application form, which must be submitted by deadline of 5 p.m. on 2/18/01. Letters of interest and resumes cannot be accepted.

Coast Community College District
1370 Adams Ave, Costa Mesa, CA 92626
(714) 438-6714
jobs@ccc.edu
www.cccd.edu

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**VASSAR COLLEGE**

**COORDINATOR ALANA Cultural Center**

The Coordinator will work closely with the various cultural organizations affiliated with the ALANA Cultural Center, advising students on planning programs and the development of leadership skills. The Coordinator will supervise student staff to promote a student-centered approach in support of the college’s mission. The Coordinator will develop and implement programs to promote student success.

**Minimum Qualifications:**

1. Master’s degree in a related field.
2. Demonstrated experience working with and advocating for students of color.
3. Experience working with and advocating for students of color in a campus residential setting.

**Appropriate candidates are asked to submit applications to the Search Committee for Coordinator ALANA Cultural Center, Vassar College, Box 24, Poughkeepsie, NY 12604-0024. Vassar College is an Equal Opportunity Affirmative Action Employer.**
COMMITTEE ON INSTITUTIONAL COOPERATION

The Committee on Institutional Cooperation (CIC) is the academic consortium of the Big Ten universities and the University of Chicago. It seeks nominations and applications for the full-time position of Director of the CIC Center for Library Initiatives. The CIC seeks an articulate and visionary leader who aspires to achieve the best in cooperative research library, project, and the academic environment, and understands how emerging technologies support and strengthen cooperative library services. The CIC is located on the campus of the University of Illinois at Urbana-Champaign.

The Center is charged with the responsibility of advancing a broad library, cooperation agenda. The Director of the CIC Center for Library Initiatives reports to the Director of the CIC. Working closely with the Director of the CIC and the library directors, the Center Director supports the development and implementation of action plans. He facilitates the efforts of the various groups, manages projects, provides leadership on issues facing university research libraries, and contributes to the profession.

Minimum qualifications include a post-baccalaureate degree, excellent written and oral communication skills, substantial experience and expertise at a senior management level in an academic research library or cooperative library organization, and a proven ability to work effectively with diverse groups in a dynamic environment.

In order to ensure full consideration of applications, applications must be received by August 15, 1999. The position is available immediately. Applications and nominations, including a resume and the names of at least three references, should be sent to:

Karen Singer
Committee on Institutional Cooperation
302 East John Street
Suite 1705
Champaign, IL 61820

For more information on the CIC, visit our web site at www.cic.uiuc.edu

The CIC and the Universities are affirmative action/ equal opportunity employers.

UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL

The Frank Porter Graham Child Development Center (www.fpg.unc.edu) and the National Center for Early Development & Learning (www.ncedl.org) invite applications for a mid- to senior-level research position in Early Childhood Development and Education whose research emphasis is on children ages 0 to 8 and families from diverse ethnic, cultural, and language backgrounds.

Areas of research may include: cognitive language development, social/ emotional development, child and family resilience, developmental disabilities, preschool education, child welfare, and public policy, and professional development. Individuals with a background in policy analysis and a record of publication will also be considered.

Doctoral degree required and may be in the disciplines of Anthropology, Education, Medicine, Medical Allied Health, Psychology, Public Health, Sociology, Social Work, or Special Education.

Application deadline is August 31, 1999. Send current curriculum vitae, statement of research and professional interests, and three references to:

Dr. Richard M. Clifford
Dr. Bernadette Grav-Little
CB #8040 UNC
Chapel Hill, NC 27599-8040

The University of North Carolina is an Equal Opportunity Employer. Candidates from ethnic and racial minority groups are strongly encouraged to apply.

A comprehensive benefits package is included.

The physical plant consists of 320 acres, 40 buildings comprising 14 million sq ft of maintained space

Residence will be accepted and reviewed until position is filled. Please forward letter of application, resume, and salary history to: Mr. Timothy W. Fanning, Associate Vice President, Administration and Finance, Drawer HQ, William Paterson University, P.O. Box 931, Wayne, NJ 07474-0931.

WILLIAM PATTERSON UNIVERSITY WAYNE NEW JERSEY www.wpu.edu

In Equal Opportunity Institution Committed to Diversity
Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

RESIDENTIAL LIFE

Assistant Directors for Residence Life

serve as members of the departmental Management Team and share in the leadership, support and assurance of residence hall staff. Supervise Residence Directors, Assistant Residence Directors and Graduate Assistants. Provide leadership and support to staff in resolution of mental health and judicial matters. Responsible for recruitment, selection and training of staff as assigned. Two positions are available: one Assistant Director will coordinate Residence Assistant recruitment, selection, training and facilitation of RA course. The second Assistant Director, a newly created position, will coordinate departmental leadership development programs, hall council officer and member training and hall council advisor training. Requirements for both positions include Master's degree in College Student Personnel, Higher Education Administration or related field. Three to five years' experience in residence hall administration, including experience as a live-in staff member. Experience supervising professional residence hall staff. Demonstrated organizational and leadership abilities. Excellent oral and written communication skills. Send resume and list of references to M.R. Langlie, Director of Residential Life, 6 Speare Hall.

Residence Director

Manage a residential community-housing complex: administer and provide programs for resident students supervise Assistant Residence Director, Graduate Assistants and Residence Assistants, provide training and evaluation. Develop and maintain an environment conducive to students' personal growth and academic success. Duties will include community development, behavior management, judicial administration, building management and operations and residential life administrative functions. Work collaboratively with University staff to provide safe and secure environment. Master's degree in College Student Personnel, Higher Education Administration or related field. Supervisory experience and previous live-in experience as a Resident Assistant or Graduate Assistant strongly preferred. Excellent decision-making and communication skills, effective administrative, organizational skills. Send resume and list of references to M.R. Langlie, Director of Residential Life, 6 Speare Hall.

Assistant Residence Director (new position)

Assist in the development and maintenance of a community environment conducive to personal growth and academic success of residents. Assist with the operational and administrative functions including facility issues, programming and events, staff supervision, student judicial hearings, theme and interest housing development and management, policy enforcement, crisis intervention, staff meetings, occupancy management, hall openings and closing, intern management. Bachelor's degree and minimum of two years' live-in experience as a Resident Assistant or Graduate Assistant. Prior leadership experience, effective administration, organization and communication skills required. Send resume and list of references to M.R. Langlie, Director of Residential Life, 6 Speare Hall.

Please send resume with letter of application to the appropriate individual at: Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer.

Looking for a back article of Hispanic Outlook???

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (12 issues) may be purchased in microfiche or reproduced in paper copy from the

ERIC Document Reproduction Service (EDS)
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Springfield, VA 22153-2852
Toll Free: 800-443-3742; 703-440-1400;
Fax: 703-440-1408;
Internet: EDRS@Infer.Ed.gov

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Plattsburgh:

ASSOCIATE DIRECTOR OF THE CENTER FOR STUDY OF CANADA

The Center for the Study of Canada at Plattsburgh State University of New York welcomes applications from established Canadian and Quebec Studies specialists to fill a 12-month, full-time position as Associate Director of the Center for the Study of Canada at the level of Assistant/Associate Professor. Start date is flexible.

Qualifications: Ph.D. required; must have relevant and significant scholarly achievement, preferably in the Humanities; excellent oral and written skills in English and French; demonstrable background of successful teaching, research and publications; successful experience and ability to develop and administer grants; superior interpersonal, organizational and computer skills. Must have experience with and be comfortable dealing with Canadian and U.S. government officials at the highest levels as well as businesspeople on both sides of the border; familiarity with the Canadian Studies and Quebec Studies milieu in the U.S. and beyond is a requisite.

Responsibilities: Assist the Director with the everyday administration of the Center and of a staff of nine professional and support personnel; interact with and encourage the 30 academic and administrative colleagues associated with the Center; assist with the preparation and administration of grant proposals and special projects; teach one Canadian content course per year; organize and develop annual international academic conferences through public addresses, panel or paper presentations; advise graduate students.

Salary: Dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcome.

Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled.

Please send or fax a cover letter and curriculum vitae which address/highlight strengths in the areas mentioned above and three letters of reference to:
Chair, Search Committee (P#2305-808), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax (518) 564-5060.

Assistant/Associate Professor

The Department of Endodontology at the Temple University School of Dentistry invites applications for a full-time, tenure-track faculty position at the assistant/associate professor level, effective September 1, 1999. The position requires a dental degree and board certification/eligibility in Endodontics. In addition, preference will be given to applicants who have teaching experience as well as the potential to perform independent quality research. An additional advanced degree in a basic science is preferred, and a history of successful research accomplishment will be strongly considered.

Responsibilities include: didactic and clinical instruction for undergraduate and/or postgraduate endodontics students, some administrative service and research. Salary will be commensurate with training and experience. Send curriculum vitae and 3 letters of recommendation to: Dr. Larry Koren, Chairman of Endodontics Search Committee, School of Dentistry, Temple University, 3223 North Broad Street, Philadelphia, PA 19140-5906; PHONE: 215-707-2810; FAX: 215-707-1482. An equal opportunity/affirmative action employer.

Assistant/Associate Professor

The University of Florida Police Department is currently recruiting for the position of Associate Director, University Safety and Security. The Associate Director assists the Director in coordinating the activities of the University of Florida Police Department in the protection of the university's population, buildings, grounds and equipment; providing general police services; and the enforcement of laws, ordinances, and rules and regulations. Responsible for the overall daily direction and coordination of law enforcement activities with the Assistant Directors. Minimum qualifications for this position are a Masters degree in an appropriate area of specialization and four years of appropriate experience or a bachelor's degree in same and six years of experience. All candidates must be law enforcement certified by the State of Florida or be able to meet all applicable requirements associated with certification: extensive knowledge of law enforcement operations; criminal justice system; excellent decision making skills; personnel and fiscal management experience; knowledge of law enforcement accreditation; excellent skills in working with the public; demonstrated experience with campus safety programs. Salary range $30,000-57,000, negotiable within the range, based on qualifications and experience. For further information pertaining to this position refer to our department's employment web site address at: www.admin.ufl.edu/division/pd/administration_paoe.htm. To apply, please submit cover letter and resume by July 30, 1999 to Greg Marzwa, University Personnel Services, PO Box 15002, Gainesville, FL 32611-5002. Please refer to LP#6518G. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. ADE/VEEO.

UNIVERSITY OF FLORIDA

ASSOCIATE DIRECTOR

UNIVERSITY SAFETY AND SECURITY

East Stroudsburg

University of Pennsylvania

COORDINATOR OF MULTICULTURAL AFFAIRS
DIVISION OF STUDENT AFFAIRS

East Stroudsburg University is seeking applications for a Coordinator of Multicultural Affairs, a 12 month continuing position beginning Fall, 1999. The Coordinator reports directly to the Vice President for Student Affairs. Responsibilities include working primarily with students of color in the areas of orientation, academic support, retention, making appropriate referrals to other services, conducting assessment/research on program effectiveness and campus climate as well as developing and implementing diversity awareness workshops, coordinating programs for Martin Luther King Jr. Celebration and cultural awareness theme months, assisting in developing programs and activities related to multicultural awareness issues, establishing relationships with academic departments and campus resources as well as in the local community. The Coordinator will manage the office's budget and supervise graduate assistants. Master's Degree in Sociology, Psychology, Counseling, Student Affairs, Education or related field is required. A minimum of two years professional experience working with students of diverse cultures, races and ethnicities is required. Candidate must possess excellent interpersonal and communication skills; strong planning and organizational skills; ability to: manage multiple projects, presentation and supervisory skills; and knowledge of PC based word processing software. Experience in higher education is preferred. Annual salary $35,300 including excellent benefits. Final selection will be based on the final interview. Send letter of application, resume and the names, addresses and telephone numbers of three professional references by August 12, 1999 to: Ms. Renee Bebila, Office of Human Resources, Position # 24-98-6110, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

ESU is an equal opportunity employer.

Mentors and women are strongly encouraged to apply.
Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

**CLOSING DATES**

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**HOW TO PLACE ADVERTISEMENTS**

By Mail—All materials should be sent to
Hispanic Outlook in Higher Education; Display Advertising
210 Route 4 East, Paramus, NJ 07652

By E-Mail—outlook@spaus.com

By Fax—Transmit to (201) 587-7573 seven days a week

To Confirm—Call (201) 587-7573 after 10:00 am Mon.-Fri. to confirm receipt of your advertisement.
Notice of Vacancy
VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

POSITION: The Vice President for University Advancement sets the vision and strategic direction for programs that seek to involve alumni and friends in advancing and supporting the academic and service programs of the University. As such, the Vice President oversees the WSU Foundation, the WSU Alumni Association, and Advancement Services. The Foundation is the philanthropic arm of the University, a nonprofit organization that raises and manages gifts from individuals, corporations, and foundations for the benefit of WSU. The Alumni Association provides an avenue through which alumni of all ages and interests can interact and become involved in planned activities and programs. Advancement Services compiles and manages all alumni and donor university databases and serves as the gift processing unit of the University.

Reporting to the President and as part of the President’s Executive Committee, the Vice President:

- Helps set policy, budget and strategic program direction for WSU, a land-grant institution of 21,000 students
- Provides leadership for and management of the comprehensive university-wide advancement program consisting of centralized, decentralized development programs, alumni relations, advancement services, WSU West (Seattle) office, and advancement communications and marketing
- Works with volunteer and academic leadership to set fundraising and other advancement goals which are both marketable and representative of the University’s highest priorities and engages in the personal solicitation of significant benefactors; influences program objectives and motivations outcomes for institutional fundraising initiatives; alumni relations and advancement communications
- Serves as President of WSU Foundation and as such serves ex-officio on the WSU Foundation Board of Trustees and Executive Committee
- Reports results of fundraising and asset management to the University’s Regents and the WSU Foundation Board of Trustees
- Represents the institution to a broad array of internal and external audiences to encourage understanding, confidence, advocacy and investment

WASHINGTON STATE UNIVERSITY: Washington State University, with campuses located in Pullman, Imperial, Spokane, Tri-Cities, and Vancouver, Washington, is the state’s land-grant university. A comprehensive academic and research institution, WSU has an enrollment of 21,200 with ten colleges: a graduate school and learning centers, and extension offices. The state WSU faculty of 1,900 includes scholars with national and international reputations. MONEY magazine has twice named WSU a “public ivy” and rated its Honors College one of the best in the nation. Other hallmarks include the Edward R. Murrow School of Communication, the College of Veterinary Medicine, the largest business school in the state, and renowned expertise in plant sciences, engineering, computer science. The Pullman campus is one of the largest residential universities in the West and is a member of the Pac-10 Athletic Conference.

QUALIFICATIONS: Requires qualifications: BA/BS. Proven executive skills and managerial experience developed in organizations of comparable scope, size, and complexity. Knowledge of higher education and demonstrated skills in institutional advancement and philanthropy. Ability to work effectively within a complex collegiate team. Exceptional written and oral communication skills. Preferred qualifications: Appropriate advanced degree. Ability to establish relationships with business, professional, and community leaders. Experience in managing public and private organizations and media relations efforts. Experience in planning and directing an institution-wide fundraising and advancement programs. Proven record of soliciting individual major gifts. Capital campaign experience, including planning and implementing a successful, comprehensive, multi-year campaign.

Alternative preparation and experience will be considered in evaluating candidates for this position.

Application review begins on July 30, 1999, and continues until position is filled.

APPLICATIONS: Direct inquiries and nominations to:

Dr. Ira W. Krinsky
Attn: WSU Search
Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, California 90067
Telephone: 310-843-4128
FAX: 310-843-4127

Caroline J. Aut
Attn: WSU Search
Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, California 90067
Telephone: 310-843-4128
FAX: 310-553-6452

Washington State University is an equal opportunity, affirmative action employer.

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ADVERTISING INDEX

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LATINA/CHICANA SUPERWOMAN: HAVE YOU SEEN HER?

As Latina/Chicana women, we are blessed in many ways. We are part of a culture rich in tradition, with stable values that honor emotion and love of family. Our language, as women is filled with passion and feelings. We are strong in body and soul. Our culture encourages work. We work with our hands and minds, and bring our hearts to whatever we do.

In the U.S., we are a high percentage of the low-wage workforce. Our mothers and sisters have invested countless years in agriculture, manufacturing, and service occupations. Many have moved through the "blue collar" jobs of our parents into the "white collar" world—the dominant economy of the nation.

We can see in our progress both joy and pain. Much to celebrate but a long way to go. To consolidate gains and make possible tomorrow's achievements, we must examine the burdens we carry from the past.

What expectations, assumptions, stereotypes, and obstacles do Latinas/Chicanas face as they consider their futures? Which aspects of our culture are successful and facilitate our achievements? What are those that burden us with guilt and conflict?

Our cultural belief is that there is a conflict between career and family. This bias remains at the heart of our most important institution despite the evidence and despite years of struggle against it. The idea persists that young Chicanas must choose between college, career, children, and family.

A burden thus settles on the shoulders of the Chicana. The higher her aspirations, the greater the conflict. Children and family are put forth as a primary obligation, higher education and career success are discounted.

I do not mean that family should be discounted or disdained. Commitment to family is a central strength of our culture. It serves us well in a world filled with material opportunities and moral perils. But many Latinas/Chicanas are restricted from attending college because it might create a distance from the family, geographically or culturally.

We should learn to give career achievements an appropriate value. A life rich with professional and community accomplishments is not in conflict but a supporting element, an expression of love for the larger "family" of our communities. As we recognize this truth, we must ask our family for support and recognition of the choices we make.

So many subtle reminders and guilt trips are quietly laid on our shoulders. "Mia, tu abuela will be so hurt. How can you put that before your family?" Just see if your school or job will help you out when you need someone." Loving family members convey these messages—thoughtless messages—often not intended to hurt, yet burdening our souls with unhealthy guilt.

We internalize these voices, reinforcing our guilt. "I should be home with my family, doing the wash. My boyfriend will not trust my going to college, leaving him behind. Some of our voices even question our best decisions.

Machine, a pervasive value orientation, impacts heavily on our daily lives. Problems arise when only the female can find work or earns more than her spouse; threatening the male self-image and role with economic reality. Often Chicanas who work or go to school must still fulfill traditional responsibilities.

Our culture encourages us to view ourselves as more than family, more than individuals. We are taught to respect authority, not question it. Many of us, even at a seasoned age, are told what to think, how to think, how to behave. Single out in a classroom or on the job and asked what we believe, many Chicanas are caught off guard. "Programmed" to take on our father's or husband's beliefs, we have not been encouraged to form our own.

We place pressure on ourselves to be everything everyone-supervized, super girlfriend, super wife, mom, daughter, sister, friend. We expect to be super students, super employees, super good-looking, super thin, super sexy. It is not possible. And the expectation of supernatural achievements belittles our actual achievements. It is a destructive myth. We should challenge it not only for ourselves but for those who follow.

We must break through this culturally reinforced wall of negativity about ourselves and our potential. We must resolve internally the conflict between expanding our boundaries and being trapped by cultural norms.

A message for young Chicanas. When those who are important to you address you as in the name of love, family, religion, culture or other values, are they willing to accept you for who you are and for all your potential, or are they trying, in force you back into a cultural stereotype?

All people, in fulfilling a need to be who they are, deserve love and support for their decisions. We can help young Chicanas earn a perspective on our culture so they can find their own creative path.

As Latina/Chicana leaders, we need to clearly articulate our expectations, our competencies, our passions as leaders, as members of families, and as women. In this way, we can bring the kaleidoscope of change into focus and direct it into positive outcomes for ourselves and our people.
LEADERSHIP AT ITS BEST

Dr. Oscar Altar Sánchez at Chapman University
SOCIOLGY OF GENDER
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race, ethnicity, and research methods.

Teaching responsibilities: may include inter alia Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have an earned doctorate in sociology. By Fall 2000, evidence of willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

GLOBALIZATION
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development, underdevelopment, border studies, multinational and transnational organizations, and women's development, cultural globalization, etc.

Teaching responsibilities: may include inter alia, globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION
Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia, International Media and Globalization, Media and New Technologies, and Video or Multimedia Production, and other courses according to the candidate's specialty. Competence in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience Studies. Candidates must be able to demonstrate evidence of a strong commitment to teaching, evidence of scholarship, and an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, a description of research plan, a copy of a strong research paper, a statement of teaching philosophy, evidence of teaching abilities, including copies of teaching evaluations, and three letters of recommendation. Applications must be received by December 15, 1999 in order to ensure full consideration.

The University of San Francisco is an equal opportunity employer and is committed to affirmative action. It is dedicated to providing a work environment that is free from discrimination and harassment. The University does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, or sexual orientation.
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### FEATURES

**"How Much Poverty Can Democracy Endure?"**

The full text of a speech at Chapman University by Oscar Arias, renowned humanitarian voice on Latin American policy.

**Diversity in Health Administration**

Summer Enrollment Program is opening doors for students of color who want to enter health care management.

**Strategic Mentoring via HOSTS**

Now in 42 states, this for-profit program pinpoint's student shortfalls and uses volunteer tutors to correct them.

**Family History in the Making**

A day in the life of the Centrom family, whose three daughters graduated in May from Community College of Philadelphia.

**Latinas Getting Elected**

Good news from NALEO and Rutgers University's Center for the American Woman and Politics.

**Driving El Paso's Future**

In recent years, UTEP has added six doctoral programs to its single existing program in geological science.

### DEPARTMENTS

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A Capitol View

At your fingertips—a user-friendly primer for those who must develop or assess technology needs.

**Honor Roll: The University of Texas at Brownsville and Texas Southmost**

A unique partnership is expanding opportunities for South Texans...and enrollment is booming.

**People, Places, Publications, Conferences**

**Book Review: Tiempo Artesano**

**1 PUNTO FINAL!**

Counseling Hispanics: Advice for Helpers
Technology Solutions for Education Organizations

by Gustavo A. Mellander

Technology can be daunting for a faculty member and even for a college itself. Yet all of us are finding ourselves more and more involved with technology.

Some of us hopped on that furious train a long time ago. Others are being dragged-along-screaming and kicking.

To address the many issues involved and alleviate apprehensions, the National Center for Education Statistics (NCES) has produced Technology at Your Fingertips.

The 100-page publication explains how to:

- define your needs and technical requirements;
- develop a "needs assessment";
- determine what resources you have and what resources you will need;
- implement, support, and maintain your technology solution;
- provide effective training.

Purpose

Technology at Your Fingertips describes a process for developing the best possible technology solution for one's college. This book provides the necessary steps to identify one's technology needs, consider possible options, acquire the technology, and successfully implement a technology solution.

Although useful for anyone involved in technology, this book is particularly helpful for those in one of the following two roles:

- persons who have been given the responsibility for setting up computer and networking technology in an education organization;
- persons who will be supervising the process of technology implementation.

The persons who must fill these roles include professors, board members, university management staff, and librarians. Persons who use this book might be the ones with the final decision about what will be done, or they might be the ones who make recommendations to the ultimate decision-maker.

This book is not for technical staff already familiar with many of the concepts and data. The writing style is targeted to non-technical individuals, yet it includes the requisite terminology and issues basic to technology. Definitions are provided throughout the book and can also be found in the glossary.

The World of Technology

The uses of technology are broad and ever-changing. This publication does not attempt to cover all types of technology that can be used in education settings.

The focus is on computer and networking technology—primarily software used to meet administrative and many instructional needs. Special attention is also paid to the hardware, networking, and support systems required to make it function.

Not covered are categories such as video/television, telephone systems, and certain other tools that can be used for distance learning.

Since the world of technology is very fluid, technical standards and specific products change constantly. This book contains generic questions that will help professors and administrators create effective decision-making processes both now and for the future.

Common sense, experience-based ideas dominate rather than approaches tied to specific situations or products. These ideas are based on the authors' extensive experience implementing technology within state education agencies, universities, and libraries.

Pointers

Technology at Your Fingertips also contains information on budgetary and human resource concerns. A whole section relates to the use of computer and networking technology for:

- providing instruction to students (e.g., recording data from experiments, providing computer-based instructional activities, accessing the Internet);
- managing activities related to instruction (e.g., grade and attendance reporting, lesson design, accessing information about students);
- automating and streamlining day-to-day operations (e.g., student registration, maintaining health records, scheduling classes, determining bus routes, word processing).

Included at the end of each chapter and the book itself are pointers to reference documents and other sources of information.

The constant changes in technology make the lives of many of these sources fairly brief. There are many resources listed that are available on the Internet because they tend to be more current. They have the advantage of being able to link one to additional resources.

Many education resources and examples have not been published anywhere except on the Internet.

A Practical Process

There are many published methods for building technology solutions, and they contain similar elements. This document describes the different steps of the process in a way that can help meet the specific needs in higher educational settings.

Specifically, the booklet contains guidance on the following steps:

- define the task and the steps needed to undertake the task (Chapter 1);
- conduct a needs assessment and define your technology requirements (Chapter 2);
- describe your current computing and networking technology resources (Chapter 3);
- evaluate options and select your preferred technology solution (Chapter 4);
- implement the selected technology solution (Chapter 5);
- train the users (Chapter 6);
- make plans for supporting an ongoing technology solution and for an ongoing basis (Chapter 7).

The complete text can be accessed at:


Paper copies are available from the Department of Education publications center at 1-877-4ED-Pub (1-877-433-7828).

Dr. Mellander is a professor at George Mason University.
"How Much Poverty Can Democracy Endure?"

By Oscar Arias

It is a great honor for me to come to Chapman and participate in the Distinguished Lecture Series. I thank Professor Don Will, Mr. Christopher Chennault, Dean Joseph Kertes, and Professor Ken Tye for working to make this visit possible.

Tonight I want to discuss with you some of the recent changes in our political economy that have greatly affected the struggle for peace and human development. And I want to ask the question: How much poverty can democracy endure?

In the past fifty years, U.S. corporations have expanded and, with the assistance of the State Department, have opened markets around the world. Technological advances have made it possible to interact with foreign peoples on a daily basis, expanding the bounds of our knowledge. Southern countries have engaged a process of development, and seen widely varying outcomes.

But sadly, the actions of the United States often have not been guided by a humanistic concern for the well-being of others, nor for their right to self-determination. But too regularly have reflected a calculating self-interest. Martin Luther King, [Jr.,] who once came to Chapman as a distinguished lecturer, had the foresight to issue a profound warning.

He reminded us of the words of President John F. Kennedy, who said, “Those who make peaceful revolution impossible will make violent revolution inevitable.” And then Martin Luther King commented that I quote: “Increasingly, by choice or by accident...our nation has taken...the role of those who make peaceful revolution impossible...refusing to give up the privileges and the pleasures that come from the immense profits of overseas investment...I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values. We must rapidly begin the shift from a ‘thing-oriented’ society to a ‘person-oriented’ society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered.”

As we enter the new world econ-
omy of globalization. I believe that we face the very same moral and economic challenge. Now, 15 trillion dollars race around the globe every day, and yet are largely unaccountable to any accepted form of public oversight. For some, the new economic system means being able to make investments with a worldly perspective, minimizing labor costs and maximizing profits. For many others, it means facing the end of job security and at the same time witnessing the reappearance of sweatshops.

The frantic quest for quick riches has created a hollow, speculative economy, unattached to human labor and accountable to human need. Investments are not made over the long term, designed to help small businesses get started and help people improve the infrastructure of their communities. Instead, bankers pit foreign currencies against one another, investing for days or even just a few hours. They create immense profits for the most privileged, but leave a devastating trail of destabilization and misery in their wake.

Recently, we have seen that the global economic order is subject to panic and rapid fluctuation. As wealthy financiers lost money in weakened East-Asian economies, in Indonesia, or in Brazil, pundits and bank officials began to speak of a crisis. But even now, only months after traumatic devaluations have begun, there seems to be a consensus that this downturn was only a small setback in a well-functioning system.

But I tell you tonight that there is a much deeper crisis underlying the financial panic, one that this consensus of experts overlooks. I say that it is an economic crisis when nearly a billion-and-a-half people have no access to clean water, and a billion live in miserable substandard housing. I say that it is a leadership crisis when we allow wealth to be concentrated in fewer and fewer hands, so that the world's three richest individuals have assets that exceed the combined gross domestic product of the poorest forty-eight countries. I say it is a spiritual crisis when—as Gandhi said—many people are so poor that they can only see God in the form of bread, and when other individuals seem only to have faith in a capricious God whose “invisible hand” guides the free market. I say it is a moral crisis when 120,000 children die each day from malnutrition and disease. And I say it is a democratic crisis when 1.5 billion people live on incomes of less than one dollar a day, and in their unrelenting poverty are totally excluded from public decision-making.

We know that in times of crisis many falter; they think only in terms of the individual and fail to accept their human obligations. But this cowardice is a choice. It is our choice, and we have another option. Instead of permitting the dominant values of selfishness, military build-up, and a love of money to prevail, we can choose to reclaim our most noble aspirations.

This means affirming some of the ethical maxims that guide virtuous communities, but that have been too quickly overlooked in recent times: that all people have a right to work for a living wage. That all have a responsibility to think sustainably, to live in harmony with the natural environment. And that all people should have equal opportunity to access educational, cultural, and financial resources.

At that same time that we look back to these established principles, we must broaden the scope of our moral concern more than ever before. In recent years, as the world has emerged from the painful experiences of colonialism, genocide, and superpower tensions, the nascent structures of an international humanism have appeared. The challenge of the current generation is to embrace this global citizenship—to think about security, democracy, and justice on a worldwide scale.

The first step toward global thinking requires that we adopt a definition of peace that goes beyond the short-sighted demands of national security. To this end, the United Nations Human Development Program stresses the need for us instead to think of peace in terms of human security. This distinction bears frequent repetition. Human security is not just a concern with weapons—it is a concern with human life and dignity. The martyred Salvadoran Archbishop Oscar Romero eloquently expressed this idea. He told his people that, “the only peace that God wants is a peace based in justice.”

Indeed, how can we say that there is peace when thousands are made to work in dehumanizing conditions? How can we say that there is peace when the United States builds more prisons and fewer schools? How can we say that there is peace when millions go hungry? In the age of globalization, those who make peaceful changes in our economy, politics, and morality impossible will make inevitable the future conflicts arising from the unacceptable inequalities that I described earlier.

The second step in global thinking is to expand our understanding of democracy. Too often, democracy is discussed only in its most formal mode. People are satisfied that democracy has a place in the constitution of the state, but make no room for democracy in the constitution of their own soul. They do not let it affect their daily interactions, their personal relationships, or their professional ambitions.

For this reason, some of our greatest leaders have called for profound change in our values. But a democratic revolution is not merely sentimental and individualistic. Yes, it demands changes in the way we live and the way we understand ourselves, but it also promises to change the structures that govern our society. For, at its core, democracy is a radical philosophy of civic participation. It is the faith that through public dialogue and inclusive deliberation, ordinary individuals can build better systems for living together. Democracy rests on the need for all citizens, not only the most powerful, to be able to influence meaningfully the political and economic institutions that affect their lives.

As you begin to renew your faith in democracy, each of you must reconsider the privileges you enjoy as citizens in a prosperous country and as beneficiaries of this fine university. And you must embrace the responsibility that comes with this privilege. In this democracy, there is no room for guilt, but only for compassion: the point is not to feel guilty about the gifts you have received, but to feel always committed to the struggle to guarantee that all people may live such dignified lives. There is no place for resignation, but only determination: though world problems may seem overwhelming, you must be determined to make your mark against poverty and inequality. And there is no stopping at simple charity, but instead you must expand your solidarity: your concern for the health and well-being of others must spread through all lands.

While we must reclaim the democratic values that inspired the Enlightenment revolutions in France and the United States, we must also go beyond the comfortable limits of traditional civics and grapple with the international challenges of today. We have already seen that the United States, while claiming to protect democracy in the developing world, has too often protected only a narrow, nationalistic self-interest. We can no longer afford to think in terms of a simple nationalism.

In the global era, true democracies must also be humanists. For when you believe that people controlling their own lives is a tru
sound basis for this nation, you begin to recognize the inherent dignity and worth of people in other lands as well--people struggling to exercise their right of self-determination and to forge their own models for development.

Indeed, this leads us to a third crucial component of global thinking, and that is reformulating our views of economic justice. We must remember that true democracy is not merely the distribution of political power, but also the distribution of economic power. Sadly, in this age of huge corporate mergers, this fact is too often overlooked. It is overlooked by many policy-makers and business people who quietly solidify a global economic order based on cynicism and individual profit. But for many poor and working people throughout the world, it is an obvious fact.

On his recent trip to Mexico, Pope John Paul II addressed this situation, and spoke out against a capitalist system so far removed from religious and democratic values. He argued that "the human race is facing forms of slavery which are new and more subtle than those of the past...and for far too many people, freedom remains a word without meaning."

Perhaps what makes the economic exploitation and hardship of our day more insidious is the fact that it exists alongside tremendous wealth and abundance. U.S. citizens spend eight billion dollars a year on cosmetics--two billion more than it would cost to provide basic education for everyone in the world if these funds were redirected. Europeans spend eleven billion dollars a year purchasing ice cream, yet we know that only nine billion dollars a year would be adequate to assure water and sanitation for all people.

How much poverty can democracy endure? The poor are a massive and growing group of powerless citizens whose needs go unheeded. They are neither a cohesive voting block nor an economic force. They do not participate out of their own despair, and they are left underrepresented out of others' disdain. In America, as in other countries, the poor are being condemned to permanent segregation by the very mechanisms that should be protecting them. As channels of participation and representation continue to shrink, the poor will be indefinitely marginalized from society.

At home and abroad, the faces of poverty are increasing and diversifying. We should not fall victim to the temptation to ignore poverty based on cultural differences or varying shades of skin color. We must look deeper to see the human essence that gives us all aspirations and hopes for a better life. We must listen to those voices that cry out for social justice. We must accept the responsibility that comes with the fundamental truth expressed in the United States Constitution: All men are created equal. Yet, as we all know, we are not all born with equal opportunities. It is democracy's responsibility to rectify these unequal opportunities. Poverty universal suffrage--however, it has yet to do the same economically. The great economic inequities that exist in the United States undermine its democratic system and, furthermore, threaten to overwhelm it.

To change these unacceptable trends, our societies must begin viewing global systems from the perspective of society's most downtrodden populations: the culturally subjugated and the economically dispossessed. In our democratic faith, we must reject condescending or trickle-down solutions to world problems, and instead highlight movements that allow ignored and deprecitated populations to become political actors.

Do not doubt that such movements have accomplished much. The United Nations Development Program reports that, in the past 50 years, poverty has fallen more than in the previous 500 years. Infant mortality in the developing world is one-third what it was in 1960. And during this same period of time, life expectancy in the poorest countries has been extended more than fifteen years, owing largely to a revolution in women's health.

Providing another important example of moral progress, two Latin American nations have recently taken historic steps toward ending traditions of entrenched militarism that impeded democracy and worsened poverty. Following the restoration of democracy to Panama in 1989, I worked on a campaign to abolish the country's national army, as Costa Rica itself did in 1949. The campaign was successful, and as a result, Costa Rica and Panama now enjoy the safest border in the world.

More recently, I have helped promote promising legislation in Haiti, the poorest country in the Western Hemisphere. This country, too, has fully de-funded its armed forces. And if Haiti approves the elimination of its military in a new constitution, it could continue to dedicate resources to crucial development needs. Progress in these two nations has shown the world that Costa Rica is not a unique case. The abolition of national armed forces is truly a viable option for many countries.

I share these facts with you not so that we may grow complacent and stop working, but to convey a sense of the momentous possibilities for progress. Did it not take a movement of scorned but persistent abolitionists to end the scourge of slavery? Let us similarly join together to end the scourge of poverty. Did not relentless advocates for
independence succeed in ending colonialism? Let us now join in solidarity with the oppressed people of the world so that all may know liberty and justice.

I have told you that a renewed focus on human security, thoroughgoing democracy, and economic justice will be the basis for a profound shift in our ethical thinking. To say that a fundamental change in values is necessary, however, is not to avoid concrete policy proposals. Rather, by putting our values up front, we are able to turn to the problems of the day with new vitality and insight. Truly, we must allow our public policy to grow out of our ethical convictions.

A major focus of my work has been challenging a world military-industrial complex removed from democratic controls and humanitarian standards. Without a doubt, military spending represents the single most significant perversion of worldwide priorities known today. The $780 billion dollars spent on weapons and soldiers in 1997 constitutes a global tragedy.

In India and Pakistan, in Indonesia and sub-Saharan Africa, in the former Yugoslavia and many other nations, bloated military budgets have led to profound deprivation and human suffering. Unfortunately, half of the world’s governments dedicate more resources to defense than to health programs. Such distortions in national budgets contribute to poverty and retard human development.

War, and the preparation for war, is one of the greatest obstacles to human progress, fostering a vicious cycle of arms build-ups, violence, and poverty.

The United States, which spends two hundred and eighty billion dollars on its military, stands as an extreme example of moral irresponsibility. Recently, I have been very critical of President Clinton’s plan to create the largest increase in defense spending since the Reagan era—a proposed addition of $110 billion over the next six years. By maintaining a massive military-industrial complex, the United States sends the wrong signal to other countries whose national budgets desperately need to be directed toward human development.

Although the Clinton Administration has insisted that domestic necessities will still be accommodated within the budget, these assurances mask serious flaws in the moral and political emphasis of U.S. policy. While military officials are given virtually anything they request, approximately one in every five children in this country grows up in poverty, and over 40 million U.S. citizens lack any health insurance.

The impact of military spending worldwide is even more dramatic, and the progress that could be realized if military spending were redirected is tremendous. If we channeled just $40 billion dollars each year away from armies and into anti-poverty programs, in ten years all of the world’s population would enjoy basic social services—education, health care and nutrition, potable water, and sanitation. Another $60 billion dollars each year over ten years would provide each person on this planet with an income level above the poverty line for their country. Shockingly, this life-giving $80 billion dollars in annual funds would represent only one percent of world defense expenditures. With the new money, that Clinton intends to invest in costly defense initiatives alone, the U.S. could champion an immediate international effort at redirection. Truly, increased military spending represents a missed opportunity for momentous human advancement.

World leaders must stop viewing militaristic investment as a measure of national well-being. And they must embrace multilateral efforts that recognize the complex and politicized nature of contemporary security questions.

Unfortunately, the U.S. government has failed to provide leadership for true international security. Many times, Congress has refused to participate in initiatives to establish a cooperative framework for global security. Even while preaching the necessity of controlling weapons of mass destruction, these lawmakers have refused to ratify major agreements on chemical and biological weapons, on the use of landmines, on nuclear testing, and on international courts which could hold war criminals responsible for their actions.

Perhaps most significantly, the United States, which is currently responsible for 43 percent of all weapons exports, has been unwilling to strengthen humanitarian restraints on these transfers. The sale of arms is big business. As a whole, military spending in industrialized nations is down from its peak of ten years ago. But weapon contractors in these countries have continued to produce billions of dollars worth of armaments, and in fact have increased their weapons sales abroad. Their new clients are the impoverished countries of the developing world, places where the majority of conflicts now take place. In 1997, the United States transferred a record 23.3 billion dollars of arms to other countries. 156 billion dollars worth, or seventy-three percent of these weapons, went to the impoverished countries of the developing world. And 8.3 billion dollars worth of this sum, or fifty-three percent of U.S. arms transfers to the developing world, went to undemocratic governments.

At the end of 1997, weapons manufactured in the United States were being used in thirty-nine of the world’s forty-two ethnic and territorial conflicts. It is unconscionable for a country that believes in democracy and justice to continue allowing arms merchants to reap profits stained in blood. But ironically, vast amounts of taxpayer money go to support this immoral trade. In 1995, the arms industry received seven point six billion dollars in federal subsidies—this amounts to a huge welfare payment to wealthy profiteers.

In pursuing true solutions to contemporary defense concerns, and in creating policies that will allow us to focus on human security, we urgently need to work together as an international community to limit the availability and spread of deadly weaponry. For this reason, I have advocated an International Code of Conduct on Arms Transfers. This agreement demands that any decision to export arms should take into account several characteristics pertaining to the country of final destination. The recipient country must endorse democracy, the rule of law, and civilian control over the military and security forces. And they must abide by accepted conventions on torture, civil rights, and international aggression. In addition, all nations would be required to report their arms purchases to the United Nations.

Many say that such a code is impractical—impractical because it puts concern for human life before a free-market drive for profits; impractical because it listens to the poor who are crying out for schools and doctors, rather than to the dictators who demand guns and fighters. Yes, in an age of cynicism and greed, all just ideas are considered impractical. You are discouraged if you say that we can live in peace. You are mocked for insisting that we can be more humane.

But I am not alone in denouncing this cowardly status quo and in supporting an International Code of Conduct on Arms Transfers. Nobe Peace Laureates Elie Wiesel, Bett Williams, and the Dalai Lama spoke with me in presenting the Code last year. So did José Ramos-Horta Amnesty International, the American Friends Service Committee, and th International Physicians for th
Prevention of Nuclear War. Since then, Archbishop Desmond Tutu and Rigoberta Menchú have joined this impractical group. As have Lech Walesa, Adolfo Pérez Esquivel, Mairead Maguire, Norman Borlaug, Joseph Rotblat, Jody Williams, and one of last year's laureates, John Hume. In all, seventeen winners of the Nobel Peace prize have endorsed the Code. But more importantly, thousands of individuals, groups, and community leaders have expressed their belief that a Code of Conduct is not only a morally sound idea, but also a politically necessary agreement. It is these people, and the force of their convictions, that turn possibility into progress, and turn impractical ideas into reality.

The International Code of Conduct on Arms Transfers builds on local efforts to regulate sales, such as the measures adopted by the European Union last year. Currently, the US Congress is fashioning a bipartisan plan for participation in a Code of Conduct effort. The deal will give President Clinton one hundred and twenty days to begin negotiating a multilateral agreement. We know that arms industry lobbyists will be working to see that the policies pursued during this period are weak and full of loopholes. Thus, those here tonight, and many others like you, must generate the kind of popular pressure that will force strong and resolute action.

My friends: When Voltaire wrote Candide over 200 years ago, he was acutely aware of the moral obligations created by an integrating world. In this book, Candide meets a slave from the Americas who is missing both a hand and a leg. The slave's hand was cut off by dangerous machinery in a sugarcane mill; his leg was cut off by cruel masters to prevent him from escaping. As Candide looks on, the miserable slave tells him: “This is the true price of the sugar you eat in Europe.”

If ethics required global thinking in Voltaire's time, think of how relevant this powerful anecdote is in the age of globalization. As Americans, you have only to look at the label on your clothes, and wonder if foreign garment workers labored for a just wage, to see that you already participate in the global system that brings great wealth to some and great misery to many others. The question is not whether you will be involved in the ethical challenges of globalization, but what your contribution will be. Will you, in your apathy, be complicit in the injustices I have described? Or will you, with your action and your example, bolster the ranks of those fighting for human security?

In the dense rain forests of Central America, Mother Nature frequently provides us with an enlightening lesson: when a storm topples a tree, its roots pull up the roots of the surrounding trees, causing them to fall as well. In much the same way, today's world is a compact for each of cultures, states, and nations, whose roots form an interlacing inextricable network. The survival of each tree depends on the well-being of all the others. A nation traumatized by war, by oppression, or by poverty is like a tree on the verge of falling. It is an omen of danger for the entire forest.

In our age, the Cold War has ended, its oversimplified dichotomies are now obsolete. Now, the likes of Stalin and Pol Pot, Suharto and Pinochet cannot be defended by any government. What is scene of human integrity — we have seen women rally for their rights in Beijing; we have seen a new era of peace come to Central America; and we have seen Nelson Mandela lead the South African people away from the horror of apartheid. Rather than allowing globalization to be defined by rampant speculation and persistent inequities, humanists demand that these victories, and the moral victories yet to come, must characterize our current era.

You will recall that at the beginning of the speech I quoted Martin Luther King, who warned us that the path we are on would only lead to racism, materialism, and militarism. I want to tell you, however, that King did not believe the situation was hopeless. He told us that with courage and determination, we could change course. "Human progress is neither automatic nor inevitable," he said. "We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there is such a thing as being too late. This is no time for apathy or complacency. This is a time for vigorous and positive action."

My friends. I tell you tonight that human advances do not come when we wait to see if others will act. Human security will not be guaranteed if we always hope that someone else will step forward. Instead, progress begins when each of us starts to think globally, and when each of us contributes to ending poverty and inequality. The struggle can only begin with a personal commitment from each of us. But it will not end there. The whispered resolve of the individual becomes the roar of collective action. Its righteous sound reverberates in the structures and institutions of a new society. Its voice is steady and its message is clear. We can act with compassion. We can be more humane. We can live in peace.
Dean Kertes on Oscar Arias

Vice President and Dean of Students Joseph Kertes spoke with HO about Chapman University’s 1999 Distinguished Lecture Series Speaker Oscar Arias, whose positions on Central American policy issues, according to the New York Times, “have become the standard by which many people in Congress and elsewhere have come to judge United States policy.” Following are excerpts from Dean Kertes remarks.

“Previous to my time at Chapman, I was at USC for many years, and I had the privilege of putting together the Peace Studies program there in the middle to late ’80s—the time during which Oscar Arias was head of state in Costa Rica. We were very much aware of him and really looked up to him as an international role model representing a country that has no standing army and that is one of the most literate countries in the world, despite the fact that it is poor, so we emulated him. And the opportunity to ten, twelve years later actually meet him and spend considerable concentrated time with him was truly a highlight of my career.

“Dr. Arias was very generous with his time—came the night before and joined us for several dinners and some panel discussions and meetings with students. Many members of the university community had the opportunity to either meet him, hear him, and/or see him.

“It is very refreshing to think that countries can demilitarize. Dr. Arias was successful in helping Panama demilitarize, not successful in helping some others. But he continues to work at it.

“He is extremely popular among Costa Ricans to this day, both in Costa Rica and in this country. And he did something in Central America that the U.S. couldn’t pull off, and that was to bring peace to the region. An act of a tentative peace.

“We have a wonderful Peace Studies program at Chapman, established by a faculty member, Paul Delp, who was a Chapman alum from the class of ’39 who became a faculty member here and continued to live in our university-owned housing until he passed away. And there is a Peace Studies chair—the Delp-Wilkinson. Harmon Wilkinson, who is an octogenarian, is a current and very active member of our board of trustees and an alum from the class of ’35. His father was a chairman of the board here at Chapman, so the Wilkinson have several generations of interest, support, connection, and inspiration associated with this institution. And Harmon was a conscientious objector in World War II—a very difficult position for someone to take during a period of, shall we say, a more popular war than Vietnam, but obviously a man of very strong convictions, which he holds to this day.

“The chair is held by Professor Don Will, a wonderful political scientist and also a member of our distinguished lecture series planning group. It was through Don Will’s efforts that Oscar Arias came to campus. The first year of the program brought Myrtle Evers Williams, the second, Edward James Olmos, the third, Martin Luther King, Jr.’s son. Then this year Oscar Arias... a very erudite man... Many people were impressed.

“Our hope is to establish an endowment so that we can increase the funding that we have available for a program of this kind. It makes such an impact on the community when we bring people of this stature—not only the Chapman community but the surrounding community as well, because we open these events to anyone who wants to come, for free. That’s our vision, but these things are not inexpensive.

“There are a lot of interesting and wonderful angles to something like this. Thank goodness the president of the university, James Doti, who gave the funds to get it off the ground. And he’s played a major role in each of these events.

“And a student named Chris Chennault did a marvelous job of pulling off a very complex set of programs. He was the student coordinator of the event. Led the effort, under my supervision and with the advice of the planning committee.

“When I was an undergrad at UCLA, I had the honor of seeing Martin Luther King, Jr. speak. This was maybe 1965. I found his remarks and of course his presentation to be so inspiring that the inspiration has lasted to this moment. 34 years later.”

“If Oscar Arias inspires one person in a way that would last for 34 years or more—that’s quite an accomplishment.”
Diversity in Health Administration

Summer Enrichment Program Opening Doors

BY DENNIS S. PALKON
Author Dennis S. Palkon, Ph.D., M.P.H., M.S.W., is professor and former chairman of health administration at Florida Atlantic University.

Former intern Ana K. González co-founded and chaired the Chicana Latina Pipeline to Graduate school, which supports Latinas pursuing doctoral-level studies.

For five years, the Chicago-based Institute for Diversity in Health Management has placed African American, Latino/Latina, Asian American, Native American, and Pacific Islander students in the health administration industry through internships in health care facilities throughout the United States.

The Institute was founded in 1994 with funding from four organizations: the American Hospital Association (AHA), the American College of Healthcare Executives (ACHE), the National Association of Health Services Executives (NAHSE), and the Association of Hispanic Healthcare Executives (AHHE).

The mission of the Institute is to expand career activities for minorities within the field and to increase the number of qualified minorities entering health administration and reaching its top executive levels.

According to Neva Dillon Brown, director of education for the Institute, “Minorities represent more than 20 percent of all hospital employees but hold less than one percent of top-level management positions.”

One reason for the disparity, she said, is the fact that minority students are often unaware of health care management as a viable career field.

One initiative of the Institute is the establishment of the Summer Enrichment Program (SEP). Begun in 1994, it is primarily for undergraduate juniors and seniors and graduate students who are interested in health services management.

SEP has five primary components: internships, didactic sessions, field trips, academic preparation for standardized graduate admissions tests, and a structured project.

Internships

The internship is the core of the SEP. According to Brown, it is the internship that most often attracts students to the program. The Institute has discovered that internships occupy the majority of the students’ time and help students receive an experiential understand-
health facilities. The tours enable interns to interact with health care professionals, and they can learn from a variety of health care experts.

In their discussions and meetings with health care managers, interns learn about the mission, values, and philosophy of various health care organizations.

Test Preparation

The Institute finds that it is important to prepare the interns for standardized tests that are typically required by health administration graduate schools. Preparation courses for the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) are available to all student interns.

Without debating the merits of the tests, the Institute firmly believes that low scores will be a disadvantage.

Structured Project

Students complete a structured project during the SEP. Projects are typically derived from students' interests, with input from faculty and preceptors. Many students find this to be a most rewarding, tangible accomplishment.

Latin/ Latino Interns

For the period 1996 through 1998, 24 Latinos and 25 Latinos were interns with the Institute. They represented 13.2 percent of the total 234 SEP interns participating those years.

Scholarship

In addition to the SEP, the Institute for Diversity in Health Management established a perpetual scholarship fund for minority graduate students in health services administration.

According to Felicia Lopez-Walker, director of communications for the Institute, the scholarship is named in honor of Elliott C. Roberts, Sr., one of the nation's leading public hospital administrators. Seed money for the scholarship fund was provided by Service Master and by Catholic Health Initiatives.

The first Elliott C. Roberts, Sr., scholarship winner, reports Lopez-Walker, was Ann-Gel Palermo, then a second-year graduate student at the University of Michigan School of Public Health, Ann Arbor. Palermo received $5,000 for the 1998-1999 academic year.

Palermo, a 1997 cum laude graduate of the State University of New York (SUNY) College at Brockport in biology and sociology, was described on receiving the award as someone who "embodies Mr. Roberts' commitment to serving people, especially the poor and underserved," as reflected by her record of volunteerism and community service.

Since 1995, the Institute has awarded more than 90 scholarships and grants totaling nearly $110,000. The awards are competitive and offer assistance in covering tuition, books, and related academic expenses to qualified minority students in both undergraduate and graduate programs in health administration.

References


INTERN PROFILES

ANA K. GONZÁLEZ was part of a research team for the MacArthur Foundation Research Network that studied urban children in several California communities. A McNair scholar, González designed and developed research projects. She graduated in May 1997 with a B.A. in Sociology from the University of California at Berkeley and planned at that time to begin graduate studies in health administration in the fall of last year.

JOSÉ A. NÚÑEZ can trace his interest in health care to the 8th grade, when his class toured the local community hospital. In high school and his first two years of college, José was never really aware of the different health care fields. He was accepted to both the 1996 and 1997 SEP, interning first at the University of Michigan School of Public Health, then at

Samaritan Health System in Phoenix, Ariz.
Núñez is pursuing his undergraduate degree in health science with a concentration in health services administration at California State University in Fresno, Calif.

He is a member of the American College of Health Care Executives and is involved with several community initiatives, including PASS (Promoting the Advancement of Students), which raises awareness about career opportunities for high school students and first-year college students interested in science; Chicano Health Organization, where he recruits Hispanic health professionals to speak at meetings and organize health fairs at labor camps throughout the San Joaquin Valley; and ORALE (Outreaching Raza And Leading them toward Education), where he mentors disadvantaged middle school students in Fresno.

LAURA PADILLA, who had originally entered school to become a primary care physician, now feels most strongly about health education and health administration. Padilla worked at Cedars Sinai Medical Foundation in Los Angeles a a 1995 SEP. She was hired by Cedars immediately after her internship. Her desire to become involved in health education was reinforced as result of mentoring Santa Ana High School students, in what is a largely Latino community.

Padilla serves as a Big Sister to a single-parent child. She feels that administrators need to be knowledgeable about health care systems as well as being aware of the daily events occurring in their health care organizations. She says the SEP has given her that exposure, as well as the experience and knowledge to better direct herself toward her career goals.

She is pursuing a master's degree in public health at the University of Southern California: Los Angeles, Calif.
Strategic Mentoring via HOSTS

Dallas-based program now in 42 States

BY GARY M. STERN

HOSTS, a for-profit educational company headquartered in Dallas and overseen by the former superintendent of the Dallas school system, is improving the academic skills of students nationwide and Hispanic students in particular.

HOSTS, an acronym for Help One Student to Succeed, sells schools a highly structured program aimed at identifying students' weaknesses in English, language arts, or math and uses a prescriptive approach to guide mentors to help students. Because it is so highly structured, it aims to overcome the skeptics who believe mentoring programs are random attempts in the classroom that show little academic gain.

In 1999, HOSTS is involved in 1,400 schools in 42 states, predominantly elementary and middle schools, many in Texas, California, and Michigan, where there are large Latino populations.

"HOSTS uses a powerful database to align curriculum material placed in an electronic database so we can do four or five important things, including assess a child's reading ability, interest level, and learning style," explained Chad Woolery, HOSTS president. This database helps prescribe an individual chart for each student's academic needs in reading, writing, math, and language acquisition. HOSTS is effective.

Woolery suggested, because it offers "structured mentoring. We give the mentor a complete roadmap with everything they need already prepared, sitting in a folder for that child."

But HOSTS is careful to avoid trying to supplant the core curriculum that a school offers. Instead, it augments the learning in the classroom. In each school, a HOSTS instructor collaborates closely with teachers and also coordinates the mentors. Most schools use Title I and $9000 the second year. Owned by Joseph Ritchie, a Batavia, Illinois, entrepreneur and former options trader, HOSTS generated $16 million in revenue in 1998.

Most students selected to participate in HOSTS are two or three grades behind in reading and/or math. Though four mentors might work with each student per week, Woolery emphasizes that learning is organized to address a student's academic shortcomings. "The material is like a recipe," he said.

After the student takes a reading test, followed by a diagnostic test, the HOSTS instructor devises a learning map to strengthen the student's skills and address weaknesses. A child's learning style, analytic or kinesthetic, is also taken into consideration.

HOSTS is successful because it combines "individual prescription matched to instructional resources and strategies in the hands of a caring adult," said Tom Jandris, director of policy at the Education Commission of the States, an organization that serves as a policy advisor to 50 states. He had been the superintendent at the East Aurora, Illinois, school system and used HOSTS. "Individualized instruction is the one biggest factor that leads to improvement," he said.

As he how mentors who are not trained educators can teach effectively, Woolery replied, "If you're trying to
teach a child what a vowel is, and you can
take corrective action, you don't
have to be a teacher. It's like a parent
teaching a child." Mentors are provid-
ed with a variety of tools, including
kits, cards, games, videos, and soft-
ware, and use any tool that will work
with a particular student. A mentor
can focus attention on a child's indi-
gual needs in ways that a classroom
teacher responsible for 25-35
students cannot. "The typical
American teacher does not have the
resources, technology, or database," 
that a HOSTS mentor or instructor
employs. Woolery suggested.
HOSTS has proven particularly
effective with Hispanic students.
Woolery said. "Latino students,
because of the culture of the family
and close families, respond well
with one-on-one intervention. It's
like a grandmother talking to a
Grandson," he said. If children are
unsure of their academic skills and
reluctant to express themselves in
a larger class, they might feel more
comfortable asking a question of
one person whom they have gotten
to know. "Many Hispanic students
are new arrivals and can't ask par-
ents how things work in America. 
Here's a person who helps them
negotiate a cultural change," said
the former Dallas superintendent.
The program has also proved
helpful in California, where
Proposition 22" has limited bilingu-
el education to a year. "HOSTS
helps a child exit from bilingual
programs within the time frame," 
Woolery noted. When schools have
only a year to teach language skills,
HOSTS can expedite the learning
process and add to classroom
learning. Jandris noted that HOSTS'
bilingual program is effective
because it offers a "dual language
program. It honors the culture and
original language, builds literacy
skills in the initial language, and
then builds skills in the target lan-
guage."
HOSTS began in 1971, an outgrowth
of the vision of Bill Gibbons, a teacher
in the Vancouver school system, who
was working with high school students
who had problems reading. A high
school dropout him self, Gibbons
recalled how a mentor turned
his education around, and
decided to launch a non-
profit organization dedicated
to mentoring and tutoring
(HOSTS turned
profit-making in 1991). Gibbons
is still involved in
HOSTS but no
longer runs it.
HOSTS' edu-
cational philosophy incorpo-
rates psychologist Abraham
Maslow's theory
on higher learn-
ing skills. "We believe in developmen-
tal higher order thinking skills. We
start where the student is and stress
success," he said. If there's one word
that encapsulates HOSTS' underpin-
ing, it is "structure," Structure is
what gets results. Other mentoring
programs are random and not aligned
with what teachers are being held
accountable for." Woolery noted.
HOSTS works closely with classroom
teachers on specific tests or assess-
ments that states require and adopts
its prescriptive approach to address
the skills needed to pass the test.
Over 90,000 mentors participate
in HOSTS' program and are critical
to its success. Yet HOSTS has never
conducted a study to track how
long its volunteers stay with the
program or tracked its turnover.
HOSTS advertises for mentors and
works with civic leaders to attract
new mentors.
Nick Flores, a 50-year-old
retired manager at the Federal
Deposit Insurance Corporation
(FDIC) in Dallas, mentored at the
Forman Elementary School in
Plano, Texas, during the 1998-99
school year to "give back to the
community. He tutored three stu-
dents in reading for one-half hour
each once a week. one who recent-
ly emigrated from Mexico and
spoke minimal English and two
other Spanish students who were
bilingual. He received only one
hour's training from HOSTS. He
received a packet of information
each session that included reading
exercises and comprehension ques-
tions directing him on what to
tutor. Over the course of a year, a
recent immigrant made enormous
strides in reading comprehension
Flores noted. While the student
read passages aloud. Flores
stopped him to ensure that he
understood what he was reading. At
the beginning, the student compro-
hended few words, but through
repeated tutoring, his reading compre-
rehension rose.
"Were he left to a larger class-
room, he might not have learned so
quickly," Flores said. "The individ-
ualized attention that he and the
other students received helped
them to improve." However, Flores
was unaware of any formal pre-
and post tests to document each
student's improvement. Not only did
Flores tutorine help each studen-
but it affected him as well. "I've been very fortunate in my life, and I wanted to give back to the community," he said.

In addition to helping students with academic issues, most mentors are able to boost a child's self-esteem, which grows when students can read like their peers, answer a question in class, and work on a problem. We can get them to a level where they can compete with their peers," Woolery said. Flores developed rapport with each student by learning about their family or their after-school interests. Students could easily identify with him since he was Hispanic himself and a successful professional.

In September 1998, HOSTS began at the Jose de Escandon Elementary School in McAllen, Texas, near the Mexican border and Brownsville, Texas, where 98 percent of the students are Mexican Americans and most are poor, noted Terry Moreno, the school's English HOSTS instructor. Moreno oversees HOSTS instruction for 68 of the schools 600 students. Close to 90 percent of Escandon Elementary School's staff was trained to work with HOSTS and learned how to coordinate with mentors. Moreno's teaching time is paid by a Title One federal grant.

Each HOSTS student is initially tested using the IRI, the Informal Reading Inventory. That test yields the student's reading grade and leads to a student's taking the RDA (Reading Diagnostic Assessment), which identifies specific reading problems that a student has, such as finding the main idea or needing to strengthen vocabulary. "We then work on those skills and use material to raise a student's grade level," Moreno said.

"HOSTS is successful because of its structure," Moreno said. Mentors and teachers "identify a student's weaknesses and try to attack them." Classroom teachers, working with mentors, target areas that they think the student might have missed. "Can you work with the student on prefixes and suffixes?" one teacher asked a mentor. "Mentors can cover a large portion of what the child misses" in class, said his English HOSTS instructor.

Mentors include teachers on their lunch hour, executives, housewives, and fire fighters, who spend one-half hour to an hour a week tutoring students.

Since HOSTS has only been operating for one year at Escandon Elementary, the school has not yet tested its students to show their progress. "One to one you have a better chance to succeed with the child," Moreno said.

Many Mexican American students are shy, get lost in a large class, but might blossom under a watchful eye of a caring tutor. The program is structured so that students can succeed at tasks and also boost their self-esteem, he added.

A study conducted by Dr. John D. Schlofeldt of 3,700 HOSTS students who had received tutoring revealed that they raised their reading level by two to three grades. But a spokesperson for the Department of Education questioned the results of HOSTS testing. The spokesman said that HOSTS "does not track improvements among Title I and Special Ed populations in their evaluation data samples. They also don't use comparisons or control schools in their studies. Given these limitations, the HOSTS program reports program gains among participating children."

But Tom Jandris noted that HOSTS was one of only 40 programs selected by the Educational Commission for Title I funding because of its proven educational success. "Objective data over 28 years demonstrates dramatic educational gains—often two years acceleration in language arts," Jandris said, acknowledging that he had once invested in HOSTS but is no longer associated with it.

Disputing the Department of Education's claim, Jandris said that recent studies have included control groups.

At its 21st annual conference in February 1999. HOSTS awarded Ruben Hinojosa, a U.S. Congressman from Texas, its HOSTS Champion for Children Award. The award recognizes his achievement in helping "make a difference in the educational development of school-age children."

HOSTS has proved successful because it is "research-based, child-centered, and aligns with the way a child learns," said Woolery. Children learn best, he said, when they have a constant measurement to ensure that learning is occurring.

"We focus on the individual child's needs. We focus...by knowing what it is a child doesn't know. We are constantly seeing a child demonstrating his [or her] learning."
The University of Texas at Brownsville and Texas Southmost College

By Roger Deitz

The University of Texas at Brownsville and Texas Southmost College, also in Brownsville, possess a unique symbiotic relationship. They entered into an inventive partnership to provide expanding educational opportunities to the community in the Lower Rio Grande Valley. A great majority of residents in the region are Hispanic and—Texas being as big as well, Texas—they were isolated geographically from the other fine institutions of higher learning in the state, and from undergraduate options that were available only elsewhere.

This creative partnership was designed to “improve the continuity, quality, and efficiency of the educational programs and support services offered by the University and the College.” It also resulted in the establishment of a four-year undergraduate institution, where only upper-level and community college programs previously existed. The move combines the administrative, instructional, and support services of the upper-level university and the community college while eliminating any artificial barriers that existed between them.

Continued program development, new program implementation, systematic cooperation with local schools, and partnerships with other institutions of higher learning are major goals of the emerging University-College partnership.

Back in October of 1991, Texas Southmost College President Julio Garcia was named president also of The University of Texas at Brownsville, and therefore a new school was created by the partnership of Brownsville’s two educational institutions. Garcia had been TSC president since 1986 and assumed her new office in January 1992. At that time, she stressed that there was a “massive and overwhelming need for higher education” to serve the population of the Rio Grande Valley community. She praised the novel partnership arrangement: “Today for me marks the next step for what the community has long needed.” Garcia said that the necessary resources were not available under the former institutional arrangement. “We have a tremendous need,” Garcia remarked. “And scarce resources.”

The needed resources were indeed secured. Garcia says that the partnership allowed TSC to continue to be supported by local tax. Meanwhile, the UT System endorsement resulted in a greater share of state funding for higher education for the people of Brownsville. The merger officially took effect in the fall of 1992. Garcia, who started her teaching career as an instructor at TSC in 1972, pointed out, “We’re the first institution in Texas to try this kind of partnership. We have heard the UT System say, ‘The eyes of Texas are upon us.’” The eyes of the Hispanic Outlook are also upon the innovative and successful arrangement that these two institutions of high
education used to ensure a better and more responsive education for the population of the Lower Rio Grande Valley. And so we welcome The University of Texas at Brownsville and Texas Southmost College to become our partners as well—on the Honor Roll.

Texas Southmost College was created by the Brownsville Independent School District in 1926, the second community college in the state of Texas. Originally known as the Junior College of the Lower Rio Grande Valley, it became Brownsville Junior College in 1931. When Southmost Union Junior College District was established in 1949, it was renamed Texas Southmost College.

The bill that created The University of Texas at Brownsville in 1991 also authored the partnership arrangement with Texas Southmost College. UTB already had roots in the region as an upper-level institution. Pan American University opened a center on the campus of TSC in 1973 to teach upper-level and graduate courses. In 1977 the state legislature approved Pan American University of Brownsville as an upper-level center. In 1989, Pan American University at Brownsville became part of UT System as the result of a University of Texas-Pan American merger. This was a prelude to the establishment in 1991 of The University of Texas at Brownsville, a freestanding upper-division university.

After 20 years, all the hard work aimed at securing full university status for Brownsville, Texas, paid off. Lawmakers voted to approve the establishment of UTB as a four-year university, beginning in the fall of 1998. Instead of offering upper-division and graduate courses only, UTB enrolled 900 first-year students into programs of teacher preparation.

Honor Roll Facts in Brief

INSTITUTION
The University of Texas at Brownsville.
Texas Southmost College

LOCATION
80 Fort Brown
Brownsville, Texas 78520
(956) 544-8200

ESTABLISHED
1926 Texas Southmost College
1991 The University of Texas at Brownsville
1992 UTB/TSC

ENROLLMENT
8,855

HISPANIC ENROLLMENT
91.5 percent

DEGREE OFFERINGS
Certificate
Associate’s
Bachelor’s
Master’s

DEGREES AWARDED TO HISPANICS
85 percent Certificates
85 percent Associate’s
86 percent Bachelor’s
62 percent Master’s

PER SEMESTER—TUITIONS AND FEES
(full-time, in-district)
$642 Texas Southmost College
$822 UT-Brownsville

FACULTY
569 Full-time
64 percent Hispanic

SEVERAL DEGREE PROGRAMS
Engineering Technology
Music
Nursing
Educational Technology *
General Education *
*on the Internet

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Club Cultural Latinoamericano
Grupo Folklorico Tiztalan
Teatro Universitario
La Ventana
Nuevo Santander
Sigma Delta Pi

INTERNET ADDRESS
www.ute.edu
through their unique partnership arrangement. The University of Texas at Brownsville and Texas Southmost College have embarked on a quest to "provide the finest educational opportunities that their consolidated resources can create."

Today, students in the Rio Grande Valley have the opportunity to pursue programs and degrees offered at a four-year institution as well as the vocational/technical, developmental education, and continuing education courses that a community college traditionally offers.

The partnership institutions, with a total enrollment of approximately 10,000, are able to provide the community with certificates in occupational technical programs and associate, bachelor's, and master's degrees in arts and sciences, business, education, and health-related fields. Moreover, through cooperative programs with other universities, students can even earn additional masters and doctoral degrees.

Through the Continuing Education Division, the University offers a diverse array of courses, which range from one-day seminars to more complex extended courses for credit. The Division is the home of one of the largest Elderhostel programs in the state of Texas.

Since the partnership was established, the campus of UTB/TSC has become the largest college campus in South Texas, growing from 400 to more than 250 acres. UT-Brownsville and Texas Southmost College are located on the grounds of Fort Brown, established in 1846 by General Zachary Taylor. The fort was the site of the 12th Cavalry Regiment, the last active cavalry unit in the U.S. Army. It is listed as a Historic Landmark on the National Register of Historic Places.

In 1997, UT-Brownsville completed the Science and Engineering Technology Building, the first UT building to be constructed on the TSC campus. The $23.5 million, 124,000 square-foot complex houses laboratories, classrooms, and offices for use by science and engineering technology programs.

There's more. Enrollment has increased by 56 percent, and the instructional capacity and budget have tripled. Graduation rates have also grown in all degree categories, and degree program offerings have doubled at both the baccalaureate and master's levels.

Many of the institution's programs are innovative. For example, there is a nationally acclaimed $6 million-plus Endowment Scholarship Fund, one of the largest among community colleges in Texas, that provides scholarships to area junior high and high schools with an opportunity to realize a college education. Most of these students are the first in their families to achieve such a goal. Students can also earn scholarships by taking college courses and earning As and Bs in those courses. As a result, hundreds of students are now attending UTB/TSC with scholarships, and working harder at their studies.

President Garcia is very concerned with such questions as, "What do we want to look like in the year 2010 or 2020 in terms of jobs and education and the environment?" Last January, Juliet Garcia was one of six college presidents who joined with a few industry and labor leaders to meet with Vice President Al Gore in Washington, D.C. At the summit meeting, they discussed the topic of "21st-Century Skills for 20th-Century Jobs." Garcia was asked to speak at the summit because of her perspective on the kind of training that new jobs will require and on partnerships between businesses and schools. Of great interest to President Garcia was the part of the discussion that revolved around linking up different sectors. She views UTB/TSC as a crucial factor in the socioeconomic growth of Brownsville.

"Our mandate," she says, "is to raise the educational attainment rate of this community—not to raise the educational attainment rate of the 18- to 24-year-old."

And this community of learners continues to grow—even reaching to the other side of the Rio Grande. UTB/TSC has been exploring the potential of a virtual university without borders, capable of exporting its most valuable product, a first-rate education, via satellite to the rest of the world. The school completed a telecommunications link that enables students attending Matamoros’ Institute of Technology (ITM) to access video-conferencing courses in business and education conducted on the Brownsville campus. Enthusiastic Mexican officials have plans to extend the link to 40 of its largest technological institutes around their country. Eventually, UTB/TSC will serve as the lone conduit for such teleconferencing courses connecting Mexico—through Brownsville—with the entire University of Texas System.

"The potential is endless," says Dr. Wayne D. Lewis, UTB/TSC's director of academic computing. He adds, "The opportunities are broader than we know, because we've only explored a few possibilities and the interest in both countries is overwhelming."

There is more technological magic afoot, linking the community of learners. The telecampus or virtual campus is coming. It is made up of seven "buildings" that offer students many of the same services and support systems found at actual UT System component institutions. The telecampus is designed to support distance-learning students, regular UT System students, and members of the public with admissions information, library services, and more. Close to 10,000 UT System students are involved in distance learning at this time.

Dr. Dawn Rodriguez of the department of English and speech says that a dual-enrollment composition course that she has been teaching through teleconferencing brings together 20 UTB/TSC students, ten Brownsville Independent School District students, and 28 San Benito High School students. According to Dr. Rodriguez, students developed expanded communication skills in addition to writing skills, appreciated having a "partner" class through which to hear different views on a topic, and were proud to have their writing published on the class Web site. Notice how the words "partner" and "partnership" continue to pop up...
Sunday morning, May 6, began for the Cintron family of North Philadelphia much as any other. Anibal, Inez, and their three daughters—identical twins Alejandra (nicknamed "J") and Alexandra (nicknamed "X")—and younger sister Anna Maria, went to the Ascension Church at 9th and 9th Street and attended the 9:30 a.m. Spanish mass.

After mass, though, the difference—the huge importance—of this particular Sunday became evident. Inez began preparing lunch for the dozen or so people who were about to witness an extraordinary moment.

The girls, however, began preparing for the day for which they had waited so long—the day they sometimes feared would never come. Graduation Day at Community College of Philadelphia.

Graduation is a time of transition, and thus a rite of passage. The word pride and the word joy might have been coined to describe the perception that parents have of their children on graduation day. All of these factors were in play at the Cintron household.

Alejandra and Alexandra and Anna Maria were about to become the first members of the Cintron family to earn a college degree. That accomplishment made this Sunday a landmark day. It was as if a hinge had been placed in the family tree, and from here on, the descendants of Anibal and Inez would have the possibilities of different lives and more choices.

The road that the Cintrons took to this destination was arduous and long, and every now and then, life exacted huge tolls. No matter. Anibal and Inez understood that education was a long-term strategy, and that foregoing luxuries to give their girls a Catholic school and college education would pay dividends that last a lifetime.

"I'm proud of myself and my sisters, because college is really hard to do well, and even harder for all of us," says Alexandra. "But I am proudest of my parents because they sent us to good schools and supported us. Without them, we couldn't have done it."

"Graduation felt good because I had studied and been through a lot of finals," Alejandra added. "I felt good too because of my parents and their support."

College became the Cintron family's daily business. Mom and Dad provided financial and emotional support. Relatives cheered their every success. Boyfriends will...

Alejandra, Alexandra and Anna Maria are the first members of the Cintron family to earn a college degree.
College became the Cintron family's daily business. Mom and Dad provided financial and emotional support. Boyfriends willingly took second place to books.

Anna Maria will be pursuing a baccalaureate in business administration at Temple University—just up the street from Community College of Philadelphia.

But the ceremony marking one family's remarkable strength and commitment, and reflecting the achievement of three young women who saw college as a collective destiny, is etched in the memories of those attending Commencement 1990.

The three sisters who had gone to school with each other all of their lives—graduating from John S. Hallahan Catholic Girls High School in Philadelphia—were graduated one after another, in reverse order of birth. Anna Maria, then X.

The cluster of 15 family members and friends, sitting together, was like a cheering section for the girls. By the time Alexandra's name was called—the last of the three to graduate—someone sitting behind the Cintrons yelled, What is this, the whole family graduating?

'I couldn't see them, but I heard them screaming,' says Alexandra.

Community College of Philadelphia, committed to providing "Education for a Changing World," is the third largest degree-granting institution in the Pennsylvania city, enrolling more than 40,000 students annually, more than half of them in transfer or general studies courses. Classes are conducted at more than 60 locations throughout Philadelphia, thanks to a concerted effort to make college as accessible as possible. Toward that end, the College also offers English classes on the Internet and TV courses on cable.

Hispanics do not represent a large portion of the city's population, but the College has a commendable record of recruiting those who are eligible to attend at ages ranging from teens to senior citizens. As of several years ago, the high school dropout rate for Philadelphia's Latinos was at disheartening 55 percent.
In 1969, women held four percent of all state legislative seats in the country. Today, women hold nearly 25 percent of all seats. But Latinas have not made the same progress. They are just starting to make strides in the political realm.

"Latinas will get there," said Larry Gonzalez, director of the Washington office of the National Association of Latino Elected and Appointed Officials (NALEO). "We have a lot of up-and-comers. Latinas, in general, have made tremendous strides in the last five years, particularly in state Houses."

Indeed, the strides that Latinas have made in politics have been tremendous in recent years.

The first Latina to seek national office was Adelina Otero-Warren, a New Mexico Republican who ran for the U.S. House of Representatives in 1921 and lost, according to the National Women's History Project. It would be another 68 years before a Latina actually won a seat in Congress.

In 1989, Hecana Ros-Lehtinen, a Republican from Florida, became the first Hispanic woman elected to the U.S. House of Representatives. Ros-Lehtinen has since been joined by four other Latinas, including U.S. Rep. Lucille Roybal Allard, a Democrat from California, who recently became head of the Congressional Hispanic Caucus, a group of five Latino House members who study issues affecting the Latino community and develop legislation to address those issues. According to Gonzalez, that position makes Roybal Allard the highest ranking elected Latina in the country.

An estimated 1652 women serve in state legislatures—nearly one-fourth of all state lawmakers. But, Latina numbers in state legislatures are minuscule: 15 are state senators and 32 serve as House members in different legislatures nationwide, and most are Democrats, according to Gonzalez. Some states have set records for the number of women in their legislatures. For example, in Washington, 44% of the lawmakers are women, the highest percentage of women in any state legislature in the nation's history.

There are 89 women in top state positions nationwide, four of whom are Latina, and Arizona in November 1998 became the first state in the country to elect women to all five of its top spots—governor, secretary of state, treasurer, superintendent of public instruction, and attorney general. The state does not have a lieutenant governor.

Important progress has been made at the national level as well. More women serve in the U.S. Congress than ever before. There are 65 women serving in the U.S. House of Representatives and U.S. Senate. Of the 100 Senators, nine are women and none is a Latina, and of the 435 House members, 50 are women and five are Latinas.

But the number of women serving in Congress is still low. Women comprise 50 percent of the population but only about 12 percent of the U.S. Congress. Moreover, of the 486 people who have served in the president's cabinet throughout our country's history, only 22 of them have been women.

Seven women currently hold Cabinet-level positions in the Clinton Administration. None is a Latina. However, Ada Alvarez heads the U.S. Small Business Administration, and Ida Castro is at the helm of the U.S. Equal Employment Opportunity Commission, two important federal agencies.

"While we are seeing increases for all women of color in politics, you can see that the numbers are still small," said Debbie Walsh, associate director of the Center for the American Woman and Politics at the Eagleton Institute of Politics at Rutgers University in New Brunswick, New Jersey. "That's disturbing."

Christine Sierra, an associate professor of political science at the University of New Mexico in Albuquerque, has a somewhat different take on the numbers. Sierra said that even though Latinas still are underrepresented in politics, as a percentage of all Hispanic elected officials, Latinas are not doing so bad. Latinas represent 31 percent of all elected Hispanic officials. Women in general comprise just 21 percent of all elected officials.

"Sexism, gender discrimination, and male dominance are alive and well in various aspects of our lives, but given the stereotypes of cultural machismo [in the Latino community], this [finding] might be surprising," Sierra said. "It is important to point out that Hispanic women are doing pretty well."

Still, Sierra said that many Latino political officeholders are elected to local offices and have not moved beyond those seats, even though more Latinas in general are running for a variety of offices.

Sierra said that researchers are unsure why more Latinas have been seeking office in recent years, a phenomenon she said she and other researchers hope to study further in the near future. Perhaps, she said, the increase can be linked to electoral reforms in the 1980s and the 1965 Voting Rights Act, which was designed to give minorities more of a voice in the political arena.
We don't know much about women of color in elected politics," said Sierra. "Women of color are little studied and underrecognized. We should know more about them because they are increasingly becoming part of the profile of the new leadership [in politics]. We will see them move up the ladder."

Sierra said another area that also has to be studied is "how responsive and accountable the representative is."

"Does it make a difference in the Latino community?" she asked. "How does it make a difference in the Latino community?"

Gonzalez said that female candidates tend to take a very gradual approach to politics, which might explain why Latinas are just starting to blossom therein. Women candidates usually begin their political careers at the level of Parent-Teacher Association or school board, where they learn the political process and gradually move up through the different political positions available.

Male candidates tend to jump in and run for higher elected positions such as state House, U.S. House, or even higher without getting years of political experience, he said. Latinas also might have gotten off to a slower start than have their Anglo counterparts because they have had few role models in politics, but Gonzalez said that is changing and more Latinas are joining the bandwagon.

Gilda Morales, information services coordinator for the Center for the American Woman and Politics, said that women candidates often enter politics for a different reason than do male candidates. Women candidates will get hooked if they are trying to resolve an issue and can not get resolution. "If they don't get results, they run for office," said Morales. "Women will look at an issue to get results. Men will tend to run for an office to see how it will benefit them [personally]. It's not as altruistic for them."

While no national studies have been conducted profiling Latinas in elected office across the country, the Center for the American Woman and Politics has studied women of color in politics and had some interesting insights into these candidates in general. Women of color in politics tend to have more advanced degrees than do their male colleagues, have grown children, have experience working in other campaigns, have held one or more appointed government positions, and worked on the staff of an elected official.

Once Latinas decide to enter politics, one of the biggest barriers with a negative campaign. The public tends to disapprove of male candidates who launch negative attacks against women candidates, he said.

Moreover, women candidates tend to benefit from the growing electorate among females. Gonzalez said women voters relate better to women who express concerns for issues that are dear to them. Like education, day care, and health care, issues on which some male candidates do not focus. In fact, Latina candidates often cite education as their No. 1 priority in their candidacy," he said. Sierra said that Latinas and women candidates in general are very interested in community empowerment and delivering resources to the areas from which they come.

Morales said that many of the issues commonly seen as "women's issues"—like education, child care, and health care—are suddenly in vogue and all political candidates are becoming more in tune with them.

Morales said that more and more Latinas are seeking political office suddenly and they need the support of the Latino community. Morales said that in 1998, for example, five new Latinas were elected to the California Senate, which showed what Latino voters can do.

These are good signs because two years prior to that election, we weren't even getting candidates," said Morales, adding that many of the Latinas who decided to run felt that their time had come after working in party politics for several years.

The Southwest Voter Registration Education Project estimates that there are 650 million Hispanic voters. Even though voter participation has increased 6 percent over the past two years, Hispanics represented just five percent of the total votes cast in 1998, according to exit polls conducted by the League of United Latin American Citizens.

"There is still apathy," said Morales. "Latinos showed in California in the last election that they can make a difference. But the low percentage of Latinos voting is hurting the strength of Latino candidates."

Still, interest in the electoral process among Latino candidates is growing.

"Latinos [across the country] are hungry for the nuts and bolts of how to run a campaign," said Gonzalez, whose organization has provided training on running campaigns.

Another organization that wants to see more Latinas elected to office recently held its own "Elección Latina" conference on June 25-26 at DePaul University in Chicago. The conference was designed to encourage Latina women to come forward, learn about the political process, and get elected. Said Ellie Jurado, executive director of the Hispanic National Bar Association, which sponsored the conference. The conference was for any Latina thinking of running for office or for any Latina who wanted to work on a campaign. Topics that were addressed included how to run a political campaign, political fundraising, and media relations. Participants had an opportunity to develop a personal plan for a political campaign in their state.

"We need to know how to communicate not only with our population but other populations as well," said Jurado. "We hope to encourage more Latinas to run for political office."
Driving El Paso's Future

UTEP Expands Doctoral Programs

BY CHRISTIAN CLARKE AND WALLI HALEY
UTEP News and Publications Office

During the past six years, UTEP has aggressively expanded doctoral education—adding seven new programs to the single existing program in geological sciences.

In 1996, when Stella Quiñones crossed the stage to receive her doctoral degree in materials science and engineering from UTEP, she doubled the national total of Hispanic women who earned a Ph.D. in her field that year. In fact, of the more than 2,100 students nationally who earned bachelor's, master's and doctoral degrees in that specialty during the 1996-97 academic year, only 58 were Hispanic. More than half received their degrees from UTEP.

As the nation's shifting demographics make employers increasingly concerned about workforce diversity, UTEP has achieved national recognition as a leader in creating educational opportunities for members of minority groups and first-generation college students. Reflecting the realities and needs of the border region.

During the past six years, UTEP has aggressively expanded doctoral education—adding seven new programs to the single existing program in geological sciences. As of spring, 1998, these new programs have produced 18 doctoral graduates, of whom six are Hispanic and five are from Mexico.

The success of these graduates demonstrates the wealth of untapped intellectual talent that exists in this region. But the numbers also point to the contribution that UTEP is making to encourage diversity in doctoral programs nationally, at a time when, regrettably, already small minority enrollments are stagnating or declining.

As proof of its commitment to furthering educational opportunities for the people of the El Paso border region, UTEP has implemented the following doctoral degree programs in the last decade:

- Computer engineering (1990) builds on the strengths of the university's computer science and engineering programs to prepare students for teaching and research careers in this expanding field.
- Materials science and engineering (1994) prepares students to discover and recover natural resources and develop new
Nearly half of the first 22 students who enrolled in the material science and engineering were Hispanic—six were women.
PEOPLE

Schutte New University of South Florida Women's Studies Chair

Dr. Ofelia Schutte, a University of Florida philosophy professor, will chair the department of women's studies, as of August.

"USF's women's studies program is one of four or five of the oldest in the United States," said Schutte. "One of the things I want to do is keep the memories of founders Judy Ochshorn and Juanita Williams alive for the students.

Ochshorn and Williams, who died several years ago, began teaching courses in 1972. The undergraduate program was founded in 1980. Since then, it has blossomed into a full-fledged department complete with a graduate program and courses in feminist theory and cultural/gender issues.

Hernández Named Student Trustee

Manuela Hernández, senior at Saint Mary's College (Ind.), began a one-year term as a student trustee on the college's board of trustees. One senior is appointed each year to provide student representation.

A psychology major, Hernández is a member of the psychology club, vice president of the Saint Mary's College Psi Chi (National Honor Society in Psychology) chapter, and a member of the National Honor Society.

Desiring to increase diversity and enrollment at Saint Mary's, Hernández has worked closely with the office of multicultural affairs and has won the Outstanding Hispanic Student award.

Franco Speaks at California-San Diego Memorial Lecture at the University of California-San Diego (UCSD). Her topic was "Latin American Culture and the Cold War." An authority on literature, culture, and politics in Latin America, Franco has written extensively on nationalism, post-nationalism, and gender issues, and was a pioneer in the study of popular culture and mass media in the Americas.

Elliott, a UCSD professor, was a founding member of the UCSD department of literature.

Five Middle-School Teachers Awarded Fellowship

Five teachers from Alamogordo School in Texas, Gilbert Gomez, Linda Soto, Selma Barrera, Lynda Gomez, and Iris Mendoza, were awarded a $10,000 AACTE-Metlife Fellowship, sponsored by the American Association of Colleges for Teacher Education and the Metropolitan Life Foundation in collaboration with the University of Texas-P:A. America (UTPA).

"The goal of the program is to open the window so others might see how to best teach Hispanic children who are culturally and linguistically diverse, not deficient," said Dr. Hilda Medrano, dean of UTPA's School of Education. "It is our hope to generate a guide that will include the best practices, strategies, materials, information packets, transparencies, and information necessary for teachers of other cultures to learn how to bridge the gap for Hispanic children to be academically successful.

Valdés Joins ACT, West Region

ACT, Inc., of Iowa, appointed Ernest Valdés, assistant vice president, west region. Valdés will plan, direct, and control all operations, finances, and personnel for the educational services division, west region office.

ACT, Inc., is an independent, non-profit organization that provides educational and workforce development services to students and their parents, high schools and colleges, professional associations and government agencies, and business and industry.

Valdés, a U.S. Army veteran, has an associate's degree from Monterey Peninsula Junior College, bachelor's from California State University-Fresno, and master's from CSU.

Latina Leadership Grant to Cortéz

De Anza College (Calif.) counselor Alicia Cortéz (pictured) was awarded the 1999 Latina Leadership Network Employee Grant for "The Chicana/Latina History Project." The $500 award will enable Cortéz to hold a one-day conference in the fall of 1999 for students from several community colleges who are interested in learning more about the historical contributions of women, particularly in the U.S. The conference will highlight the work of Vicki L. Ruiz, renowned Chicana historian.

Counselor Cortéz also teaches courses in career life planning, college orientation, and an introduction to Chicano/Chicana studies.

Delacruz Promotes Kindness at Seattle University Commencement

If his fellow graduates have learned anything during their years of study, commencement speaker Chris Delacruz, a soft-spoken young man of Philippine descent, hopes it was kindness and the need to make sacrifices. Delacruz gave the speech at Seattle University in June.

"He listens to people, and he cares for them deeply," said Father Joseph Mckown, a counselor in the university's minority student affairs office. "He is an exciting speaker, a formidable competitor, and a gracious human being.

Delacruz, who earned a bachelor's degree, entered the university in 1998 as a Trustee's Scholar, held leadership positions in several student organizations, and won a multicultural awareness award.

Reynoso Realizes Dream at Siena

Francisco Reynoso, who recently received
a bachelor's degree in marketing management from Siena College, moved from Guadalajara, Mexico, to Upstate New York–near Albany, the state capital–when he was 18. Now 24 and still living in the area, Reynoso will be involved with marketing plans, trade shows, and eventually sales at his new job.

"It was my dream to go to Siena," said Reynoso, citing the proximity of the college and its Catholic tradition. "It's a great school, a great environment. I feel it has prepared me well for a career."

While persistent in his business coursework, Reynoso was involved and responsive in many activities, including visiting an elementary school Spanish class as a native Spanish speaker.

**Rodriguez to Lead UTSA Science Center**

Dr. Charles G. Rodriguez has become executive director of development and public affairs at the University of Texas Health Science Center at San Antonio.

Rodriguez initially joined the Health Science Center from the Hispanic Association of Colleges and Universities, where he served as vice president of development and interim president.

Presently a lieutenant colonel and commander of the 138th Signal Battalion with the Texas Army National Guard, he had served eight years as an active duty commissioned U.S. Army officer with the 101st Air Assault Division and the 1st Armored Division.

Rodriguez has a bachelor's degree from the U.S. Military Academy; two masters; one from Wheaton College and one from Keller Graduate School; and doctorate from the Union Institute.

**Martin Wins Phi Kappa Phi Fellowship**

California State University-Los Angeles biology senior Rosalinda Martin was one of 80 national winners of the prestigious $2,000 Phi Kappa Phi Graduate Fellowship.

Martin, who earned a 3.7 GPA, has been accepted by medical schools at Harvard, the University of California-Los Angeles, the University of Southern California (USC), the University of California-San Diego, Stanford University, and among others.

She has volunteered at the Los Angeles County-USC Hospital, and was an active volunteer at Saint Elizabeth's Convalescent Home.

"She could go into anything she wants and be successful," said Cal State-L.A. biochemistry professor and Phi Kappa Phi President Raymond Garcia.

**Rivoli among Cal State-L.A. Early Entrance Grads**

Nineteen-year-old Robert Rivoli III was among the largest-ever group of graduating California State University-Los Angeles Early Entrance Program students.

Joining Rivoli, a biology major, were Pankit Doshi (political science), Mark Gordon (anthropology), Edward Hsieh and Lin Jin (biochemistry), Haley Leung and Kyle Nakamoto (psychology), Sumanta Pal (biology), Reena Ved (computer information systems), Joanna Wang (business administration), and Sherry Wasel (English).

**Metke to Lead Lake Washington Technical College**

Dr. L. Michael Metke, the author of *Students Who Persist: Factors Associated with the Persistence of Mexican American Students at a Two-Year Technical College*, will begin as president of Lake Washington Technical College on Sept. 1.

Metke is nationally recognized for his sponsorship and mentoring program linking influential community members with high school students graduating in the top five percent who could not otherwise afford college.

Certified by Fox Valley Technical College as a police academy graduate, Metke has bachelor's and master's degrees from the University of Wisconsin-Oshkosh and a doctorate from the University of Houston in Texas.

**Estefan Awards Degree to Cruz at University of Miami Commencement**

In Florida, singer Gloria Estefan, a graduate and trustee of the University of Miami (UM), personally awarded renowned salsa performer Celia Cruz an honorary doctor of music degree during UM's commencement ceremony.

Other honorary degree recipients included Colombian artist Fernando Botero, political columnist David S. Broder, author Ernes t J. Gaines, Nobel laureate Alfred G. Gilman music impresario Quincy Jones, religious studies scholar Martin E. Marty, and social activist Eunice Kennedy Shriver.

Pictured left to right: Estefan, UM President Edward T. Foote II, and UM board of trustees chairman Carlos De La Cruz.

**Fulbrights for Marasco and Harmon**

Two Colorado Mountain College professors who have been working in Nicaragua Laura Marasco and Dave Harmon were chosen as Fulbright-Hayes Scholars to develop curricula that can be replicated by two- and four-year colleges anywhere.

Harmon is a professor of sociology, and Marasco, an assistant professor and director of international education.

Both are studying how years of civil war...
and adapting to peace are changing the culture, politics, economics, and religious lives of the people of Nicaragua.

Harmon said that the goal is to get information to community colleges around the country about the potential for service learning in Third World countries.

California-Los Angeles' Loza Releases Bio on Puente

Noted scholar and performer Steven Loza (pictured), a University of California-Los Angeles professor of ethnomusicology, released the first authorized biography of Tito Puente, known throughout the music world as the “King of Latin Music.” Tito Puente and the Making of Latin Music is the first in-depth, historical, musical and cultural study to trace the career and influence of this giant of Latin music.

Said Loza, who was approached by Puente to author the biography, “Puente’s popularity has crossed the English- and Spanish-speaking worlds to include Africa, Asia, and Europe. As a personal friend of Tito’s for more than 15 years, I’ve tried to provide the reader with a unique, multifaceted portrait of the artist never before revealed.”

Grant Helps Bilingual, Bicultural Nurses at Northern Essex

Northern Essex Community College (Mass.) received a $40,000 grant from the Helene Fuld Health Trust’s “Educational Mobility Initiative” to help bilingual, bicultural, licensed practical nurses earn their registered nursing (RN) degrees.

The grant provides eight students currently enrolled in the college’s day and evening RN programs with $5,000 living stipends and access to a nurse mentor.

Shown l. to r. are Dr. Sylvia Hallsworth, director of nursing, student Philip Evans-Lalanne, Francesca Fay of the college’s RN faculty, and student Leyda Tejeda.

Hispanic Scholarship Recipients to Attend Colorado Mountain College

Seven recent high school graduates from Colorado have received an Alpine Bank Hispanic Scholarship.

Eugenia Lopez, Alejandro Sanchez (pictured, bottom right, with Tony Thompson, Alpine Bank vice president), Marsha Menchaca, Marissa Aguirre, Amanda Diaz (top), Ricardo Hernandez (middle), and Ricardo Montes received the scholarship, which provides higher education access to ambitious Latino high school graduates who otherwise could not go to college because of their economic situations. They will receive the cost of tuition for a full-time schedule of classes at Colorado Mountain College, student fees, and books for two years.

J. Robert Young, chairman of the bank’s board, said that Alpine Bank is excited about the number of scholarship recipients who are the first in their families to go to college.

City-Inspired Art Exhibit at New York University

Five artists of color—professors at historically Black colleges and universities and scholars-in-residence at New York University (NYU)—held an exhibition at Soho’s Cinque Gallery to celebrate the 15th anniversary of the Faculty Resource Network, the NYU-based program that afforded them studio and study time in New York City. The exhibit, “Artists in the City: The Legacy of the Faculty Resource Network,” included some 20 works.

Arthur L. Bacon, of Talladega College; Louis Delsarte, of Morris Brown College; Vitoio Lindsay, of Spelman College; Marcelo Navo, formerly at Benedict College; and Charles Rogers, of Johnson C. Smith University, all had their work showcased.

New Mexico State Child-Care Course Taught in Spanish

Education faculty at New Mexico State University (NMSU) who identified a critical need for trained child-care and preschool professionals have developed a certificate course in Spanish to help fill the gap.

The New Mexico Early-Level Certificate Course for Early Care and Education Personnel, developed by Nance Baptiste and other NMSU colleagues, is an outgrowth of a needs assessment conducted in southern New Mexico and the El Paso, Texas, area.

Offered in English throughout the state for
two years, the Spanish version is being taught at
sites in southern New Mexico and West Texas by
Loui Reyes of NMSU and Cristina González of El
Paso Community College (pictured).

University of Houston-Downtown Installs Supercomputer

The University of Houston-Downtown
(UHD) in Texas received an IBM RS/6000 SP
supercomputer as part of an IBM
Shared University Research grant.

This system is
based on an updated
version of the technol-
ogy known as
Deep Blue, the super-
computer that beat
grand master chess champion Garry
Kasparov in 1997. Today, RS/6000 SP systems
are running many of the largest Web
sites, helping find new sources of oil, develop-
ing designs that lead to safer cars and air-
craft, and producing ever more detailed
atmosphere models for the National Weather
Service.

Dr. Max Castillo (pictured), UHD presi-
dent, said, “IBM's grant marks a significant
milestone for the university.”

Latino Awareness Conference at
Western Oregon

The Multicultural Student Union at
Western Oregon University held “Voces de la
Raiz,” its third annual Latino Awareness
Conference. Discussions included “Our
Culture, Our Backgrounds, Our History,”
“Who We Are Today’s World,” and
“Confronting Present Challenges.”

Keynote speaker Jesus “Chuy” Negrete
spoke on “500 Years of Chicano History.”

Rio Hondo Sponsors Latina
Leadership Conference

Rio Hondo College (RHC), which has a
Hispanic student population of 69 percent
and a large Hispanic employee base, spon-
sored this year’s conference of the Latina
Leadership Network (LLN) of Californias
Community Colleges, themed “Mas Caras: The
Many Faces of Latina Leadership.”

“RHC is blessed with many women leaders
who, through effective leadership styles, exer-
cise positive change at the college every day,” said
Superintendent/President Jesus “Jess”
Carreon.

Ten workshops were presented by RHC
faculty, staff, and managers. “We are on the
cutting edge of online classroom technology,
high school and community outreach, leader-
ship development, and vocational training,”
said RHC faculty member and LLN conference
co-chair Martha Carreon. Pictured here are
RHC staff members and other Latina leaders
at the College-sponsored reception.

College Board Conference in
Mexico

The University of Mayab in Mérida, Mexico,
hosted “Assessment and Educational
Excellence: Challenges for the New
Millennium,” a Latin American conference
sponsored by the College Board, Puerto
Rico and Latin American Activities
office. Approximately
200 admissions offi-
cers and education professionals from 53
universities and high schools in Mexico, Bolivia,
Costa Rica, Guatemala, Puerto Rico, and the
United States attended.

Pictured is Alejandro Montano,
Universidad Regiomontana, Mexico, who led
one of the more than 30 sessions at the
conference.

The College Board is an organization dedicated
to the principle of equal opportunity,
and its programs, services, and employment
policies are guided by that principle.

National Performing Arts Center
Schedules Upcoming Events

NJPAHC, the New Jersey Performing Arts
Center (NJPAC), has included the following in
its Bell Atlantic Passport to Culture Family Time
Series Performance Schedule for 1999-2000:

• Festival Caribeño - Musicians and
dancers of AsaBite, who specialize in the
African-derived traditions of the Dominican
Republic, join forces with Viento de Agua, who
combine traditional Puerto Rican bomba and
plena with modern jazz, and Conjunto
Folklorico de la Alianza Dominicana, a New
York-based group. (October 9)

• “Navidad Flamencos” - Musicians and
Flamenco dancers take audiences on a jour-
ny to southern Spain for a gypsy Christmas
celebration. (December 11)

• “Los Tres Reyes: The Three Kings” - This
Three Kings Day pageant, in English and
Spanish, features dance, theater, music, and
giantsized puppets. (January 8/9)

Northern Arizona Provides
Students Academic, Mentoring
Experience

Roughly 150 ethnically diverse high school
students from around the state came to
Northern Arizona University (NAU) in
June for activities aimed at preparing
them for college. The program specifically
targets students who are less likely to
attend college without the intensive aca-
 démic, mentoring, leadership, and life-skill
training they can get at NAU’s Center for
Excellence in Education (CEE).

The Summer Enrichment Program repre-
sents a long-term commitment and collabora-
tion between education, business, and com-
 munity members,” said Regina Serrano (pic-
tured), director, special projects in CEE.

Cleveland State Conference Targets
Latin American Trade

Cleveland State University (CSU) hosted
the Ohio trade conference “Market Vision
2020: Focus on Latin America,” which
attracted business professionals with an
interest in discovering the best market
opportunities. Trade experts, speakers,
and panelists with direct experience in
Latin America discussed banking and financ-
ing, strategic alliances and market entry, doc-
umentation and transportation, safety and security, credit, and the business, social, and cultural environments.

Jorge F. Quiroga Ramirez (pictured), vice-president of the Republic of Bolivia and president of the congress, was one of many conference speakers.

**Palo Alto Festival Benefits Tejeda Scholarship Fund**

Palo Alto College (Texas) and Sam's Club, a wholesale membership organization, recently held the third annual fund-raiser benefiting the Frank M. Tejeda/Palo Alto College Scholarship Fund. Musical guests included David Natividad, Juanito Castillo, and the Palo Alto College Mariachi Palomino.

The scholarship fund was established in honor of U.S. Congressman Frank M. Tejeda (pictured) in April 1990.

**Santa Monica Students in Nation's Capital**

Five outstanding Santa Monica College (SMC) students were selected for the Dale Ride Internship program and are serving in legislature and other offices in the nation's capital this summer.

Donny Aguilar, Rosa Ramirez, Lisa Rael, Shelia Henderson, and Nehasi Lee are in the program, which was established in 1991 in memory of Ride, a distinguished educator and administrator at the California school.

Aguilar, president of the SMC Associated Students, is a history and political science major interning with the Hispanic Association of Colleges & Universities in the government relations office. Journalism major Ramirez, editor-in-chief of the campus newspaper, is serving in the office of the National Foundation for Women Legislators.

Pictured here (left to right) are Kait Scott (granddaughter of Dale Ride), Bear Ride (daughter of Dale Ride), SMC Trustee Dorothy Ehrhart-Morrison, Henderson, Lee, Rael, SMC Trustee Nancy Cattell, Ramirez, SMC President Piedad Robertson, and Aguilar.

**Loyola-Chicago Holds Colloquium on Bible and Spanish Renaissance**

Loyola University-Chicago (III.) held a four-day international colloquium, "The Bible and the Spanish Renaissance: Cardinal Ximénez de Cisneros and the Complutensian Polyglot," probing three interrelated topics critical to understanding the cultural importance of the Spanish Renaissance.

Lectures and discussions on the Complutensian Polyglot, Cardinal Ximénez de Cisneros (1436-1517) (whose seal is pictured here) and the University of Alcalá took place in June at the Walter Tower Campus.

The Complutensian Polyglot is a 16th-century publication commissioned to revive "the dormant study of Scriptures." Cisneros was a moving force behind the Spanish Renaissance, and the University of Alcalá, founded in 1499 in Alcalá de Henares, served as a model for the first Latin American universities.

**Pima Honors Diversity Advocates**

For the past five years, the Chancellor's Equity and Diversity Awards have recognized a Pima Community College (AZ) student, instructor, staff member, and administrator who have helped promote diversity and equity issues.

This year's awards went to student Scott Mealer Phi Theta Kappa president, staff member Daniala Strickland (photographed at left), student activities coordinator, sociology instructor Rosalia Solis-Gonzalez (photographed at right), and

**Dr. Sylvia Lee, dean of student development.**

The winners helped "promote and prove that diversity is very much alive in this college," said Joe Toro, acting director of the college's equal opportunity employment/affirmative action office.

**Houston Community College Receives EPA Grant**

The U.S. Environmental Protection Agency (EPA) awarded Houston Community College (HCC) in Texas a $200,000 grant to establish environmental technician training for 100 students over a two-year period.

HCC Chancellor Ruth Burgos-Basseter believes the Brownfield Environmental Training Programs will provide jobs for many under-employed Houstonians.

According to Burgos, although Houston's economy is strong, the program will help develop skills that will take unemployed Houstonians from "poverty to self-sufficiency."

Burgos attributed HCC's successful efforts to HCC staff and to HCC Southeast College and its president, Dr. Sylvia Ramos (photographed here).

**City College Hosts "Excellencia en Educación" Conferences**

The City College of New York recently hosted "Excellencia en Educación," a series of national conferences, part of an effort by the White House Initiative on Educational Excellence for Hispanic Americans to connect local communities and organizations with state and federal resources that can develop partnerships with Latino parents to increase their children's level of educational attainment.

**Pictured 1 to r. are Gloria Rodriguez.**
New Mexico State Celebrates Hispanic Achievements

The Hispanic Faculty and Staff Caucus at New Mexico State University (NMSU) celebrated the achievements of several outstanding Hispanics.

Spring 1999 graduate Cyril Salazar was recognized for his year as president of the Associated Students of New Mexico State University (ASNMU), the student body government. He was the first Hispanic in the post since 1988.

Former Chicano programs associate director Narcisa Zarate (pictured) was acknowledged for her dedication to the educational achievement of Hispanic students at NMSU.


NJ Performing Arts Center News

NJ PAC The New Jersey Performing Arts Center (NJ PAC) just wrapped up "Sounds of the City", a 10-week series of free outdoor concerts designed to showcase talented New Jersey-based artists. The afterwork series, which included Latin jazz, Portuguese fado music, and Haitian troubadour, was the brainchild of NJ PAC's Community Partnership Committee, a group of young people, students, and artists interested in promoting the arts within and throughout New Jersey's urban communities.

NJ PAC's "World Festival II: A Festival of Pan American America" culminated with three separate weekend performances by Baba Olutami and Huth Masekelwa; Isaac Hayes and Sam Moore; and long-reigning queen of Latin music Celia Cruz, special guest Johnny Pacheco and legendary bassist and composer Israel Lopez 'Cachao'.

Coors Hispanic Employee Network Awards Scholarships

The Coors Hispanic Employee Network (CHEN) awarded eight college scholarships to Colorado high school seniors.

Hugo Patino (pictured top third from r.) Coors vice president of quality, research, and development, and sponsor for CHEN, presented the scholarships to (top, l. to r.) Melkon DomBourian, Kimberly Sánchez, and Rebecca Christian, and (bottom, l. to r.) Joshua Morse, Jaylin Ruiz, Raditonna Garza, and Kimberly García. Jennifer Brumage also received a scholarship.

CHEN's mission is to advance the success of Hispanic employees at Coors, act as a resource to the company and to each other, and to support and enhance the efforts of the company within the Hispanic community.

Miami-Dade Aviation Students Receive Scholarships

Eig-Watson aviation scholarships were awarded to 10 students in Miami-Dade Community College's (Fla.) Homestead Campus Professional Piloting program. The $4,500 scholarships were presented to (pictured l. to r.) Jennifer Clements, Joseph Gutiérrez, Cherie Sturgis, Ossie Brown, Inga Wuerges, Matthew Scott, Randall Garro, Xawaf Hafidh, Damian Rodriguez, and Gregory Tirado.

The scholarship program was established in 1998 by Harvey Watson and Lois Eig-Watson (picture far l.) in memory of her late husband, Saul Eig. The largest aviation scholarship in the country, the program has presented 100 awards to outstanding students to help defray costs of any additional flight training necessary to achieve their next certificate or rating. 1487
Crafton Hills Awards Scholarships

During the recent Honors Celebration at Crafton Hills College (CHC) in Yucaipa, Calif., student leaders who received Latino Faculty and Staff Association Scholarships were Mayra Gómez, transferring to the University of California, and Victor Soto, transferring to California State University-San Bernardino.

Mathematics Achievement Scholarships were awarded to (l. to r.) David Cardoza, Linda Cardoza, and Parkash K. Gurm. Other winners were Patrick Joe Balsa and Hamara Arzafar.

![Image](image1.jpg)

**LEARNING TO LISTEN, LEARNING TO TEACH: THE POWER OF DIALOGUE IN EDUCATING ADULTS**

by Jane Vella

This book offers a practical, proven, universally applicable approach to adult education. The 12 basic principles of adult learning given transcend cultural differences.

- **1994**
- **202 pgs.**
- $29.95 cloth
- Jossey-Bass Inc.
  (800) 747-7401

**DIVERSITY AND MOTIVATION: CULTURALLY RESPONSIVE TEACHING**

by Raymond J. Wlodkowski and Margery R. Ginsberg

This book provides teachers and trainers with sensitive and practical help in working effectively with groups of culturally diverse learners.

- **1995**
- **406 pgs.**
- ISBN 0-7879-0126-1
- $34.95 cloth
- Jossey-Bass Inc.
  (800) 747-7401

**DISCUSSION AS A WAY OF TEACHING: TOOLS AND TECHNIQUES FOR DEMOCRATIC CLASSROOMS**

by Stephen D. Brookfield and Stephen Preskill

This book emphasizes how classroom discussion fosters democratic participation and enhances learning. The authors review how to bal-

**TRUE TO OURSELVES: A CELEBRATION OF WOMEN MAKING A DIFFERENCE**

Nancy M. Neuman, ed.

Here is a celebration of passionate, heroic women who represent the expanding power and influence of women in American public life. In this collection, 22 extraordinary leaders share inspiring personal stories that reflect the universal desire to effect change in the world.

- **1998**
- **240 pgs.**
- ISBN 0-7879-4155-1
- $22.00 cloth
- Jossey-Bass Inc.
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**XICOTEÑACLT: AN ANONYMOUS HISTORICAL NOVEL ABOUT THE EVENTS LEADING UP TO THE CONQUEST OF THE AZTEC EMPIRE**

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As Spain's New World colonies fought for their independence in the early 19th Century, an anonymous author looked back on the earlier struggles of Native Americans against the Spanish conquistadores and penned this novel. This book stands out as a beautiful exposition of an idealized New World about to grapple with the domestic troubles within.
the Spanish Conquest
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Ancient Pueblo Peoples
by Linda S. Cordell

This book illustrates clearly how recent archaeological advances have provided new insights into the long, rich development of Pueblo culture in the American Southwest and the discontinuities between the prehistoric past and the vibrant Pueblo culture of the modern age.
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Multicultural Aspects of Disabilities: A Guide to Understanding and Assisting Minorities in the Rehabilitation Process
by Willie V. Bryan

The most diverse minority group and the largest minority group is persons with disabilities. This book discusses the need for rehabilitation professionals and other helping professionals to understand and consider cultural diversity as a factor in the rehabilitation process.
1999
288 pgs.
ISBN 0-88798-060-0
$16.95 paper
Thomas Books
(800) 258-3980

Mexicanos: A History of Mexicans in the United States
by Manuel G. Gonzales

Combining the best of the new studies by Chicana/Chicano revisionists with insights gained through rigorous grounding in European, Latin American, and Mexican American history, author Manuel G. Gonzales in this book offers a "non-movement" interpretation of the evolution of the growing Mexican communities in this country.
May 1990
356 pgs.
$39.95 cloth
Indiana University Press
(800) 842-6796

The Latino Guide to Personal Money Management ¡Para Nosotros!
by Laura Cañas and Laura Castellanos

This is the first personal finance guide for Latinos. More than 250 tips--consejos, artes, and acétones--explain financial terms (including their Spanish equivalents), offer solutions to special problems Latinos encounter, and point to hundreds of sources with valuable inside information, tailored to individual needs.
1999
41 pgs.
ISBN 1-56660-038-0
$19.95 paper
Bloomberg Press
(888) 417-0397

Bridging the Atlantic: Toward a Reassessment of Iberian and Latin American Cultural Ties
Marina Pérez de Mendiola, ed.

This book provides broad coverage of the most significant intellectual influences between the Iberian Peninsula and Latin America. It treats each case study with interdisciplinary depth.
1996
227 pgs.
$15.95 paper
SUNY Press
(800) 660-2211

Allegories of Transgression and Transformation: Experimental Fiction by Women Writing under Dictatorship
by Mary Beth Tierney-Tello

At the nexus of politics and sexuality, this book examines how women's writing, produced in the wake of authoritarian regimes in several South American countries, simultaneously challenges both the effects of dictatorship and restrictive gender codes. The author examines the experimental fiction of Diemela Elit, Nelida Piñón, Reina Rofeté, and Cristina Peri Rossi.
1996
286 pgs.
ISBN 0-791-4-5036-
$18.95 paper
SUNY Press
(800) 660-2211
VIDEOS AND CD-ROMS

The following video recordings are available from:
FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, N.J. 08543-2053

A History of the Mayans

This program traces the history of Mayan civilization from its roots in Central America, to its glory days in Palenque, to its pointless destruction by Spanish missionaries in their quest to promote Christianity.
(45 min., color)
Item #FHI 8356

Carlos Fuentes: Man of Two Worlds

In this video, Carlos Fuentes, a major figure on the contemporary Latin American and world literary scene, talks about the influence of Latin American writers on his writing, notably Sor Juana, Rubén Darío, and Pablo Neruda, and of his own experiences growing up in the United States and teaching here.
(35 min., color)
Item #FHI 2140

Hispanic Americans: The Second Generation

This program examines how second-generation Hispanics are adapting to American society, and how they are maintaining their Latino roots while assimilating into the American mainstream.
(44 min. color)
Item #FHI "992

The Spanish-American War: A Conflict in Progress

This program examines the conduct of the Spanish-American War, from Theodore Roosevelt's Rough Riders, to the defeatist attitude of Spanish commander Admiral Cerveras, to Cuban General Gomez and his decision to side with the Americans. Photos, sketches, and firsthand accounts support excellent historical commentary.
(2 min., color)
Item #FHI 8950

CONFERENCES

Popular Culture Association and
American Culture Association—
Latin American Congress

September 29-October 2
In Puebla, Mexico
Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-0410. e-mail: <rich@hoover.stanford.edu>
Web site: <http://denux.puc.udlap.mx/congress>
CUPA National Conference and
Expo '99

October 3-6
CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial retirement planning, health-life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.
Contact Rebecca Mangan, (202) 292-0313 ext. 387, e-mail: mangan@cupa.net
Web site: <www.cupa.org>
Education Connections '99

October 15

Study USA-Mexico '99
October 7-9
The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogue between Mexican and American universities to initiate articulation agreements.
Contact: Charlotte Adams, (301) 751-9600, e-mail: <kivaexpo@mindspring.com>

SACNAS—National Conference

October 7-10
Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education" in Portland, Oregon.
Contact: SACNAS, (438) 439-0710, e-mail: <info@sacnas.org>, Web site: <www.sacnas.org>

University of South Carolina—
"The Minority Student Today"

October 10-13
Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word in San Antonio, Texas.
Contact: (803) 777-4444 or -2260, e-mail: <conf@sc.edu>, Web site: <www.sc.edu/confed/msi.htm>

Austin Community College—
Telelearning '99

October 10-13
Telelearning '99: Education in Transition conference, hosted by Austin Community College. Sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. Annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.
Contact: Fran Pratts, (512) 464-75, e-mail: <pretty.10@email.msn.com>, Web site: <www.suncll.edu/community>a

1993
Book Review

by Martha García


Tiempo Artesano is a compilation of poems in which the author, Mireya Robles, creates a fusion of time and space during her exile from Cuba. Manuel Durán, in the prologue, and Fernand Verhese, in the introduction, both praise Robles' style and lyricism and empathize with the feelings of loneliness expressed throughout the work.

In Tiempo Artesano, Mireya Robles condenses the feelings of a woman in exile and translates those emotions into poetry. The metaphysical and abstract concepts of time and space are approached in a symbolic way.

The book is divided into four sections: “Poemas de España,” “Poemas del tiempo,” “Ciclo cerrado,” and “Poemas de la muerte” — poems of Spain, of time, and of death. While these sections do not present a visible coherence, they are a constant reflection of the feelings of loneliness and alienation of this female author banished from her native land.

A common denominator of these poems is the pain, metaphorically expressed, experienced as a result of isolation in foreign territories. “Poemas de España” describe the poet’s deep sorrow as she travels through foreign lands, illustrate her silent screams in an unknown country, her experience of abandonment, then reflect some submission to the situation, while noting the unlivable burden of existing in an alien territory. The poet declares bitterly that in Spain she was only “una sombra invisible.” Robles states her desire to return to her homeland, explaining that even dying could not end this suffering.

Most of the poems were written in major cities of Spain, among them Madrid, Córdoba, Barcelona, and Zaragoza. Others originated in such places as Lisboa, Roma, and Albany.

“Soy el San Juan de Salomé” invokes mythologic details—“la doncella,” for example, who surrenders to the “unicornio.” Another is written in both Italian and Spanish, and asks “Quo vadis? Dove vai?” French scenarios are mentioned. In the last poem of this section, English and Spanish culminate in a mixture of elements allusive to different countries.

“Poemas del tiempo” use distance as a temporal factor between two spaces or territories. Their metaphysical topics include concepts of eternity and universe.

In “Verona in USA, 1971,” found in “Ciclo cerrado,” Robles uses allegory to describe her experiences in North America.

In “A Federico García Lorca,” which extols the writer’s sensibility, Robles calls herself the “Yerma,” the protagonist of one of his theatrical plays, trapped in a childless marriage. Yerma’s one ambition is to become a mother, and she spends a good deal of her time throughout three acts lamenting her barrenness. Divorce is not an available solution. Adoption will not suffice because what Yerma craves is self-realization in the form of maternity, not simply a child to care for. She indigently rejects the idea of adultery. This affirms her belief in the sacrament of marriage.

Robles also identifies with Lorca and his search for the “Escencia de la vida,” this “escencia” being the highest ideal that a person can aspire to.

“Trilogía en punto final” expresses the cycle of existence where cero is the beginning and end, presented lyrically in a mathematical language.

The last section, “Poemas de la Muerte,” won the award, Concurso Internacional de XILOTE Magazine in Mexico, 1971. Topics such as death, eternity, and the universe culminate in these “Tres Poemas.” The experience of the deceased is increasingly presented. The final strophe concludes with the word bora, implying the last hour of life and the fear of the unknown after death.

This book would be an excellent source of study in Hispanic and culture courses. It explains the consequences of the Cuban exile through the poetry of this female author banished from her native land. Also, it could be used in women’s studies courses as supportive material because these poems express the conflicts and experience of a woman out of her homeland as a result of emigration.

Martha García teaches Spanish courses at the University of Central Florida and is currently coordinator’s assistant with the Spanish Master Program. García has published book reviews in a variety of academic journals and participates in literature and language conference.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
The University of Pittsburgh is searching for an outstanding scholar to assume the leadership of the Center for Minority Health at the Graduate School of Public Health (GSPH). The mission of the Center is to address health needs of minority populations through research, education and training, and community service.

The Center carries out its mission in close association with the academic programs of GSPH, the other Schools of the Health Sciences at the University, and other University units concerned with health and policy issues related to the mission of the Center. The Center’s mission includes research on the improvement of conditions affecting health status and health disparities of racial and ethnic minorities, culturally or otherwise diverse groups, and underserved populations; and addressing underrepresentation of such groups in the health professions.

The Center Director must qualify for a tenured or tenure stream professorship or associate professorship in one or more of the departments of GSPH according to area of expertise, i.e.: Biostatistics, Epidemiology, Environmental and Occupational Health, Health Services Administration, Human Genetics, and Infectious Diseases and Microbiology. These departments include a wide variety of concentrations, programs, and research interests. Very high quality, laboratory support, excellent statistical and computer resources, and population bases are available. More information about GSPH and its programs may be found at http://www.pitt.edu/~gsphome/.

The Director will be responsible for the overall operation and management of the Center and supervision of the Center's staff and will report directly to the Dean of GSPH. The Director will establish the processes by which the Center's mission and goals are realized. The development and implementation of the agenda of the Center are the prime responsibility of the Director in collaboration with an Advisory Board.

The individual selected must have a demonstrated record of research scholarship along with experience in course development, teaching and training and mentoring of graduate students with relevancy to minority health. He or she must be able to work cooperatively in broad-based and multi-disciplinary endeavors through linkages between GSPH, University and external professionals, and community representatives. A proven track record in developing and obtaining private and public resources is essential.

The position is available immediately. The initial review of candidates will begin as soon as applications are received. The goal is to fill the position by September 1, 1999 but applications may be submitted until the position is filled. Please send curriculum vitae, summary of research activities and interests, statement of interest in this position, and three references to:

Edgar N. Duncan, PhD, MSHyg
University of Pittsburgh
Graduate School of Public Health
Center for Minority Health
125 Parran Hall
130 DeSoto Street
Pittsburgh, PA 15261
Phone: 412-383-9774
Fax: 412-624-8679
email: edgar@vms.cis.pitt.edu

The University is an Equal Opportunity Alternative Action Employer.
Chief Financial Officer and Treasurer

Hamline University, a high-quality, nationally-ranked university located in Saint Paul, Minnesota invites nominations and expressions of interest for the position of Chief Financial Officer and Treasurer of the University.

Founded in 1854, Hamline University is Minnesota’s oldest university. A comprehensive university, Hamline enrolls more than 3,000 degree-seeking students in the College of Liberal Arts, the School of Law, the Graduate School of Education and the Graduate School of Public Administration and Management. Hamline is a pioneer in preparing students to become ethical leaders and applying rigorous teamwork.

Reporting directly to the President, the Chief Financial Officer and Treasurer shares in University-wide leadership and in policy formulation and management. With an annual budget of $48 million and an endowment of almost $43 million, the challenge facing the successful candidate is to maximize the financial systems and investments in order to further the University’s academic priorities.

The University seeks a strong leader with excellent financial, budgetary, and analytical skills. Charged with overall fiscal stewardship of the University, this position supervises the offices of budget and controller, institutional planning and research, and will work closely with the Board of Trustees, especially the Audit, Investment, Budget and Finance Committees.

The successful candidate must possess the ability to participate in the vision for the University and identify financial strategies best suited to advancing the University as well as demonstrated ability in financial planning, budgeting, and financial management, including the endowment. Most importantly, he or she must possess a collaborative management style, strong interpersonal skills, and the ability to work with a team. The candidate should have at least seven years of successful management experience in a complex institutional environment, preferably in higher education or in a not-for-profit organization.

Credential review will begin immediately and continue until the position is filled. Applications and expressions of interest should be submitted in confidence to:

Hamline University
c/o Educational Management Network
A division of Witt/Kieffer
98 Old South Road
Nantucket, MA 02554

William Paterson University
Wayne, New Jersey 07470
www.wpony.edu
An Equal Opportunity Institution Committed to Diversity
ANNOUNCEMENT OF FACULTY POSITIONS
Peter F. Drucker Graduate School of Management

The Peter F. Drucker Graduate School of Management at Claremont Graduate University is dedicated to advancing the theory and practice of management. It offers MBA, Executive MBA and Ph.D. programs as well as non-degree Executive Education programs. Appointment at the rank of associate or full professor is likely, but senior assistant professors with the requisite experience may be considered. To accommodate future growth, nominations and applications are sought for four faculty positions from among the following areas:

- Accounting and Cost Management, with particular emphasis on financial accounting and/or cost management, and the strategic challenges faced by chief financial officers.
- Marketing, with special emphasis on consumer behavior, innovation, and research methodology as they relate to marketing strategy formulation.
- Finance, with a focus on financial management, the interface between strategy and finance, the use of derivatives in a managerial context, or real options.
- Strategy, with emphasis on strategy formation and/or global strategy issues.
- Organization Theory, with a focus on strategic organizational design and development applications.
- Operations Management, with special emphasis on systems simulation, process modeling, and/or strategic risk management, with applications in technology integration and/or service operations.

Candidates must have a doctorate degree, a strong record of scholarship, an interest in diverse approaches, students and populations, and a demonstrated ability to make their intellectual contributions accessible to experienced managers through teaching and published work. Candidates also should have an interest in supervising the research of diverse students with considerable management experience. Executive level management or consulting experience is desirable.

These positions will remain open until filled. Review of nominations and applications, however, will commence on October 1, 1999. Please direct nominations, applications and inquiries to:

Office of the Dean
Peter F. Drucker Graduate School of Management
Claremont Graduate University
1021 North Dartmouth Avenue
Claremont, CA 91711

Located 35 miles east of Los Angeles in the foothills of the San Gabriel Mountains, Claremont Graduate University is enriched by its proximity to a diverse, multicultural business environment. It benefits from the resources it shares with the five undergraduate institutions in the Claremont cluster: Claremont McKenna College, Harvey Mudd College, Pitzer College, Pomona College, and Scripps College, and the Keck Graduate Institute of Applied Life Sciences. Claremont Graduate University prepares a diverse group of outstanding individuals to assume leadership roles in the worldwide community through teaching, research, and practice in selected fields.

Claremont Graduate University is an Affirmative Action and Equal Opportunity Employer and actively seeks applications from women and members of minority groups.

For further information about the Peter F. Drucker Graduate School of Management visit our website at www.cgu.edu/drucker.

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

ST. PHILIP'S COLLEGE
(99239)

St. Philip's College, one of four colleges in the Alamo Community College District invites candidates for this executive position. Located near downtown San Antonio, Texas, St. Philip's College offers strong programs in health, business, and industrial careers and other vocational fields. Through articulation agreements, this community college also offers arts and sciences courses that directly transfer to four-year educational institutions. SPC has established a national reputation in instructional and learning resources, technology and is the site of one of ten national Technology Transfer Centers supported by IBM and the National Science Foundation. For more information, visit our website at www.spc.edu.

The President is expected to serve as a team leader in concert with the District Chancellor, Executive Vice Chancellor, and other college presidents, faculty and staff. The successful candidate will have the vision and energy to address the educational technical demands of the 21st century and possess at least:

- 5 years administrative experience at the Dean level or above.
- An earned Doctorate degree.
- Three years full-time academic experience preferred.
- Demonstrated potential for increasing responsibilities.

Must submit the following:

- A letter of interest reflecting your views on the role of a president and how your background can serve as a positive influence for a diverse student population.
- A comprehensive resume vitae.
- A three letters of recommendation and/or photocopies of transcripts. Screen candidates submit written evaluations.

Incomplete packages may not be considered.

Deliver or postmark materials by September 3, 1999 to:

Erna Helin, Interim Employment/HR Manager
Alamo Community College District
Human Resources Department
201 W. Seventh • San Antonio, Texas 78213
www.spc.edu • e-Hire@spc.edu • SPCphone 210-485-3175
Human Resources

1189 Beall Avenue
Wooster, Ohio 44691-2363

Mathematical Sciences

One-year appointment, beginning Fall, 1999

This position is being posted jointly with the
Five Colleges of Ohio Consortium.

For complete job description, please see www.wooster.edu.

Click on Inside Wooster,

Click on Employment Opportunities

or call at 1-800-333-4506 and ask for Linda Farmer.

562-263-2153, lfarmer@acs.wooster.edu

1492
Columbia University Executive Director
25th Anniversary Celebration

Columbia University in the City of New York seeks an Executive Director to manage the execution of the University’s 250th Anniversary Celebration coming up in the year 2004. The 250th Anniversary Celebration will highlight the University’s past as well as its plans for the future in a wide variety of scholarly, commemorative, and celebratory activities and events. The 250th offers a special opportunity to promote both among Columbia’s friends and the public at large, a richer understanding of Columbia’s distinguished contributions to education, the creation of knowledge, and to the communities it serves. The Celebration will emphasize the special character and values of Columbia, including the centrality of undergraduate education in the life of the institution, a deep engagement with New York City and the University's neighboring communities, and a commitment to strengthen an already vital international dimension.

Anniversary activities will engage and acknowledge a diverse audience, including faculty, students, staff, alumni, neighbors, and friends. The 250th will illuminate significant contributions of the University to the world of knowledge and reinforce its place among leading national and international institutions of higher education. The effort will rely heavily on volunteer efforts from trustees, alumni, and other friends of the University as well as the support of faculty, staff, and students.

Reporting to the Secretary of the University and working closely with the volunteer steering committee and its co-chairs, the Executive Director will coordinate Celebration planning, execution, and promotion and will be accountable for adherence to budget.

The successful candidate will have an outstanding track record overseeing highly visible, multiyear, multimillion-dollar projects, with many diverse component parts and involving a wide range of participants and audiences. The Executive Director will have a powerful intellect and a deep appreciation of academia, and will ideally bring some prior familiarity, or association, with Columbia. S/he will have experience in orchestrating successful promotional and celebratory programs and events, and will be comfortable with, and have talent for, interacting with a wide variety of people, including the most senior and notable. The Executive Director will combine superb judgment and a creative spirit with a firm administrative grasp.

Inquiries and applications are invited. Consider applying if you are ready for a new challenge. The position is open until filled.

MCTC Manchester
Manchester Community Technical College is the largest of Connecticut’s Community Technical Colleges. MCTC is the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled to open in the fall 2003. MCTC is seeking candidates for the position of

DIRECTOR OF COMMUNICATIONS

The Director of Communications is responsible for internal and external communications. As well as the marketing at promotion, 00111. For further information, please visit our website at www.mctc.com

The Director of Communications is responsible for internal and external communications. As well as the marketing at promotion, 00111. For further information, please visit our website at www.mctc.com

Send a letter, current resume, transcripts, and the names of three references to

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than August 31, 1999
Director of Academic Support for Student Athletes

Temple University is seeking an individual to be responsible for the ongoing development and coordination of an academic program designed to support the academic achievement and personal development of approximately 500 Temple University student-athletes. Duties include supervising counseling staff; counseling student-athletes; developing study hall; tutoring services and training programs; continuous evaluating program effectiveness, representing the program at various recruitment and orientation; events; performing campus outreach on behalf of the department.

Master's degree, preferably in education administration, counseling psychology, student personnel, or related education fields is required. Minimum of 3 years experience in a university academic support setting preferable one with considerable interaction with student-athletes necessary. Earned Doctoral degree and/or working knowledge of NCAA guidelines preferred. Experience with program evaluation and grant writing an asset.

We offer a competitive salary and comprehensive benefits package including 100% tuition remission for you and your family. For immediate consideration, please send faxed resume wirh salary requirements to Harry A. Young, Temple University, 203 USB, 1601 N. Broad St., Philadelphia, PA 19122. FAX: (215) 204-5921; e-mail: jobs@vm.temple.edu (no attachments please). Resume review will begin August 15 and continue until position is filled. An equal opportunity/affirmative action employer. MF/D/V

Visit us at our Web site http://careers.temple.edu

MIT

HOUSE MANAGERS

Residence Life and Student Life Programs, has two openings. These are not live-in positions. Will act as a house resource for students and faculty residents by managing financial, human resource, and facility maintenance in support of faculty and student programs. Will schedule, assign, train, and manage house employees, create and implement standards for housekeeping, security, and maintenance programs, coordinate room assignment programs for academic year and summer, update and control house database network; develop operating budget to assist in managing expenditures and produce the most effective services at the lowest cost; work with department head counselors and other MIT departments and participate in and support MIT affirmative action program. Will be on call twenty-four hours to respond to emergency situations.

Requirements: excellent interpersonal skills and a minimum of three years experience in facility and services management. Must possess a professional attitude and be committed to helping students. Ability to balance resident privacy and operational demands and proactively important. Must be familiar with Mac/PC computers and have a working knowledge of Microsoft Word, Excel and FileMaker. Prior knowledge of electronic mail and World Wide Web helpful.

Interested candidates should submit a resume and cover letter referencing Job No. 99-0521 or Job No. 99-0522 to Valerie Chu Stone, MIT Personnel, PO Box 391229, Cambridge, MA 02139-0003. To apply on-line: web.mit.edu/personnel/www/apply.htm

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer Non-Smoking Environment
web.mit.edu/personnel/www
UNIVERSITY OF NEW HAMPSHIRE
Computing and Information Services

The University of New Hampshire (UNH) invites applications for the following three positions. All include the responsibility for providing information technology (IT) services to the University System of New Hampshire (USNH). As the University of New Hampshire (UNH) Chief Information Officer, the AVP will provide leadership, coordination, and strategic planning for academic and administrative computing, telecommunications, networking, and the delivery of key strategic technology outcomes. Reporting to the UNH Vice President for Finance and Administration, the AVP will work closely with senior officers of both UNH and USNH. He or she will have direct responsibility for Systemwide administrative computing and telecommunications, and for academic computing, media, printing, mail services, and computer services on the UNH campus. Directing a CIS senior management team and an operational staff, the AVP will manage annual operating budgets of over $200 million.

Major initial projects will be to lead a transformation of CIS into a more integrated and responsive service organization, and to coordinate IT resources to meet the needs of the Systemwide finance and human resources groups. Projects include implementing the new academic information management (AIM) system and providing integrated systems and tools that support the UNH and Systemwide administrative computing and telecommunications needs.

The AVP will also manage the University network and infrastructure, providing and supporting user services and applications that support the University's mission and that enhance the user experience. Prior experience in leading a large and diverse organization and ten years in a senior management role in an IT service environment is essential. The successful candidate should demonstrate creative vision, technical competence, and sensitivity to the multi-faceted nature of IT's role in the complex organizational environment. Job Code # 00025

Assistant Vice President/CIO

The AVP is responsible for providing information technology (IT) services to the University System of New Hampshire (USNH). As the University of New Hampshire (UNH) Chief Information Officer, the AVP will provide leadership, coordination, and strategic planning for academic and administrative computing, telecommunications, networking, and the delivery of key strategic technology outcomes. Reporting to the UNH Vice President for Finance and Administration, the AVP will work closely with senior officers of both UNH and USNH. He or she will have direct responsibility for Systemwide administrative computing and telecommunications, and for academic computing, media, printing, mail services, and computer services on the UNH campus. Directing a CIS senior management team and an operational staff, the AVP will manage annual operating budgets of over $200 million.

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Director of Planning & Operations

The Director of Planning & Operations is responsible for providing planning, operations, and resource management support to CIS. Reporting to the Assistant Vice President (AVP) for CIS, the Director of Planning & Operations will oversee overall planning activities, including capital planning, and provide support to the AVP in the development of resource management plans. The Director will evaluate resource requirements for major projects, and work with the AVP to develop and implement resource management strategies and plans. The Director will also work closely with the Division of Administration to identify and prioritize resource needs for major projects, and ensure effective execution of resource management plans. The position reports to the AVP for CIS and is part of the CIS senior management team.

Requirements for the position include:
- A bachelor's degree in a related field with at least two years of experience in resource management and planning.
- Strong project management skills, including experience with budgeting, forecasting, and resource allocation.
- Excellent communication and interpersonal skills, with the ability to work effectively with a variety of stakeholders.
- Ability to prioritize and manage multiple projects simultaneously.

The Director of Planning & Operations will have a proven track record of success in resource management and planning, and will be a key member of the CIS senior management team. The position offers an opportunity to work in a dynamic and high-growth environment, and to make a significant contribution to the success of the University.

UNH is an Equal Opportunities Employer.

KANSAS STATE UNIVERSITY
Webmaster

Kansas State University-Salina Instructional Technology Department invites applications for a full-time faculty position in Instructional Technology. The position is a 9-month faculty appointment with a nine-month academic year beginning in August and the month of June during the summer term. The position involves teaching courses in Instructional Technology, advising students, and providing academic, administrative and support services to faculty, students, and staff. The salary is competitive and commensurate with qualifications and experience. The position is located in the Kansas State University-Salina Instructional Technology Department, which is located in Salina, Kansas.

Requirements:
- A master's degree in Instructional Technology or a related field.
- Experience in teaching and advising students in Instructional Technology.
- Demonstrated ability to work effectively with a diverse student population.

KSU is an affirmative action/ equal opportunity employer. KSU actively seeks diversity among its employees.

INDIAN RIVER COMMUNITY COLLEGE
Fort Pierce, Florida

Full-Time English Instructor

 Territory degree in English required. Must be eligible to teach English at the college level. Please contact Admissions at 1-800-655-6251 or email humanresources@irc.cc.fl.us to request job description and application.

Starting salary for each position is competitive and commensurate with qualifications and experience. Please include job code in cover letter. Applications must be submitted by August 1, 1999.
Cleveland State University

Dean
James J. Nance College Of Business Administration

The University announces a national search for Dean of the James J. Nance College of Business Administration and invites nominations of individuals who have the interest, ability and qualifications to lead the College into the 21st Century, to possess vision, a record of direct linkage to the business world, and determination to provide academic and administrative growth for the College that will enhance its ongoing programs and resources, new program initiatives, and relationships with the industry and other units of the University. The Dean reports to the Provost and Senior Vice President for Academic and Student Life.

The candidate will have an advanced degree, a proven record of accomplishments relative to the business world and academia, and the ability to work with students. He should be able to provide leadership within the academic departments. He or she must also possess demonstrable excellence and administrative skills in a variety of settings, including teaching, research, and administration.

The University is seeking a person with a background in business administration and a commitment to excellence in education and research. The candidate should have a proven record of leadership and administration in higher education. The University is committed to diversity and encourages applications from qualified minorities, women, and individuals with disabilities.

Applications are invited from qualified individuals. The position will be available September 1, 1998, and will remain open until filled. The salary and starting date are negotiable. Applications should be submitted by August 24, 1998.

Elmhurst College

Dean of Admission

Elmhurst College seeks applications for the position of Dean of Admission. As the senior officer of the College for enrollment management, the Dean supervises the recruitment and selection of students in all programs as well as the financial and operations of the College. The Dean must have a vision of higher education that embraces diversity, learning, and a commitment to academic excellence. The position is located in the western suburbs of Chicago and requires a commitment to undergraduate education and professional preparation.

Applications are invited from qualified individuals. The position will be available September 1, 1998, and will remain open until filled. The salary and starting date are negotiable. Applications should be submitted by August 24, 1998.

Applications are invited from qualified individuals. The position will be available September 1, 1998, and will remain open until filled. The salary and starting date are negotiable. Applications should be submitted by August 24, 1998.
DEANS OF STUDENT SERVICES

PBCC, Florida's first public community college, is a four-campus institution that serves a large and diverse population in south Florida. We are the ninth largest of 28 community colleges in the Florida Community College System, serving approximately 45,000 students per year. We are a premier teaching and learning institution in a highly desirable location to live. We invite applications for the two positions of Dean of Student Services who have a strong commitment to the personal development of students for our Lake Worth Campus and Palm Beach Gardens Campus.

Positions report directly to the Vice President of Student Services. Responsibilities include coordinating and interpreting the following areas: student services, counseling, advising, testing, career services, registration/admissions and financial aid. Positions require working collaboratively with Campus Presidents, faculty, and student groups.

A Master's degree with a minimum of five years of relevant student services and supervisory management experience is required. Candidates must demonstrate and strong working knowledge of a diverse student population. Review of applications will begin August 3, 2008. Submit resumes, letters of interest and a cover letter to:

Dr. Ellen Grace, Director of Human Resources
Palm Beach Community College
3200 Congress Avenue
Lake Worth, FL 33461

An Affirmative Action/Equal Opportunity/ADA Employer

WAYNE STATE UNIVERSITY

DEAN

COLLEGE OF URBAN LABOR AND METROPOLITAN AFFAIRS

Wayne State University invites applications and nominations for the position of Dean of the College of Urban Labor and Metropolitan Affairs (CULMA). Established in 1985 by the Board of Governors of the University, this college holds a campus-wide position at the University, responsible for encouraging the involvement and prominence of the institution regarding urban and labor issues.

The College consists of the academic department of Geography and Urban Planning, master degree programs in Dispute Resolution, Industrial Relations, and Urban Planning, and centers for Chicano-Hispanic Studies, Labor Studies, Peace and Conflict Studies and Urban Studies. Also in the college are the Skilling Center for Children, the Douglas A. Fraser Center for Workplace Issues, a State Policy Center and the Archives of Labor and Urban Affairs at the Walter P. Reuther Library, the largest and most comprehensive such archives in the U.S. In addition to the faculty and staff of the areas listed above there are ten senior research faculty with appointments in CULMA, and 18 faculty from other Schools and Colleges who are coordinate faculty with instructional and research responsibilities to CULMA.

Wayne State University is a Carnegie Research University I with a strong commitment to its urban mission. It has an enrollment of approximately 30,000 students, 40% of whom are members of minority groups. 40% are enrolled in graduate and professional programs located in the cultural center of Detroit, the University's neighbors include the Detroit Institute of Arts, the Museum of African American History, the Detroit Historical Museum, the Detroit Science Center, the Detroit Symphony Orchestra and the Detroit Medical Center. CULMA and the University are actively engaged in the current Detroit cultural and economic renaissance.

The University is seeking a strong leader with an appreciation of urban and labor issues, who can articulate a vision for the college's future and continue the development of the College and University as effective and highly visible contributors to urban policy. CULMA plays a prominent role in the three areas of emphasis designated by President Ron D. Reid: technology, urban agenda, and global programs.

Qualifications include:
- Nationally recognized scholarship in urban or labor fields. A doctorate in a related field is preferred.
- Administrative experience in complex societies.
- Experience in working collaboratively across schools and colleges within the University.
- Experience in collaborative engagement with the community.
- Record of involvement in professional organizations.

Proposed start date is on or before May 1, 2009. A review of applications and nominations will begin September 15th, and will continue until the position is filled. Early interest is welcome. Applications from women and minorities are actively sought. Applications should include a full curriculum vitae and names and titles of three references. Correspondence should be addressed to:

Dr. Paula C. Wood
Dean of College Education and Search Committee Chair
Room 411 Office of the Dean
Wayne State University
Detroit, MI 48202
PWood@coe.wayne.edu

Wayne State University is an equal opportunity affirmative action employer.

Wayne State University website: www.wayne.edu/culma/website

University at Buffalo

STATE UNIVERSITY OF NEW YORK

Director of Recruitment/Recruitment Specialist for
The University at Buffalo Law School

Duties: Under the supervision of the Associate Dean, Director of Admissions and Financial Aid, the Director of Recruitment/Recruitment Specialist is responsible for providing direct support for The University at Buffalo Law School recruitment program. Specific duties include: extensive travel in defined markets, representing UB Law at Grad/Prof School Recruiting Events and national Law School Forums, coordinating Open House and Career Day recruiting events on UB's campus and identifying and directing Student Ambassadors, coordinating prospective student campus visits, coordinating telecommunication and direct mail efforts, and supporting computer database maintenance. The development and maintenance of relationships with pre-law advisors, students, faculty, staff, alumni and others influential in the law school selection process are important responsibilities.

Qualifications: A Bachelor's degree is required, a JD or other advanced degree is preferred. Prior admissions recruiting experience is desirable, knowledge of the law school admissions market is preferred. Word processing and data base program experience in Microsoft Word, Excel and Access is also desirable. A valid driver's license is essential. The ability and willingness to travel extensively and work weekends is required. The position requires excellent written and oral communication skills. The ability to work independently and accountably, yet as part of the Admissions team, is essential.

This is a twelve-month, renewable term appointment. Salary and benefits are competitive and based upon experience. Send cover letter, resume, and contact information for three references to: Jack D. Cox, Jr., Associate Dean, Director of Admissions and Financial Aid, University at Buffalo Law School, 313 O'Brian Hall, Buffalo, NY 14260-1100.

The University at Buffalo Law School is an Equal Opportunity/Affirmative Action Employer and encourages minorities, women and persons with disabilities to apply.
VICE CHANCELLOR FOR RESEARCH

Nominations and applications are invited for the position of Vice Chancellor for Research at the University of Illinois at Urbana-Champaign. This official is one of four Vice Chancellors reporting to the Chancellor.

The University of Illinois at Urbana-Champaign, a comprehensive land-grant institution, has long been one of the nation's leading research universities. The campus has 16 colleges, schools and institutes. Faculty members secure more than $590 million in state and federal grants and contracts annually. Units performing research in engineering, agriculture and the physical and life sciences alone contain more than 80 laboratories and groups with sponsored research.

The Vice Chancellor for Research fosters activity and promotes excellence in research and scholarship across the full range of academic disciplines and interdisciplinary activities. The Vice Chancellor works closely with the Chancellor and Provost in the development and implementation of policies and practices relating to all aspects of the research mission of the campus; interacts with public and private sources of support for university research activities; formulates, implements, and administers policies regarding patents, copyrights, and intellectual property rights in research agreements with private sponsors; oversees policies and creates mechanisms that encourage the commercialization of research; and administers federal and state regulations relating to research activities.

The University seeks candidates with a record of involvement in the promotion and attainment of excellence in research and scholarship and an appreciation of the diversity of forms and circumstances of research and scholarship conducted at a comprehensive research university. Candidates should have demonstrated leadership and administrative ability, and the ability to work with agencies that support research, both within and outside the university. The capability to work with administrative units and faculty to maintain and strengthen the university as a major center of the highest quality of research is a major requirement of the position. Candidates must be eligible for a tenured faculty appointment in an academic unit and have a strong record in research.

Salary open. Starting date negotiable. To be assured of full consideration, nominations or applications (including resume) should be submitted by September 15, 1999. The search will continue until the position is filled. Nominations and/or letters of application should be submitted to:

Professor Irwin Jonas, Chair
Search Committee for Vice Chancellor Research
University of Illinois at Urbana-Champaign
Office of the Chancellor
Swanlund Administration Building
601 East John Street
Urbana, Illinois 61801
Telephone: (217) 333-6394
Fax: (217) 244-4121
Email: chancellor@uiuc.edu

We are being assisted in this search by Shelly Weiss Storbeck of A. T. Kearney, Inc., who can be contacted at (703) 729-4613 (phone), (703) 718-1782 (fax), or leslie.boyd@atkearney.com (email).

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

SUFFOLK UNIVERSITY

ASSOCIATE DIRECTOR

STUDENT ACTIVITIES

Incorporating student learning and developing new student activities and new events on a regular basis.

Program development and marketing for student activities and events.

Student activities and events incentive fund and management of related activities.

Coordination and supervision of student activities and events.

The University of Illinois is an Equal Opportunity, Affirmative Action Employer.

Looking for a back article of "Hispanic Outlook"???

"Hispanic Outlook in Higher Education" is included in the ERIC database on an annual basis. These annual cumulations are available for purchase in microfiche or reproduced paper copies from the:

ERIC Document Reproduction Service (EDRS)
420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
Phone: 800-347-6969; 703-440-1400
Fax: 703-440-1408
Internet: EDRS@med.ed.gov
Manager Custodial Services and Logistical Support Search Extended

Manages custodial logistical and special event support personnel and operations planning, scheduling, and directing work of custodial and cleaning operations and services program. Provides leadership in the management of custodial and cleaning operations and services. Develops, communicates and implements service and performance standards, work routines, schedules and procedures. Performs and organizes inspections, develops and administers department budget and controls. Administers department personnel activities records, materials, and services acquisitions, quality assurance and coordinates services with other University departments.

Qualifications: Bachelor's degree in a related field and a minimum of three years progressively responsible successful experience in the management of custodial operations in a large complex environment, preferably in a higher education setting. Must have knowledge and skills necessary to develop short and long-term cleaning programs. Demonstrated strengths in technical knowledge, methods, application and operation of equipment and materials in custodial and cleaning operations. Strong leadership, supervisory, team building, planning, assessment, human relations, budgeting, and organizing skills. Understanding and appreciation for the current trends in the management of the academic community, a multi-cultural environment, and shared governance. Knowledge of and familiarity with sanitation and starting standards and practices, applicable codes, and information management applications. Strong commitment to customer service. Ability to develop and maintain quality controls and improvements. Essential Must possess strong interpersonal and communication skills, with proven ability to work collaboratively with diverse groups and individuals.

Applications will be accepted and reviewed until position is filled. For more information and application procedures, please contact: Ms. Patricia H. Papadopoulos, Associate Vice President, Administration and Finance, Wayne Hall, William Paterson University, College Hall 110, 500 Pompton Road, Wayne, NJ 07470-1300.
LAREDO COMMUNITY COLLEGE

INSTRUCTOR POSITIONS

Minimum Qualifications: Must meet entry level standards as set by the Southern Association of Colleges and Schools, the Texas Higher Education Coordinating Board and any other applicable certification or accreditation standards.

- Air Conditioning & Refrigeration
- Automotive Technology
- Child Development
- Criminal Justice
- Mathematics
- Occupational Therapy Assistant
- Nursing Instructor for Special Projects
- Nursing (ADN)
- Radiology Technology/Program Director
- Health Occupations Lab
- Computer Information Systems
- Music/Percussion

ADMINISTRATIVE/PROFESSIONAL POSITION

GRANT DEVELOPER

MINIMUM QUALIFICATIONS:
- Master's Degree in Education, Business Administration or related field
- Three years work experience in the development and administration of proposals and related contracts for local, state, and federal levels and the private sector
- Experience in grant development and writing, grant management and administration, and post-secondary teaching/management/administration
- Prefer experience working with college faculty and staff in developing grant applications.

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St, Laredo, Texas 78040
Tel (956) 721-5138, Fax (956) 721-5367

Laredo Community College is an Equal Opportunity/AA Employer M/F/V/D

Temple University

Resident Director

Temple University, a Commonwealth of Pennsylvania University with three residential campuses in the greater Philadelphia area, is seeking candidates for 12-month, full-time, live-in Resident Director positions. Individuals are responsible for residential life program in a facility ranging from 150 to 680 students. Includes supervision of undergraduate student staff and depending upon location may supervise graduate staff and/or full-time secretarial staff. Also responsible for summer projects, Summer School and/or Summer Conference groups; day-to-day operations; staff training; crisis intervention; advising groups; student discipline and departmental duties. Furnished apartment provided. Master's degree in Student Personnel or related field preferred. Bachelor's degree with Residential Life experience will be considered.

We offer a competitive salary and comprehensive benefits package including 100% tuition remission. Qualified candidates should send/ fax resume to: Carol Wilson, Employment Rep., Temple University, 1601 N. Broad St., 203 USB, Phila., PA 19122. FAX: (215) 204-5921. DOE, MF/DV.

Visit our Employment Web site at:

RESIDENCE LIFE

COORDINATOR FOR RESIDENCE LIFE AND MULTICULTURAL EDUCATION
$2,870-$3,870 per month

FT position for 12 mos to coordinate the multicultural education efforts, program development, and staff training for University Housing; serve as advisor to student leadership groups. Requires the equiv. to Bachelor's (Master's preferred) in one of behavioral sciences, public or business admin. or job related field AND 2 yrs professional exp. in one of the student services program areas or related field. Refer to Job #99-440.

AREA COORDINATOR
$2,530-$3,394 per month

Student affairs professional with commitment to diversity and student-centered philosophy. Responsible for: 1) leading 2-3 professional staff; 2) resident advisor; 3) development and conduct educational programs with 200 students; 4) front desk conduct; 5) program, council, administrative and operational functions; student development programming, policy, and special projects. Bachelor's degree in related field PLUS 2 yrs professional exp. in one of the student services program areas or related field. Position includes an on-campus furnished apt & reduced meal plan. Refer to Job #99-539.

APPLICATION DEADLINE: 8/01/99 Call (215) 862-3733 to request application packet. AA/EOE/ADA
Director
Health and Wellness Center

Under the supervision of the dean of students, the director of the Health and Wellness Services provides leadership, management, and supervision for three components of wellness services: Health services, counseling and psychological services, and emergency medical services. The director works closely with other administrative departments, faculty members, and students to create a wellness-oriented community that supports the academic mission of Montclair State University. The campus Health and Wellness Services focus on educating the community to maintain healthy habits while also providing clinical services to students, support to faculty and staff, and assistance to students who are in need of these services.

Qualifications: Three to five years administrative and supervisory experience in college health, counseling, or psychological services, or related department. Current license and appropriate certification in a wellness-related primary practice discipline, either a licensed registered practitioner or a licensed psychologist with a terminal degree preferred.

Salary Range: $56,013 - $84,048
Starting Date: September 15, 1999
Apply by: August 11, 1999
Send letter and resume to:
Dr. Helen Matthews-Aires
Dean of Students
Montclair State University
Box C316-A #033 HO
Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

Assistant Dean
(Search Re-opened)

Eugene Lang College, the undergraduate liberal arts division of New School University, seeks an Assistant Dean, an administrative entry-level position, responsible for overseeing faculty and peer advising, developing training and orientation programs, supervising the senior work independent study program; acting as interdivisional coordinator for dual degree programs, and developing new programs to address academic issues that confront students of color. Qualifications: Ph.D. in a liberal arts discipline preferred; 3 years' administrative and teaching experience; ability to communicate effectively with diverse students, faculty, and staff. Applications should be sent no later than August 13, 1999 to: Toni H. Olivas, Associate Dean, Eugene Lang College, NEW SCHOOL UNIVERSITY, 65 West 11th Street, New York, NY 10011. Affirmative action/equal opportunity employer.

New School University

Bronx Community College of The City University of New York serves a multicultural student body of approximately 7,200 students. The primary mission of the College is to provide a strong academic foundation for students of diverse backgrounds, to further their success in their chosen vocations, and in their future education by maintaining high standards of instruction.

Assistant Dean of Academic Affairs

Reporting directly to the V.P. of Academic Affairs serves as Academic Affairs Liaison to all academic depts. Serves as college's chief liaison to University Office of Academic Affairs on all program and curricular matters. Serves as key assistant to the V.P. on all matters relating to academic program planning; strategic planning, budget management, tuition waivers, self studies, site evaluations, affiliation agreements, etc.

Qualifications: Masters degree req., doctorate preferred, college teaching experience desired. Proven record of progressively responsible administrative experience including minimum of 5 yrs in Academic Affairs or comparable area. Knowledge of contemporary methods of instructional delivery, curricula development, program planning and principles of general education in a community college environment. Thorough knowledge of accreditation, assessment, articulation and academic advisement. Excellent writing, interpersonal and computer skills. (Complete job description available on www.bcc.cuny.edu)

Salary: $61,988-$84,973 commensurate with qualifications and experience. Closing date: 9/7/99
Send cover letter and resume to Dean Alice Fuller, Bronx Community College, University Ave and West 181st St., L1111, Bronx, NY 10453-3102

Hispanic Outlook in Higher Education?
Come **GROW** with us at...

Owens Community College is a public, state-assisted, two-year institution of higher education. On its two campuses in Toledo and Findlay, Ohio, Owens Community College serves nearly 16,000 students with over 100 career-oriented degrees and majors in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition, Owens Community College offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

**We currently are seeking applicants for the Executive Director, Student Development, Toledo-area Campus.**

Master's Degree in Administration, Higher Education or Student Development. Ph.D. preferred. Five (5) years progressively responsible supervisory experience required. Previous community college experience preferred. Computer literacy and knowledge of degree audit systems helpful. Ability to manage multiple projects simultaneously.

**Deadline for applications is August 17, 1999.**

To request application materials, please contact: Human Resources Office, Owens Community College, P. O. Box 10,000, Toledo, OH 43601-1947, (419) 661-7292. Please specify position.

Affirmative Action/Equal Opportunity Employer
East Stroudsburg University of Pennsylvania
PROVOST & VICE PRESIDENT
FOR ACADEMIC AFFAIRS

East Stroudsburg University of Pennsylvania invites applications and nominations for the position of Provost & Vice President for Academic Affairs.

E. Stroudsburg University is one of 14 universities in the Pennsylvania State System of Higher Education. Located in a 14-campus system in the foothills of the scenic Pocono Mountains of northeastern Pennsylvania, the University is 30 miles west of New York City, and 45 miles north of Philadelphia. ESU provides quality undergraduate and graduate programs in the arts and sciences, professional studies, and health sciences.

RESPONSIBILITIES: The Provost & Vice President for Academic Affairs is responsible for providing leadership in the following areas: administration and development of academic programs, policies, and procedures; standards, maintenance, and quality instruction through faculty recruitment, retention and professional development, grant development, scholarly activities, and research initiatives among faculty, staff, and students.

The Provost & Vice President for Academic Affairs is also responsible for developing and managing the academic affairs budget and providing a regular and systematic evaluation of all academic programs, serving as liaison between the Administration and the Faculty in administering the collective bargaining agreement, working to establish an environment that is supportive of social equity and affirmative action. Representing Academic Affairs at the State System of Higher Education and the Council of Trustees, working with community organizations and business groups to develop programs and projects of mutual benefit. The following divisions report to the Provost & Vice President for Academic Affairs: Arts and Sciences, Graduate Studies and Research, Health Sciences, and Human Performance.

QUALIFICATIONS:

- Earned doctorate
- A minimum of five years of full-time teaching in a recognized institution of higher education
- A minimum of five years experience in academic higher education administration, preferably in a public institution

CANDIDATE SHOULD PROVIDE EVIDENCE OF THE FOLLOWING:

- Experience in budgeting, funding, and allocation of resources
- Experience in program planning, development, and evaluation
- Commitment to cultural diversity and equal opportunity
- Collaboration with other major divisions of the University and other institutions of higher education
- Strong interpersonal oral and written communication skills
- Advocacy for academic programs and faculty development
- Experience in shared governance and implementation of a collective bargaining agreement
- Experience in strategic planning
- Scholarly activity and service
- Knowledge of and experience in a successful scholarly

SALARY: Competitive, commensurate with qualifications and experience. Candidates must submit a letter of interest, resume, official transcripts, and three current professional letters of recommendation with positions #1A-90-1110 to Mr. Renee Bebla, Human Resources, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301-2999. Nominations must include the name and address of the nominee and a support statement. All materials must be received by August 20, 2004.

If you are an equal opportunity employer, affirmative action employer, and committed to diversity, we invite you to apply.

Dallas County Community College District
EXECUTIVE DEAN
COMMUNICATIONS/MATH

Fax No. 204-196-0114; 552-500-Minimum Annual Salary

11 T Remsen for overall planning, staffing, budgeting, and supervising; full-time tenure; open position.

Position responsibilities include the following: strategic planning and implementation of programs, faculty development, and student services; staff development; evaluation; and assessment.

Candidates must be qualified in mathematics, communication, and technology.

- Bachelor’s degree in a related field plus an additional 18 units in communication and technology
- Experience in supervision and management of a large staff
- Experience in budgeting and financial planning
- Experience in program development and implementation
- Experience in the development of educational technology
- Strong communication and interpersonal skills
- Knowledge of current technological trends

SALARY: Competitive, commensurate with qualifications and experience.

Candidates must submit a letter of interest, resume, official transcripts, and three current professional letters of recommendation with positions #1A-90-1110 to Mr. Renee Bebla, Human Resources, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301-2999. Nominations must include the name and address of the nominee and a support statement. All materials must be received by August 20, 2004.

Cazenovia College
Assistant Director of HEOP

Cazenovia College is accepting applications for the Assistant Director of HEOP to begin the 2004-2005 academic year.

Responsibilities:

- Ensure the appropriate enrollment and recruitment of HEOP students
- Oversee the development and implementation of the HEOP program
- Coordinate with other departments on campus
- Serve as the liaison with external organizations
- Student recruitment, retention, and support

Qualifications:

- Bachelor’s degree in education or related field
- Minimum of two years of experience in higher education
- Strong communication and interpersonal skills
- Familiarity with college and university programs
- Experience working with diverse populations

Cazenovia College
Assistant Director of HEOP - Search

Cazenovia, NY 13035

Shorter College
Assistant Professor of Middle Grades Education

Shorter College is a private, co-educational, Christian liberal arts institution affiliated with the Georgia Baptist Convention.

We are seeking a college-level instructor to teach courses in middle grades education. The successful applicant will possess a master's degree in education, with a specialization in middle grades education.

Responsibilities:

- Teaching courses in middle grades education
- Advising students
- Participating in departmental and college activities
- Collaborating with other faculty members

Qualifications:

- Bachelor's degree in education or related field
- Master's degree in middle grades education
- Experience teaching in middle grades education
- Strong communication and interpersonal skills

Shorter College
Assistant Professor of Middle Grades Education - Search

Shorter College, Rome, Georgia 30165

If you are an equal opportunity employer, affirmative action employer, and committed to diversity, we invite you to apply.

Visit our website at: http://www.caz.edu

Visit our website at: http://www.shorthers.cc
VICE-PRESIDENT OF ACADEMIC SERVICES

Chemeketa Community College is a comprehensive two-year, fully accredited public educational institution located in the heart of Oregon's Willamette Valley. The Vice-President of Academic Services provides direction and leadership for all academic and student services programs and staff, including all credit and non-credit instruction, community education, and institutional support programs and services. The Vice-President plans and develops standards and systems for Academic Services, including personnel policies and procedures, and implements and administers the Academic Services budget. A list of annual activities can be found at http://www.chemeketa.edu.

MEDIUM QUALIFICATIONS: Masters degree or equivalent in an area of broad-based experience in academic or student services administration in an accredited community college or college district, including a record of accomplishments in innovative educational leadership, planning, budgeting, and managing educational programs including success in teaching and faculty leadership. Experience as a leader in statewide educational reform activities and a broad-based experience in building collaborative community partnerships. Experience in providing leadership in an environment of shared governance, effective planning, development, and evaluation of educational programs and effectively integrating resources. Extensive knowledge of community college laws, regulations, policies, and procedures, and demonstrates human and interpersonal communication skills.

APPLICANT PROFESSIONAL: Please submit the following materials for consideration:

1. A cover letter, not to exceed one page, discussing the candidate's qualifications and experiences.
2. A statement, not to exceed two pages, describing the candidate's leadership role and what best supports the mission, vision, and values of the college.
3. A current resume or CV.
4. A letter of recommendation from a former supervisor or current colleague.
5. Two writing samples, such as a research paper or a report.

Applications will be reviewed on a continuous basis, with an initial deadline of September 1, 2008. Applicants should submit all materials online at http://www.chemeketa.edu.

NPEAT EXECUTIVE DIRECTOR

NPEAT, the National Executive Association of Two-Year Colleges, is a professional organization of more than 1000 community college presidents and administrators who work to improve teaching and learning in America's public, and technical colleges. The NPEAT Board of Directors, the University of Montana, and the NPEAT Staff are responsible for ensuring that NPEAT remains an effective and vibrant voice for the profession, including serving as a significant resource and support for the membership.

QUALIFICATIONS: A strong professional commitment to excellence in teaching and learning is required. The candidate must have demonstrated leadership and management skills, and a record of success in developing, implementing, and evaluating educational programs. The candidate must also be able to communicate effectively with a wide range of constituencies, including students, faculty, staff, and the general public.

SALARY AND BENEFITS: The salary range for this position is $120,000 - $150,000, depending on experience and qualifications. Benefits include health and life insurance, retirement plans, and paid vacation.

APPLICATION PROCEDURE: Interested candidates should submit a letter of application, a current resume, and the names and contact information of three references to the search committee at NPEAT. The search committee will review applications and select candidates for interview. The position will remain open until a suitable candidate is selected.

Applications should be submitted to:

NPEAT Executive Director Search Committee, 1304 New York Ave., NW, Suite 200, Washington, DC 20005-4010.

DIRECTOR OF ATHLETICS

DEPT. OF INTERCOLLEGIATE ATHLETICS

Loyola University Chicago is a private, Roman Catholic university located in Chicago, Illinois. The University offers 15 varsity sports (football, basketball, cross-country, soccer, track and field, and volleyball) in addition to a host of club and intercollegiate sports. The Director of Athletics is responsible for overseeing all aspects of the athletic program, including recruiting, coaching, and athletic administration. The successful candidate will have a minimum of 5 years of experience in coaching and/or athletic administration. Demonstrated leadership in athletic department budgeting and personnel administration is required. The candidate must have a strong knowledge of NCAA regulations and a thorough knowledge of the role of intercollegiate athletics and the role of the athletic department in a university structure. The candidate must also be able to manage the financial resources of the athletic program effectively.

Required qualifications include: a knowledge of NCAA regulations and a thorough knowledge of the role of intercollegiate athletics and the role of the athletic department in a university structure. The candidate must also be able to manage the financial resources of the athletic program effectively.

ACADEMIC VICE PRESIDENT

Bergen Community College is a comprehensive two-year public institution located in Paramus, New Jersey. The College offers a wide range of academic programs, including associate degree programs in liberal arts, business, science, and technology. The College also provides a variety of vocational and technical training programs. The Academic Vice President is responsible for ensuring the academic integrity of the institution, the development of academic programs, and the provision of support services to faculty and students. The Academic Vice President is also responsible for the College's enrollment management and student affairs. The position requires a minimum of 5 years of experience in a leadership role in an academic institution. The successful candidate will have a strong commitment to student success and a proven track record of success in enrollment management.
EDUCATIONAL OPPORTUNITIES

GOVERNORS STATE UNIVERSITY

Associate Director of Budget Planning: The Office of Budget Planning is responsible for coordinating the University's $50 million budget, overseeing and managing strategic planning meetings, institutional research needs, serving as the primary liaison to the Board of Trustees and providing legislative analysis and support. This new position will serve to bridge the research, planning and budgeting functions. The key responsibilities of the Associate Director of Budget Planning include: managing the strategic planning process; collecting relevant data designing strategies and providing analytical support for the ongoing reporting; providing policy economic, program evaluation and other analyses. Minimum requirements: Master's degree in public policy, or related field; experience with public higher education and/or the public policy-making process; ability to work with various computer systems and software packages, such as Microsoft Office, Lotus, SPSS, SAS, SQL; an ability to conduct statistical analysis and present data in a user-friendly format to non-technical staff; excellent writing and presentation skills.

Review of applications will begin immediately and continue until position is filled. To apply, interested candidates should send a letter of interest, current resume and writing samples to: Ginger Ostro, Director of Budget Planning.

Director of Communications Services (CECS) We are seeking an innovative, flexible and creative individual with keen awareness of trends in higher education production and delivery, to serve as Director of Communications Services. Our ideal candidate will have 8-10 years media related production experience; a consensus-building management style; commitment to higher education and particularly, the multifaceted delivery of education to the "adult learner"; a commitment to diversity and multicultural education and a strong record of attracting, developing and retaining staff. As director, the successful candidate will supervise the day-to-day operations of a team of professionals, who are employed in the production of audio, video, photography, graphics, engineering and instructional design, computer-based and on-line instructional materials. The position requires a bachelor's degree plus experience in a related area with a minimum of 5 years management experience, preferably in academia. Master's degree preferred.

Send a letter of interest addressing qualifications, current resume and 3 references to: Suzanne Oliver, Communications Services, email: S-Oliver@govst.edu. The position is available immediately. Review of applications will begin August 14, 1999 and will continue until position is filled.

Governors State University is an Equal Opportunity, Affirmative Action Employer committed to a diverse workforce. M/F/D/V.

Governors State University

University Park, IL 60466-0975

REGIONAL DIRECTOR

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Regional Director is responsible for leadership and coordination in the planning, execution and evaluation of University of Illinois Extension programs in Southern Illinois, and for the administrative management of all personnel and field operations within that administrative area. The position is housed in Mt. Vernon, Illinois. An earned doctorate degree and five years of professional experience in an appropriate extension education field are required.

Salary negotiable. The closing date for this full-time academic professional position is September 15, 1999 or until a suitable candidate is identified. Position available January 1, 2000 or sooner thereafter. Send application to:

Search Committee for Regional Director, c/o Dr. John C. Van Es, University of Illinois Extension
214 Mumford Hall, 1301 W. Gregory Drive, Urbana, IL 61801

For more information call 217-333-9025
Email: regionaldiruiuc@uiuc.edu or visit http://www.ag.uiuc.edu/regionaldir.html

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Counseling Hispanics: Advice for Helpers

In spite of the fact that the Hispanic population constitutes one of the largest subgroups in the United States, many professional therapy providers are at a loss as to how best to communicate with and assist young Hispanics in high school and college to become fully contributing members of American society. There is a pressing need to improve the quality of counseling and advice given to Hispanic youth. Cultural differences, language barriers, substantial diversity of national origin within the Hispanic population, and counselor anxiety are no excuse for insufficient or inappropriate counseling.

Hispanic youth in junior high and high school have not been advised to register for school curricula that would allow them to compete for admission to higher education. This has to change in order for Hispanic youth to compete in a global society. Parents and teachers need to be informed of the significant role they can play in the education of Hispanic youth.

Counselors prepared for the 21st Century understand well that this is one of their tasks. Changing demographics demand that counselors shed their traditional role, which restricted advancement primarily to the school setting. It might be important and necessary for the counselor to visit the home of the Hispanic youth. Working with and informing the Hispanic families at an early stage in the development of their children allows them to have an active role in the success or failure of their offspring. There is a higher probability of success for Hispanic youth if the counselors, teachers, and parents work together as a team.

High school counselors need to build on the good work of their junior high counterparts by alerting Hispanic youth to the advantages of studying in the academy. Counselors should advise their students—prior to their senior year in high school—of the requirements for admission to the academy. An early orientation in the sophomore or junior year of high school can also teach Hispanic students what they can do in academics and extracurricular activities to prepare for college. This would increase the number of Hispanic youth who enter higher education.

Those Hispanic youth who overcome the obstacles and barriers to success in high school find that they once again have to turn to their inner strength to meet the challenges of university study. Techniques of loneliness, isolation, and stress are common among Hispanics in higher education. These feelings are known to have a negative impact on academic performance. Culturally competent college counselors are needed to counsel youth.

Historically, counseling centers in colleges and universities across the country have not had staff who are experienced in counseling Hispanic students. In addition, Hispanic youth have tended to underutilize services offered by counseling centers. As a consequence, many institutions of higher education have established an office of multicultural affairs to address concerns specific to minority students of Hispanic, African, Asian, and Native American heritage. Such offices have created outreach programs to reach populations not benefiting from traditional counseling centers.

Often, however, there is no Spanish-speaking member of the staff to address the concerns of the Hispanic student. There is an advantage to having their concerns addressed in their mother language. This is especially important when there is a need to discuss emotionally laden problems. For example, how would you like to be bilingual in English and Arabic with your mother language being English but your counselor can only communicate to you in Arabic? As well-trained bilingual professional knows, most individuals have a larger feeling-level vocabulary with which to express themselves in their first language. The rate of success in the counseling relationship is likely to be increased if the client wants to speak in Spanish and has that as a viable option.

Administrators in higher education need to be culturally sensitive and hire staff in counseling centers and the offices of multicultural affairs who are competent to counsel Hispanic students.

Hispanic students in colleges and universities in the United States have to encounter on a daily basis the normal problems that every student in higher education experiences as well as issues of discrimination and prejudice. Counselors from the dominant group might not feel comfortable counseling clients with minority-related problems. On the other hand, counselors need to examine their own attitudes toward race discrimination and prejudice if they want to be therapeutic helping clients who endure such problems. If the counselors do not deal with their own race-related issues, their clients will perceive them as being conflicted and look elsewhere for counseling and guidance.

Hispanic community/university community partnerships can go a long way in providing guidance and role models for Spanish heritage students on American campuses. Hispanic leaders can also be significant consultants to university leaders who plan counseling and guidance programs for students.
UNIVERSITY OF CHICAGO
School of Professional Psychology
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Prefer Preferred: Excellent oral and written communication skills, demonstrable ability to work effectively with individual and group program participants, and a strong commitment to excellence in student services.

Salary: Competitive salary commensurate with experience.

To apply, submit a letter of application, a statement of career interests and goals, a curriculum vitae, and the names and addresses of three references to:

Search Committee for Coordinator of Career Services
University of Nevada, Reno
1660 N. Virginia St.
Reno, NV 89557

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Cornell University solicits applicants with experience in cattle infectious disease, population medicine, and epidemiology and a strong interest in biosecurity.

Position Description: The New York State Cattle Health Assurance Program (NYSCAP) is the largest and most successful Cattle Health Assurance Program in the country. The coordinator will direct the program, including prioritization, budgeting, and program development. The coordinator will be responsible for the program's successful development and implementation, including coordination of program activities and support of materials and program promotion in close collaboration with the NYSCAP management team.

Duties: Manage the development and implementation of the NYSCAP. Coordinate and manage the program leadership that will link the producer, practicing veterinarian, and agribusiness into a cohesive team to effectively achieve program goals. The coordinator will direct aspects of program development including articulation of concepts, development of training materials, and program promotion.

Salary: Competitive salary commensurate with experience.

To apply, submit a letter of application, a resume, and the names and addresses of three references to:

NYC Cattle Health Assurance Program Coordinator Search Committee
Cornell University
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FEATURES

Cultural Diversity and Mental Health
The Chicago School of Professional Psychology addresses the reality that today's graduates will encounter diverse caseloads.

Alma Students Help in Honduras
Rebuilding homes in the aftermath of Hurricane Mitch, students discover a new world and world view.

AU Professors Look at Cuban Baseball
American University observers reflect on the Cuba-Baltimore Orioles baseball games.

Opportunities for Hispanics in Communications
Rutgers University describes what it takes to work and succeed in TV and radio.

Latino Studies Journal
The Latino Studies Journal, founded by Long Island University's Dr. Felix M. Padilla, highlights racial struggles to be recognized.

National Urban/Rural Fellowship Program
A fast network of tomorrow's leaders.

DEPARTMENTS

Outlook On Washington: A Capitol View
First Generation Students

Honor Roll: Indiana University at Bloomington
The site is beautiful, the cybernetics are cutting-edge, and campus organizations roll out the welcome mat to Latinos.

People, Places, Publications, Conferences

Book Review: Longtime Favorite Books: Recent Spanish Renditions for Adolescents

I PUNTO FINAL!
Ending Student Segregation
First-Generation Students

by Gustavo A. Mellander

Persons go to college for many reasons. These include intellectual, economic, and social considerations. For those privileged in our society, i.e., those whose parents did so, going to college is a foregone conclusion. It is not a matter of if—it is merely a question of where to go.

It is different for most Hispanic college students. They are first-generation college students.

First-generation students' parents never attended college, and they often have family and background characteristics that are associated with risk for attrition. For example, they are more likely to be from low-income families and have lower academic achievements as well as lower overall degree aspirations.

The Study

The National Center for Educational Statistics has issued a hefty hundred-page volume, with clear and precise charts, that analyzes the college experiences, successes, and failures, and subsequent employment of first-generation college students.

Heavy in statistical analyses to the point of distraction, the report nevertheless is a goldmine of information. Taken as a whole, it can counsel, encourage, motivate, and guide students through the shoals of academic reality.

Highlights

The report, although recently published, is outdated. But its truths and insights are ageless. It uses data from the 1989-90 Beginning Postsecondary Students Longitudinal Study and the 1993 Baccalaureate and Beyond Longitudinal Study to examine the postsecondary experiences and outcomes of first-generation students relative to their peers.

It is a detailed overview of the demographic, aspirational, and enrollment characteristics of first-generation and non-first-generation students. The report also compares the persistence and attainment rates of each of these two groups. It then examines the labor market opportunities that these students face upon graduation. The further postsecondary or graduate school experiences of those who persisted beyond the baccalaureate are also chronicled.

Even when controlling for many of the characteristics that distinguished them from their peers, such as socioeconomic status, institution type, and attendance status, first-generation student status still had a negative effect on persistence and attainment.

Major Findings

- First-generation students were more likely to be older. Many postponed higher education. Some because they did not think they were college material. Others because they fled high school as quickly as they could to what seemed at the time well-paying jobs. But with the passage of time and the benefits of maturing, they grew to understand that they needed more formal education if they wanted to succeed and not just survive. Others came from financially strapped families and, while in high school, dared not hope to go to college.

- Once they finally arrived at a variety of colleges, they had lower incomes, were usually married, and had dependents. Many found it necessary to work part-time.

- First-generation students were more likely to enroll in postsecondary education on a part-time basis, tentatively exposing themselves to higher education at their local community college. They also attended private two-year institutions and a dizzying variety of for-profit institutions. Fewer went directly to four-year institutions than did their non-first-generation counterparts.

- First-generation students, surprisingly to some, were equally as likely to take remedial classes as non-first-generation students when they began their postsecondary education. However, there were differences by sector on this measure. At private, not-for-profit four-year institutions, first-generation students were more likely to take remedial courses than were their counterparts. At the same time, the proportions of the two groups at public four-year and public two-year institutions taking remedial coursework did not differ significantly.

- First-generation students were more likely than others to say that being very well-off financially and providing their children with better opportunities than they had were very important to them personally.

- First-generation students were also more likely to say that obtaining the amount of financial aid they needed, being able to complete coursework more quickly, and being able to live at home were very important to them. Indicative of their financial circumstances, the ability to work while attending college was also very important in their decision to attend their particular college.

Graduation Results

The best news in the report is the fact that finishing college is worth all the sacrifices. When first-generation students attain their bachelor's or associate's degrees, they earn comparable salaries and are employed in occupations similar to those of their non-first-generation peers.

In order for colleges and universities to better understand the unique needs of these first-generation students, more must be known about who they are and their particular enrollment experiences. The purpose of this report was to provide that useful information.

The full report (NCES 980820) can be purchased from the Government Printing Office for $50.

Dr. Mellander is a professor at George Mason University.
Cultural Diversity and Mental Health Training

Reality-Based Training at Chicago School

BY AMALIA DUARTE
Amalia is an editor in public relations at Lucent Technologies.

After the murder of a mother and her two children at a Chicago housing project, Dietra Hawkins, a doctoral candidate in psychology, visited a local playground to help youngsters talk about the tragedy. "I went up there with a crisis intervention team from a community outreach organization. We hung out with the children and helped them try to express their feelings about the murders through drawings," remembered Hawkins. "A lot of them hadn't had the opportunity to talk about it before, so they were grateful. It was a really good experience for them. But it was kind of strange for me because as we were doing this, there were police cars circling around."

It was a difficult situation, but for Hawkins, it offered an invaluable, front-line lesson in how to deliver mental health care to members of minority communities. And this is exactly why she chose to complete her Ph.D. at the Chicago School of Professional Psychology, which offers one of the few psychology training programs in the country with a focus on ethno-cultural variables.

Over the past decade, the Chicago School has become a magnet for students like Hawkins, who are eager to delve into the area of diversity in mental health care. "The school I attended for my master's was also located in a diverse, urban setting, but it did not have that type of program," said Hawkins. "And it was really frustrating for me. The attitude there was 'Well, you can do your own work in this area, but we're not going to spend too much time on it.'"

At the Chicago School, however, Hawkins and other students find they can't avoid learning about cultural diversity. Issues of diversity are infused throughout the curriculum, and training opportunities emphasize the need to understand cultural diversity and the importance of working with underserved populations. In addition, students who are especially interested in addressing the mental health issues of ethnic minorities are offered a proficiency in multicultural clinical/community psychology. Students obtain this knowledge through the school's Center for Intercultural Clinical Psychology, founded in 1988.

Another plus is the school's diverse student population, which helps keep these issues on the table. "Our student body is about 20 percent minority, but this means 80 percent of the people we train are students who might have had limited exposure to underserved and minority populations," said Dr. Rashad Saafir, the school's academic dean. "We are giving them the kind of training where they are sensitive to issues of culture, race, ethnicity, gender, and sexual orientation."

If that weren't enough exposure, every other year, the school hosts a two-day Cultural Impact Conference at which mental health care, social services, and human resources professionals gather for workshops, speakers, and networking. Last year's conference, entitled "Gender and Culture Contemporary Struggles in Mental Health," brought together academics and psychologists from all over the country and included a special talk by Judge Ruben Castillo, who in 1994 became the first Latino U.S.
District Court judge in Illinois northern district.

Other topics at the 1988 conference included Substance Abuse and AIDS, Cultural and Gender Issues in the Puerto Rican Community: Changing Regulation and Perception of Immigration: Clinical and Personal Implications; and the impact of Racism on Mental Health.

The news of racism in the workplace was highlighted by comments from Dr. Ray Winbush of Nashville's Fisk University, who made a case for why racism itself should be deemed a mental health problem. During his workshop called Close Encounters of the Worst Kind: Race, Racism, and Black Mental Health, Dr. Winbush spoke of the inequitable mental health treatment afforded African Americans, and how the group tends to be prescribed medication instead of given counseling.

The biennial conference and other initiatives recently earned the Chicago School an award from the National Council of School and Programs of Professional Psychology, which each year honors a school for its work in the area of cultural diversity. "Frankly, we were not surprised," said Dr. Saafir. "We have been on the forefront of this movement."

The movement toward addressing cultural issues in mental health has picked up speed as more people of color have entered the field of psychology and the country's demographics have undergone rapid change due to immigration from Latin America and Asia. Odds are that the newly graduated psychologist of today will work with at least some non-White clients. But if psychologists lack an awareness of cultural differences when dealing with clients from diverse backgrounds, the results can be devastating.

"When psychologists don't have the understanding of cultural differences, there is a tendency to operate out of stereotypes that, of course, are typically inaccurate," said Dr. Saafir. "I think there is also the tendency to over-pathologize the client. In other words, to really look for weaknesses to a fault and not understand the cultural context where there might be strength and resilience. From the perspective of a middle-class, White American, poor people are seen as deviant in regard to the norm. Instead of being helped, this perspective can serve to further undermine that persons sense of well-being."

The importance of examining cultural issues in psychology is not limited to actual therapy. The potential impact can run the gamut from the initial assessment of a client to figuring out what is the best approach for delivering therapy, said Professor Hector Machabanski, who has been with the Chicago School since 1988. In fact, you need to start with the question of what mental health means, he said. "What does healing mean to people in different cultures? How do we intervene? For example, how would people from Guatemala respond to therapy?" asked Machabanski.

Then there is the whole question of language, both in regard to assessment and psychological testing and therapy. There is a whole line of research that says early experiences, for example, are coded in the primary language and that the best way to tap into those experiences is through that first language. So you might have an English-speaking Latino who would be best treated in Spanish."

Right from the start at the Chicago School, students are sensitized to issues of cultural diversity. The very first semester: they go through an orientation experience in which they are required to go out and immerse themselves in minority communities and settings that are different from their own. They might eat meals at a local restaurant that caters to Latinos or spend time at an African American festival. The students keep journals and later share that information as part of their training. "Many of them come back from these experiences and talk about feeling like a "minority" for the first time in their lives," said Dr. Saafir. "It can be a real eye-opening experience. It forces students who are White to reflect on their Whiteness, perhaps for the first time ever."

Also during their first semester, students take a course called Diversity and Clinical Psychology, that introduces them to issues of general cultural diversity and racism. Saafir added, "It also challenges them in regards to where they are coming from. It can bring out their own perceptions and perhaps biases."

Later, when it comes to completing their clinical practicum, many students choose to work in Chicago communities where they get the opportunity to treat minority clients. To help students gain experience in working with minorities.

In 1993, the Chicago School received a grant from the U.S. Department of Education to develop a partnership with four community-based agencies. Students and faculty from the school provide services through these organization to members of underserved communities. Two of these agencies serve primarily African America clients, while the other two are focused on Latinos.

The grant allowed the school to hire faculty members to work part-time at the school and at the agencies. Dr. LaPearl Logan Winfrey, who served as project director for the grant, said, "The difficulty we were finding is that there were lots of agencies out there willing to work with us but they had no psychologists on staff to supervise our students."

At different milestones in the training, students are evaluated on issues of diversity. "If you are not getting it, you could get a poor professional performance evaluation," said Dr. Saafir. "It's not something that slips by."

Students like doctoral candidate Dietra Hawkins certainly get it. Wherever you go in this country practice psychology, your population is going to be diverse," she said. "It's not what the textbook has been based upon. So, this not just an issue for people of color. It's an issue for everyone."
Alma Students Help in Honduras

Expand Awareness of the Human Condition

BY SKIP TRAYNOR
Skip Traynor is a writer and photographer at Alma College.

When Alma College students Kathleen McCrudden and Danielle Guilbot saw that a middle-aged Honduran woman was digging a foundation for a home by herself, the students grabbed a pickax and a shovel and helped Ponchita start a new life after the devastation wreaked in Honduras by Hurricane Mitch.

While swinging a pick into the hard rock and red clay, Ponchita told her story of terror on the October 1998 night when Mitch ripped the roof off her house in Tegucigalpa and wrecked her husband and a son from her life. Ponchita and her remaining two sons narrowly escaped before a wall of water from the rain-swollen Choluteca River collapsed the adobe walls and tin roofs of an entire neighborhood.

The story turned the students' educational commitment to an Alma College Spring term class into a mission. The class, designed to help the people of Honduras rebuild their storm-ravaged land, sent 24 students, college employees, and parents for two weeks of humanitarian projects in May.

“I can’t believe how much this changed me,” said McCrudden. “We went there thinking that the work was important, but Honduras changed me more than I changed Honduras. I found myself challenged to learn and grow outside the comfort of a classroom or campus.”

As she toured temporary housing built for people left homeless by the hurricane, the sophomore from Troy, Mich., said, “I watched as classmates realized there is poverty, hunger, devastation, and it has a name and a face. Locals told me how Hurricane Mitch changed their lives. I felt a little four-year-old hand reach up and hold mine, and that’s how I met Daniel. Daniel quickly began to trust me and was in piggy-back mode in no time. As we continued past the temporary housing, he leaned forward and said, “This is where God puts people whose homes are broken.”

The educational experience and service-learning project was the brainchild of Alma Spanish professor Dr. Deborah Dougherty, who was trying to find an alternative to an annual four-week class in Madrid, Spain. She combined Alma resources and some national grants to fund the class and to buy tools and medical supplies for the Honduran people.

The right connections to ensure a successful trip existed in the small college town in the middle of Michigan’s lower peninsula.

The College’s physical plant director, Duane Knecht, founded Hands to Honduras, a private nonprofit outreach ministry, several years ago to effect social change in the Western Hemisphere’s second poorest nation. Hands to Honduras has been arranging transportation, meals, lodging, and specific projects in various parts of Honduras for church and school work crews for several years.

Before the hurricane, Knecht was working with Sociedad Amigos de los Niños, a Honduran social justice organization dedicated...
ed to improving the living conditions for orphans and single mothers and their children. Sociedad was started by Sister Maria Rosa Leggo, a member of the Order of Saint Francis for 50 years. One of the first nonprofit organizations in Honduras when founded 34 years ago, Sociedad has as its original mission to care for orphans, abandoned children, and children of imprisoned women.

Ten years ago, Sociedad built the 3000-acre Nuevo Paraíso, Sister Maria Rosa’s vision of a self-sustaining community that trains and educates single mothers and their children. Nuevo Paraíso provided the Alma students with meals and lodging and a tremendously challenging opportunity to help rebuild shattered lives.

“It’s very different life circumstances that you will encounter coming from the States. And it is a population that was devastated and lost everything,” Maria Guadalupe Vilada de Rodriguez, Sociedad’s coordinator of programs, told students during orientation. “It’s people who have endured terribly challenging circumstances, a lot of pain. Emotionally, they have gone through a lot that still has not given them a time to recuperate. They are plunging into the construction because their houses are the priority.”

Following the hurricane, Sociedad donated land to Our Little Brothers and Sisters, another nonprofit organization, to build temporary housing for some of the 1.4 million people left homeless by Mitch. Sociedad’s and Our Little Brothers’ goal is to build 250 permanent homes before the rainy season, and eventually 3000 homes in the project they call Nueva Esperanza.

Translated into English, the project provided the theme for the students’ mission: Spring Term ’99, Serving Project Nuevo Esperanza. The official course title was Understanding Relief Efforts in the Local and Global Communities.

Due to the country’s extreme poverty, no heavy construction equipment was available, so the students assigned to the construction crew dove into the back-breaking work like union laborers. The students dug 24-inch-deep foundations in clay and rock with picks and shovels. They hauled cement blocks, and they mixed cement with buckets of water and shovels.

“When we left Alma, I had envisioned that we would be pounding nails into wood and putting straw roofs on houses,” Scott Baker said. “Nowhere in the back of my mind did I ever imagine that I would be digging three-foot-deep footings into hard-packed rock and clay.” I discovered muscles on my body that I never knew I had before.

After the first day of work, all those visions of what I would be doing had been washed out of my head. The soil conditions would have been manageable if we had used backhoes or other mechanized tools, but we were limited to shovels and pickaxes.

No houses were totally finished in the students’ two weeks, but the Honduran families were grateful for the construction time saved. When every phase of building a 24-by-24-foot, three-room home has to be done by hand, any help the students provided put the completion date weeks ahead.

“I was not prepared for what was to come when I stepped onto the worksite that first day,” said Guilford, a first-year student from St. Bonaventure, N.Y. “From the start, I knew that this was going to try my strength, endurance, patience, and emotions. The most unrewarding work that we did was haul cement blocks. The blocks were heavy, and there seemed to be an endless supply of them. I had to remind myself that every block that we delivered was one less block someone else had to carry and one more block to finishing a house.”

Chuck Amman of Grayling, Mich., father of Alma junior Sarah, kept spirits high on the reforestation crew by proclaiming the group to be the elite squad of the project. After stringing recycled barbed wire fencing to build a temporary tree nursery, the students, and especially Amman, looked like losers of a sword fight. Brandishing machetes and axes against hardwood stakes in 100-degree weather, the crew amazed the Peace Corps worker in charge by finishing their tasks hours before expected.

“The hardest thing we had to do with these students was to get them to stop,” Knecht said. “At the end of our first day, they wanted to start an hour earlier in the morning. Even the last day as we were trying to wind things down, a group of them came to me and asked if they could haul one more large load of concrete block to the construction site.”

Since the students left the State during Michigan’s early spring weather, Dr. Dougherty had to caution them about working in the tropical heat. “You don’t need to feel compelled to keep up some break-neck pace. There is a reason that Latin Americans in general have the stereotype of being laid back and slow-moving. It’s because you cannot keep up the sort of pace in this climate that you can in our climate. It’s not that the people here don’t work as hard; it’s just that they are smarter about it. They have made concessions to the climate. We are here to help the people, but we are not going to be able to fix Honduras in two weeks,” she said.

A medical brigade organized by Sociedad gave the students a brief
from physical work. The students, two doctors, two nurses, and administrative aides accompanied a truck full of medical supplies, food, and clothing to a remote village south of the capital city over roads better suited for oxen and burros. When the brigade arrived, more than 100 people were waiting for the health care.

High in the mountains, immersed in clouds, members of the brigade administered treatment mostly for parasites, rashes, malnutrition, and high blood pressure. Dispensing medicine donated by Canadian companies, pre-medical students and Honduran doctors worked together to bring a small measure of relief to a populace that might not see a health care worker again for many months.

After the required health screen, Hondurans—some of whom had walked 10 kilometers—lined up for boxed milk, high-protein drinks, cereal, rice, beans, and textured soy protein. Students distributed a complete set of clothes donated by American agencies to every man, woman, and child.

Dougherty told of the woman who thanked them for coming to the village. “One of the ladies told me Jesus sent us and that it is so wonderful because the people here are so poor.”

Prior to the hurricane, the Honduran government had built a small clinic in the village, a luxury in most of the areas that Sociedad serves. But even though the cement-block building provided shelter from the elements, the medicine shelves were bare.

A visit to the best children’s hospital in Tegucigalpa to bring stuffed animals to patients was even more overwhelming to American sensibilities than was the medical brigade. The students saw more evidence of an impoverished health care system working on pure faith.

Junior Heather Hillier of Maple City, Mich., said, “Our group went to the wing where children with kidney problems resided. I think this is when the reality of the effects of a poor nation hit me the hardest. There were 30 children admitted for kidney problems, and there were only two dialysis machines. While we were there, one small child went into arrest, and the doctors weren’t able to help her because both machines were being used.

“I talked to a doctor about one baby who had had two surgeries, and he felt that this little girl was going to be a strong woman when she grows older. I was moved by the fact that this man sees so many children who might not make it out of the hospital and he still feels that they will live to see the world outside.”

The opportunities for interaction between cultures, besides working side-by-side, were numerous during the students’ stay. Working in the projects’ schools and socializing during the evening hours formed a special bond between students and residents, especially children.

Baker of Macomb, Justin Fritz of Gaylord, and Jacob Swiderski of Hemlock, Mich., brought soccer balls and organized games with the community children. Soap bubbles and bubble blowers were a hit with both Alma students and Honduran children. Don Carlos Ardon, Nuevo Paraiso driver, spent two evenings with Swiderski and Judith Moore of Neenah, Wis., broadening the students’ knowledge of Honduran language.

On the night before Mother’s Day, one of the country’s most important holidays, Nuevo Paraiso residents invited the students to a fiesta where children sang songs and acted out skits honoring the mothers. When the children were finished, the mothers and children danced Honduran and North American dances with the Alma students.

Gabriella Olmone of Chesaning, Mich., when she wasn’t swinging a pickax, always had a baby or a child in her arms. “Little Gabriella [a one-year-old resident] was always running around our living areas looking for somebody to play with. She always had the biggest smile on her face! Alejandro is only one of the many little friends I made down in Honduras, but he will never be forgotten. I took the time to reach out to him, share my life, and he shared his. Somehow I touched this boy’s life with my caring, and he has promised to pray for me daily, his big sis in the States. And I know he will! We took toothbrushes that were donated by our dentists and brought them down to the schools, teaching them to brush their teeth twice a day, and DON’T EAT THE TOOTHPASTE!”

Baker added, “Manual labor was only half of our accomplishments. The other half—and I feel more important—was the impact on the people there, especially the children. “I took a special liking to several of the kids, many of whom also took a liking to me. A little girl named Luz told me that I couldn’t dance and called me Cesar. A very small and cute boy named Alejandro loved for me to pick him up. More than that, I felt that I made an impact on those children’s lives, just being there and playing with them meant so much to them. I had a hard time saying goodbye to them when it was time to go.”

Honduran customs and mores were a discussion item at the nightly reflection sessions conducted by Dougherty after evening meal. Students talked about observations made during the day of cultural differences. Honduran drivers’ habits of ignoring double yellow lines and passing on curves, a constant and heavily armed police presence, street beggars, the prolific trash, and lack of potable water.

Despite the differences, many of the students are looking for ways to return to Honduras. Kathleen McCrudden found the opportunity to return and check on her friend Ponchita. Fluent in Spanish, she has become a volunteer for Hands to Honduras, leading work groups like the Alma College Spring Term.
American University Professors Look at Cuban Baseball

He might have been watching history play out before him, but truth be told, Louis Goodman just wanted to go home.

Goodman, dean of the School of International Service at American University in Washington, D.C., was one of the 9,400 people in attendance on May 3rd when the Cuban National baseball team paid a visit to the Baltimore Orioles for the second game of their unprecedented home-and-home series.

As one of five AU deans and professors observing the game, Goodman certainly appreciated the historical significance of what was going on around him at Baltimore's Camden Yards. But as a baseball fan, Goodman wasn't having the best of nights. Not only had rain delayed the highly anticipated game by almost two hours, but once play got underway under dreary and raw conditions, Goodman's beloved O's were playing like a bunch of bush leaguers against their invited guests.

"I was sort of wishing they would end all of the suffering after the fifth inning or so," admits Goodman, who, like most fans do when their team falls hopelessly behind, began to let his eyes wander around the stadium. They soon trained in on the Cuban players, both on the field and in the dugout. What Goodman began to notice more than made up for the game's outcome.

"The Cuban players were so happy with what was going on that it was rather remarkable," recalls Goodman. "Here I thought it was going to be just two skilled teams playing each other and it was really sort of fun to watch how thrilled the Cubans were. And then I realized—here they were in the B Leagues. Not only were they a B-League team, but they were playing well. And it's always fun to watch people who are joyful about something."

None was more joyous than Cuba's Andy Morales, who in the ninth inning put an exclamatory mark on his team's 12-5 victory with a three-run home run. "When he hit the home run in the ninth inning, says Goodman, "I mean...I've never seen a baseball player so thrilled..."

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"I was very happy that I stayed for the whole game."

The games themselves were the brainchild of Scott Armstrong, a Washington author and critic of U.S. policy toward Cuba, who had worked behind the scenes since 1985 to organize the baseball exchange. The U.S. government, which maintains a 50-year-old economic embargo on Cuba, this year authorized the Orioles to visit the island and negotiate playing the games with Cuba in an exception to the sanctions, which were imposed in 1962 after the 1959 revolution that brought President Fidel Castro to power.

With negotiations successful, the two teams first met on Cuban soil back on March 18, when the Orioles scratched out a 3-2 win in 11 innings. The game, played before an invitation-only crowd for approximately 50,000 in Havana's Latin American stadium, marked the first time a Major League team for the U.S. had played in Cuba since 1959.

"There's a number of people who have been trying to organize some kind of baseball exchange between the U.S. and Cuba for a number of years, and it just so happens the timing for this was right," says William Leogrande, acting dean of the School of Public Affairs at AI and one of the five in attendance in Baltimore. "The Cubans were willing to do it, the Orioles were willing to do it. [Orioles owner] Peter Angelos was willing to take a chance on this, and then the U.S. government was willing to let it happen."

The fact that the game of baseball would be able to scale the invisible 50-year-old wall standing between the neighboring nations does not surprise Paula Pettavino, assistant professor of Public Affairs at AI who co-authored the book *Sports in Cuba: The Diamond in the Rough* in 1994. Pettavino analyzes in her book how and why sports are given such a priority in Cuba.

"I think baseball is the perfect vehicle because it's something that we all love." says Pettavino, who points out that the now 2-year-old Castro was a pitcher for a team of ex-religion known as "Los Barbudos" (The Bearded Ones) in the 1960s. "And we clearly, despite 40 years of isolation from each other in terms of the game itself, have kept the standards up. And because Cuba's the little guy, the David in all of this, there's also a whole lot of pride in there that we can beat those who are supposedly the masters of the sport."

"Sports are a venue that the U.S. has used in many contexts to try to open things up," adds Goodman, who is an authority on the economic, military, social, and political issues of Latin America. "We used ping-pong with China, volleyball with Iran, and I think that was a non-threatening, positive way of moving things along."

While many frowned upon Castro's invitation-only policy for the game in Cuba, Pettavino says that things were really not much different for the game in Baltimore. Shortly after she acquired a block of 200 seats through a contact (which led to the invitation to her fellow AI faculty members), ticket sales were limited to groups of two or three in an effort to limit large groups of protesters from sitting together.

"There were those who took the ticket restriction in Cuba as more manipulation by Castro, and I didn't quite see it like that," says Pettavino, who watched the first game on television with a group of Cuban Americans at the Cuban Interest Section in Washington. "It wasn't much different than the Orioles' manipulation of how many seats in a block could be distributed because they wanted to prevent certain political statements being made. A lot of people did legitimately want to sit together, and there were some cases where they indeed wanted to protest. So the claim was that it was a First Amendment issue. It really created some furries."

Indeed, many took issue with the Orioles decision to ban all flags, banners, and signs at the May 3 contest. Bob Menendez, a Cuban American congressman from New Jersey (D), said in a statement prior to the game at Camden Yards, "I cannot believe that this is happening here in America. The Orioles and Cuba attempted to fool the world once during the carefully orchestrated March 28 game in Havana. I'm afraid that this is a second attempt to do the same, but this time the game will be held in a place where democracy permits us to expose Castro's brutal regime."

The ban might have prevented visible signs of protest inside the stadium, but it could not stop groups from demonstrating outside. The New Jersey-based United Cuban Organization sent 20 busloads of protesters to the stadium—ncluding members of the Miami-based exile group Cuban American National Foundation—where they rallied around the nearby statue of Cuban...
Independence hero Fidel Castro. 

"When we were pulling into a parking garage, there were lots of New York and New Jersey states," Pettavino says. "And in fact, the car in front of us had the sun visor in the back, and they were clearly coming from New Jersey to protest." 

"But I actually expected, as far as outside the stadium, to see bigger crowds of protesters than I did," she adds. "Aside from people throwing and thrusting flyers in my face, which of course I took glad to see what they were doing. I did not see the hostility that I might have expected. So when I do teach other courses about Cuba, I am accustomed to hearing about academic forums that have been actually shut down because protesters would threaten those who escorted the Cubans, and the Cubans themselves. And it sometimes brings some of this to a screeching halt—and that was just academic exchange. But maybe there was less hostility because of the venue and because this situation was sports." 

Which is not to say that the night was completely devoid of altercation. The Associated Press photo that ran in most newspapers the following day was of the second base umpire, who happened to be Cuban, carrying away a protester who had run out onto the field. Along with Morales' jubilant home run trot in the ninth inning, this was perhaps the lasting image of the game. It's one that Leopoldo, the dean of the School of Public Affairs says could have been avoided had demonstrators been allowed to simply hold up signs at the game.

"It's a tough tradeoff, isn't it? Really, it's a question of letting people express themselves, but on the other hand the right of people who came to see the game without it being disrupted," he says. "I think it would have been almost better in some ways to let people bring in signs if they were going to hold them up peacefully—certainly better than having people running across the field and getting in fights with the umpire and disrupting the game."

Just as the two-game series proved to be an even split for the teams, with each side winning on foreign soil, the AU observers say that both countries won out politically. "I think the whole thing, in a way, was overshadowed. It was a very important thing because it was a revolutionary opening in relations," Pettavino says. "It is possible that the first step in a long-term process is to do it. But does it mean it's going to be immediate relaxation of hostility? No, I don't think so."

The way the Cubans played in that second game, it looked very good," she adds. "I'm not very happy with the authoritarian style of government that the regime in Cuba has, and the increasing power of the armed forces and the continuing power of the communist party and the lack of democratic politics," Goodman says. "But I think it's very important to maintain any contacts that are possible with democratic forces, and show people inside Cuba what we as a democratic country can do."

"And I don't know that there are any deep meanings to the games, but it's an indication that Cuba and the United States can't escape their geography," says Grande, whose latest book, Our Own Backyard: The United States in Central America, 1977-1992, was released in 1998. "We're 90 miles apart and we're always going to be 90 miles apart whether the governments get along or not. There is the destiny of geography that makes our two countries close neighbors, and we have to find a way to live with one another. I think baseball diplomacy is one small step in that direction, and as far as I'm concerned any small step in that direction is good one."

And, as Pettavino points out, "I think the intended outcome of our policy for the last 40 years was to bring down the Castro government, our policy has not worked. So maybe as well try something else."
Opportunities for Hispanics in Communications

BY CARL J. KRAUS

The recent explosive growth in the communications industry has led to remarkable opportunities for college and university graduates. New cable programming, internetcasting, and as well as regular radio and television broadcasting have created a broad spectrum of opportunity for those who are well prepared.

Within the industry, most major cities have witnessed the dramatic rise of Spanish-language radio and television outlets. These facilities have responded to the unique cultural, news, advertising, and entertainment needs of the Hispanic community. Hispanic students who are drawn to communications because of its glamour really have two opportunities in one and should consider preparing for work in either or both the Spanish- and English-language media.

Both Hispanic and Anglo students are drawn to communications programs because of employment opportunities and the perceived ease of the major. But in truth, communications programs of integrity and value demand a high level of performance from students in the classroom and in the studio or media lab.

There is, in fact, a performance profile that broadcasters in both languages seek. For program producers and on-air talent, it is absolutely necessary to reason clearly and write skillfully and quickly. The importance of these skills cannot be overemphasized.

In many cases, especially news copy must be written minutes before broadcast in a crisp journalistic style. In radio, the copy must be well written and delivered to conform to an inflexible schedule. Stories must be completed on deadline.

There are several opportunities for those who might not be attracted to the "public" face of broadcasting. Technical positions such as camera person, editor, director and technical director, lighting and sound person, and graphics designer are critical to routine operations. Other more sophisticated technical positions usually require specific training in electrical or computer engineering.

Usually, a quality communications program produces graduates who meet the essential performance profile and also possess several basic technical skills that are exceedingly helpful in entry-level positions. It is not uncommon for small cable systems—a place where many new graduates begin their careers—to require a person to find, produce, write, shoot, and edit a story without any assistance.

In seeking a quality communications program, students should consider curriculum, faculty, facilities, internship affiliations, and reputation.

Curriculum

The curriculum should be a course of study that emphasizes strong written and oral skills.
Hispanic students who wish to work in Spanish should seek further development of their language presentation skills through customized coursework.

Training in production techniques is integral to professional development. Essentially, there is no difference, except language, in recording or editing programming in an English or Spanish environment. Students who develop a number of technical production proficiencies are generally more attractive to the prospective employer.

Coursework

Coursework that develops a basic understanding of government, politics, science, business, and the arts is essential for the development of a basic cultural literacy. This is not necessarily a direct part of the communications program. Students must develop the habit of reading several newspapers a day. In the case of those who seek to work in the Spanish environment, it is essential that the local Spanish-language dailies be consumed with vigor.

Faculty

It is clearly impossible for those who have never been in the pressured, deadline-a-minute world of commercial broadcasting to instill in students the sense of urgency needed for success. The communications faculty should be balanced between those with strictly academic preparation and those with a combination of industry experience and academic background. In many cases, programs retain local broadcasters as adjunct faculty.

Facilities

Equipment should be viewed as an essential laboratory in which students can learn the art and craft of communications. Departmental facilities should reflect the current industry standards. In the broadcast area, students should be able to access equipment early on in their academic program and not be forced to wait until their senior year to learn critical skills such as editing.

On-campus Opportunities

Students need to actively seek out positions at the campus radio and TV facilities in order to refine skills taught in class. Participation in campus media can accurately replicate the performance pressure experienced in the commercial world. Further, a student will be able to present a prospective employer with a demonstration reel of air performance or production prowess. Many successful broadcasters today directly credit experience gained in campus media with success in the industry.

Internships

Internships are often the most direct pathway for learning and employment. Carefully monitored internships give students the personal experience in the industry as well as an opportunity to demonstrate their newly acquired skills to a prospective employer. In some cases it is possible for students to complete one or more internships during a course of study. For those who seek a career in the Spanish media and the non-native speaker, an internship can be particularly valuable for perfection writing and speaking skills.

Program Reputation

Finally, the reputation of a program must be evaluated. What have friends and acquaintances reported? Are graduates placed in industry positions? Are the students and staff friendly? Is there evidence of meaningful student production in the campus media? Is there opportunity to train in both languages?

Broadcasting is a business. It depends on time sales to generate revenue and bring a profit. Although not generally emphasized in communications programs, the sales and marketing component of the broadcast industry can provide the ambitious with lucrative and transportable careers.

The extraordinary growth of the Hispanic marketplace has provided the groundwork for successful Spanish-language media. And that media's success has created wonderful opportunities in this last year before the turn of the century for students who are willing to pursue higher education and work hard.
Indiana University at Bloomington

Pact with IBM Reinforces Hi-Tech Prominence

BY ROGER DEITZ

Indiana University at Bloomington again has been ranked as one of the nation's "most wired" universities. Before you equate the term "most wired" with rambunctious extracurricular student activities, think again. In today's world of computer-based education, "most wired" is actually a good thing. For the third year in a row, Indiana University at Bloomington is ranked second in Yahoo! Internet Life magazine's survey of the nation's "most wired" universities. This year IUB is ranked ninth overall.

The survey categories included computer availability and description, undergraduate personal computer use, e-mail use and access, Web space use and access, networking, degree and distance learning, and educational and administrative use.

IUB President Myles Brand puts the highest priority on all aspects of Indiana University at Bloomington's computer preparedness. "Since the inception of the Yahoo! survey," says Brand, "Indiana University has consistently been ranked among the very top of the nation's public universities."

"This recognition is a matter of great pride for the University," he says. "But more importantly, it sends a message to IUB students that their technology environment is among the best in the nation."

IUB Vice President for Information Technology and Chief Information Officer Michael McRobbie adds. "These consistently top rankings assure us that year after year IUB's technology landscape remains at the forefront." McRobbie agrees with President Brand that the continuing changes the school is making to IUB's information technology environment keeps IUB at the very top of the academic institutions in the nation. "When students graduate from IUB, they will be among the nation's most technologically savvy graduates, prepared to compete in an increasingly technological world," he says.

For giving university students every technological advantage in a computer-driven world that continues to become more and more complex. The Hispanic Outlook honors Indiana University, and its campus IU-Bloomington, for its "cutting-edge efforts."

That's only the beginning. In May, Indiana University at Bloomington and IBM announced a far-reaching agreement to upgrade IU's information technology infrastructure and collaborate on joint research projects. As part of the agreement, IUB will make significant acquisitions of IBM hardware and software. The agreement applies to three areas identified in IUB's Information Technology Strategic Plan as critical to the University’s future technology and research capabilities: massive data storage, supercomputing, and the platform for IUB's central information systems.
Honor Roll Facts in Brief

INSTITUTION
Indiana University at Bloomington

LOCATION
Undergraduate Admissions
300 North Jordan Avenue
Bloomington, IN 47408
(812) 855-0661

ESTABLISHED
1820

ENROLLMENT
35,600

HISPANIC ENROLLMENT
510 undergraduates

DEGREE OFFERINGS
Bachelor’s
Master’s
Doctorate
Professional

TUITION AND FEES
$2,106 per semester for residents
(fees include Activity, Health Center, and Technology)

FACULTY
1,614 (36 are Hispanic)

SEVERAL DEGREE PROGRAMS
Business
Journalism
Library and Information Science
Music
Optometry
Public and Environmental Affairs

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latinos Unidos
Latino Law Student Association
IDIOMA

INTERNET ADDRESS
www.indiana.edu

The agreement "will make a major contribution to our goal of leadership in information technology," observes President Brand. "We believe that the ability to manage and store information assets, whether for research or administration, as effectively and efficiently as possible will be vital to the leading universities of the future, and IUB's relationship with IBM will ensure that we lead in the crucial areas."

Mark Elliott, general manager, Marketing, Engagement and Business Development, IBM Global Services, says that from his perspective, "universities are moving from business as usual to e-business. IBM is looking forward to working with IUB, one of the country's great research universities, to help it manage its information assets effectively for competitive advantage."

Last year, Indiana University at Bloomington was chosen as the home for the Abilene network operations center. Unveiled by Vice President Gore, Abilene is an Internet2 backbone network for research and education, developed by the University Corporation for Advanced Internet Development (UCAID). The center will provide comprehensive network management services for all physical and operational aspects of the Abilene network. A state-of-the-art center will be critical to the deployment of the advanced networking initiatives and services that are the focus of the Internet2 project.

"UCAID is excited to have the expertise team at Indiana University providing the operational support crucial to the success of the Abilene network," said Terry Rogers, Abilene project director. He also noted that "IUB is superbly qualified to lead the day-to-day operations of a network supporting University researchers and educators as they develop and deploy advanced applications and services."

Indiana University at Bloomington is one of the oldest state univer-
More than 80 percent of Indiana's population lives within a 50-mile radius of a campus. With an enrollment of 86,352 students taking 938,186.5 credit hours last spring on its eight campuses, Indiana University ranks as one of the largest institutions of higher education in the United States. Bloomington is the oldest and is considered the flagship residential campus.

Known for its physical beauty, the 1,899-acre Bloomington campus is set in the rolling hills of southern Indiana. Cultural and social activities abound. There are hundreds of student-run clubs to choose from, and more than 900 musical events are held each year. An outstanding faculty recruited from all corners of the globe has developed a reputation for great research discoveries that have broadened knowledge in many areas. The University libraries, with 25 million holdings, support the work of distinguished faculty in areas such as the humanities, foreign languages, and the social sciences as well as all the sciences. In laboratories where the focus is biology, chemistry and physics as well as other science departments, researchers are engaged in working at the frontiers of knowledge. Guggenheim fellowships have been awarded to 155 Bloomington faculty members. Total full-time faculty at Bloomington for the academic year 1998-1999 numbered 1,604. Of this number, 478 are female. Of the total group of faculty, 56 are Hispanic, 57 are African American, 80 are Asian, and 3 Native American.

More than 5,000 course offerings provide a wealth of academic opportunity while an extraordinary variety of lectures and seminars complement classroom, laboratory, and studio activity. The University Theatre, the Art Museum, and the Musical Arts Center serve as major resources for the University's programs in performing and fine arts.

U.S. News and World Report has ranked Indiana University-Bloomington among the top 15 public universities in academic reputation. In 1996, Johns Hopkins University Press rated IUB eighth in the nation among public universities, based upon the research and scholarly achievements of its faculty. In other studies, 55 of the University's undergraduate and graduate programs have been ranked among the top 20 in their respective disciplines. The schools of Business, Journalism, Library and Information Science, Music, Optometry, and Public and Environmental Affairs at IU-Bloomington are ranked among the top five in the nation in their respective disciplines.

The total number of undergraduates at IU-Bloomington is 27,826 with graduate students adding 7,774 for a total of 35,600. Among degree-seeking undergraduates, there are 510 Hispanics, 1,052 African Americans, 77 Native American or Alaskan Native, 760 Asian or Pacific Islander, and 757 nonresident aliens.

A number of student associations represent Hispanic students on campus. Latinos Unidos of Indiana University (LUU) was established in 1979 by a group of IUB students with the purpose "to promote the identity and unity of Latino students through intellectual, cultural, and social growth and to increase Latino visibility and involvement in campus and community activities." The group is open to all students enrolled at IUB and includes up to 60 Latino and non-Latino members a year. The members attend biweekly meetings at the La Casa/Latino Cultural Center. Members vote on issues, promote and coordinate events, participate in annual conferences, and help with fund-raisers. Latinos Unidos' annual events include Parents' Weekend, Sportfest, and Taste of La Casa.

There is also a Puerto Rican Student Association founded to promote academic achievement and social and cultural enrichment and to educate the community about Puerto Rican culture. Phi Omega is a sorority founded in 1991 at IU-Bloomington. It is Indiana's first nation-
Leadership

Latino Studies Journal

Seeks to Tell Latino/a Success Stories

BY TED OVIATT

Not long ago I read a disturbing story about two Puerto Rican students who are going through their educational experience with very little support from the system. The author's point was that these two young women, because of their circumstances, have had to redefine what it is to "be successful." Endowed with considerable advantages both in intellect and courage, they nevertheless faced some intimidating obstacles in the academic world. They have achieved success in school, but they are especially proud of what they have accomplished in their lives outside of school—without much help from the rest of us.

For the past eighteen years, most of my students have been Latino, and I warn to success stories, especially those of Spanish-speaking youngsters who have triumphed over any combination of restrictions, including poverty, dysfunctional families, monolithic educational bureaucracies, and cultural conflict. What shocked me as a teacher was that the first young woman, a college student, can name a teacher from her high school whom she considered helpful; and the other—still in high school—has found only one, her tenth grade math teacher, considered "mean" because of high expectations. This "mean" teacher continues to tutor the student, who is no longer in her class.

Is it possible that a school system, knowing that minority students feel abandoned by the adults therein, turns a deaf ear to their pain?

It is much more likely that the faculty, the administration, and the electorate in such a situation are of the Latino Studies Journal, which comes from the C.W. Post Campus of the Long Island University. Dr. Félix M. Padilla, a post professor of sociology, founded the journal in the fall of 1988 as a part of what he calls "our struggle to be recognized."

The plight of the two Puerto Rican students is just one example of an issue that needs to be recognized by all of our schools and communities. Not the kind of story often found in mainstream journals, it is, however, typical of the humane and personalized style of the journal's founder.

This winter edition under the guidance of guest editor Dr. Carol Mullen of Auburn University, is devoted to the theme, "Remembering to Tell Success Stories of Latino/a Identity," at the same time exploring the possibility of different definitions of success for students with differing values: It is clear to see, in the spring issue also, the commonality of topics that are all elements of the Latino struggle to see special concerns recognized and then addressed. The reader will find there thoughtful articles about "future prospects of the Latino population in the United States," measuring the "cultural awareness" of a school, the role of "social activism" in the determination of ethnic identity, strategic Mexican mothers use in instruct...
their children, and an innovative approach to the teaching of Mexican history and culture.

Most mainstream journals, Dr. Padilla found during the '80s, simply did not emphasize the Latino experience, or when they did, the focus was placed on the academic rather than the human aspects. One revealing incident gave Dr. Padilla and his colleagues an extra push to launch the fledgling journal. A colleague whom Padilla considered an outstanding sociologist and a particularly caring individual, had an article rejected, presumably because its topic, which bore directly upon the "Latino experience," would not appeal to the mainstream readers. Feeling discouraged and humiliated, the writer declared that he "would never again submit for publication."

Padilla charged forward "so as not to lose the richness" such a man could bring to those who need to hear the message. He wanted to create an instrument that would serve both as a forum for important ideas and as an opportunity for voices to be heard that might otherwise be lost. It would be a greater effort, Padilla says, to give a legitimacy to our work."

Padilla himself knows something about not being heard. Coming to the States from Puerto Rico at age 13 with his working-class parents, he was not seen as a college prospect by his teachers. He lived what he calls a "life of silence" throughout much of high school because he didn't understand what was being said around him. There were neither bilingual nor ESL classes. His motivation came from a dream of playing high school baseball and then being discovered at age 18 by major league scouts. Since that did not happen, he turned his high school education into a college experience and ended up as a high school teacher.

Concerned that very little real learning was taking place there, he took on a task, the difficulty of which only those who have done it—and their spouses—can know: while teaching full-time, he went for his PhD so that he could teach in college, where hopefully learning would be valued more than what he had observed at the secondary level. His father died before Padilla became a professor but nevertheless took pride in introducing his son as his own.

Thus the journals founder is himself a success story, and it is important that such stories be passed on to Latino youth. In selecting "success stories" as the theme of her guest-editorial edition of the journal, Mullen tells us that stories of Latino success are "talk on the verge of being heard." Latino culture has been "neglected until recently." Typically, Mullen contends, both Latino studies and scholarly research emphasize struggle, challenge, and failure—not success. Although it is true that "drug and alcohol use is overrepresented within ill-educated, impoverished Latino/a urban communities," Mullen nevertheless reminds us of the need for hope to balance young Latinos/as' view of the world.

After eighteen years at an inner-city, predominantly Latino high school, on my first day each year, I set about the task of dispelling the myth of limitations that holds so many of our students back. I don't fudge the huge number of dropouts who quit without giving school or teachers a chance, but I hit my ninth graders especially and older students too, hard with "success stories" from our school that show that the opportunities really are there—for everyone—even when students "do it right." A little time spent bragging about our perennial successes in cross-country, soccer, Academic Decathlon, forensics, band, drill team, ROTC, competitions, college acceptances, and scholarship awards is well worth it if we can point the rookies toward success instead of the more stereotypical dropping out.

One of my first assignments each July (we're a twelve-month school) is to read an article I wrote (Hispanic Outlook, Jan '97, America the Beautiful) about seven of our graduates who triumphed over obstacles. After discussion, my students write about someone they know who similarly beat the odds.

Like Padilla, Mullen did not travel an easy road to the PhD. American Indian/Trish women are rare in our graduate schools! Immigrating to the U.S. from Canada, she went through her own "phase of alienation," drawing support from Latinas and other "politically disenfranchised females" with whom she was working. Characterizing herself as "a bicultural female from a low socioeconomic background who is the first in her family to have a formal education past grade twelve," she is keenly aware of the struggle to have one's voice and story heard, "particularly in higher education."

Mullen's articles show that adults as well as teenagers need to experience the hope that is rooted in a belief in themselves, their unique ability to contribute, the richness of their heritage, and even their ability to change. Her first article in the journal pursued paths of success with a much more difficult population than our high school students. She reports on her work with Latina inmates in a rural Florida correctional facility via an arts-based educational program. Having declared her interest in "the politically disenfranchised, who have a powerful story to tell of human struggle and growth," she writes, "Artistic development was aimed at an intensive process of self-expression, community participation, and identity transformation." The hoped-for change would produce "a new evolving self immersed in forces of creativity, community, and well-being." This incarcerated female population, she points out, is new territory for the researcher. Mullen believes in and draws from the "storytelling and therapeutic powers of Latinas/as and their potential to transform politically disenfranchised elements in society and organizations."

Because Mullen's subject group was general ly from "barrio" underclass families, her findings have implications for drug use and gang participation as well. For example, she found that gang lineage often produces a certain stability that can promote "its lifestyle into the second generation." This is, of course, not the kind of stability that will be useful to society, so we must entrust our young people with stories that show there is a better way.

Another contributor to this special issue, Patricia Gandara, is an associate professor at the University of California-Davis, and author of a book entitled Over the Ivy Walls. The
Educational Mobility of Low-Income Chicanos (SUNY Press, 1985); Of success stories, she writes that they "...provide not only models of people who have made it, but they also remind us of the sense of hopefulness which might otherwise be absent in our lives... The most critical intervention a parent can make to break a cycle of low achievement is the alteration of aspirations and the introduction of a sense of hopefulness based on tangible evidence of success others who have made it.”

Supporting Mullen's point that research on success among Latinos is in its infancy, Gandara writes, "Very little is known about strategies that families use to promote high achievement among Latino children because so much of the literature has focused on academic failure among this population."

More is known about the stumbling blocks to a family's dreams for its children. Gandara reports that teens from groups that "find themselves in the U.S. through slavery, conquest, or colonization" often regard high achievement in school as "acting White" and therefore undermine their own chances through negative behavior. "Latino students who choose to join gangs, drop out of school, and otherwise reject the social norms of White society are a classic example of oppositional behavior... In this way they cooperate in creating their own dismal situation as an act of defiance against a culture they perceive as oppressive."

Others whose backgrounds reflect the family's historic arrival by choice are more likely to take advantage of the opportunities to improve their lot through schooling in spite of discrimination and other barriers facing newcomers.

As evidenced by the struggles of the two Puerto Rican students mentioned at the start of this piece, some barriers facing darker-skinned minorities are erected, willingly or unwillingly, by school systems themselves. One such barrier can be the policy of tracking, the values of which have long been debated with or without discrimination. Gandara cites an article by Hugh Mehon in the Harvard Educational Review (1978) describing what happens when the practice of tracking is combined with discrimination. She explains, "Low income and minority students, because they come to school without the status characteristics of the middle and upper classes, are assigned to the lower tracks and groups in school where they can be 'remediated.' Higher status students are placed in the upper tracks and the faster reading groups where they can fulfill the prophecy of their more moneyed and educated heritage."

The idea throughout—from Padilla's initial concept to the highly relevant issues presented in the 1999 winter and spring publications—has been to remove or break down these barriers through the sharing of information: informing students, identifying needs, and occasionally making changes in "the system."

"We have asked the people of our urban ghettos [and our barrios] to the breakfast of hope, but the supper of fulfillment we eat without them."

ROBERT F. KENNEDY

Emilio Rendón, a doctoral candidate at Texas A&M University, contributed a study in "Creating Successful Opportunities for Latinos/as in Academia." He advocates cooperation as a sine qua non of Latino success, especially because "the Latina/o persona...often favors a cooperative rather than a competitive modus operandi." I contend that if Latinos/as' educational opportunities are to multiply, in both quantity and quality, simply marching and proclaiming "Viva la raza," or dancing the wonderful cumbias, polkas, and salsas so precious to our culture is not enough.

Substantial steps need to be undertaken to become one another's advocates for personal, professional, and academic development, rather than behaving as though academic achievement succeeded entirely on their own.

Rendón's research contains some revealing responses from Latinos regarding important factors in their doctoral completion: one, urgency to finish due to having opportunities denied other family members; two, a mentor who awakened an intellectual potential and curiosity within the respondent; three, a mentor who helped the respondent deal with academic insecurities; four, a mentor who acted as a guide into a new and often alien environment at predominantly White universities; five, respondents who took risks in choosing non-traditional areas of study; six, respondents who believed a doctorate was essential for an academic career to later assist other Latinos/as to earn their own doctorates; and seven, friends, family, and peers who encouraged and supported respondents toward the doctorate.

Note the absence of money as a goal, and the frequent recognition of the role of people who helped—friends, family, and mentors.

Rendón urges Latinos and Latinas to go where others have not ventured before, and he asks those who guard so jealously the gates to opportunity to cooperate in opening up the possibilities that will develop talent otherwise lost to our nation. He quotes the late Robert F. Kennedy, speaking at an NAACP meeting in 1966: "We have asked the people of our urban ghettos [and our barrios] to the breakfast of hope, but the supper of fulfillment we eat without them. Breakfast has long ago been eaten, and hunger walks the streets. It is time to make room at the table."

Hopefully the powers that be at the universities of Texas and California will read the right journals and make room at their table in spite of the absence of affirmative action as a facilitator. Hopefully, too, the work of Dr. Padilla and contributors to his Latino Studies Journal will influence all our schools to make room at their table—for everyone.
National Urban/Rural Fellowship Program

A Vast Network of Tomorrow's Leaders

BY JEFF SIMMONS

It's a display that brings much pride and twenty-nine framed photographs that adorn a hallway wall around the corner from his high-rise office in midtown Manhattan. In each one stand about two dozen or so men and women, many minority, most in their early 30s.

Alvarez points to one class picture, from 1972. His finger aims toward one young man, and he nonchalantly says, "That's me." Then his eyes quickly dart to another wallhanging. Like a proud father, he describes the accomplishments of many of the assembled graduates of a program over which he has presided for 25 years.

"You really should come to graduation," says the 65-year-old grandfather. "It's very, very moving. You see this real transformation of individuals. And that, for me, is the real payoff."

Alvarez continues, "What I find particularly rewarding is the vast network of individuals who are highly successful. You get a young person who comes in and has some basic leadership skills and has a commitment but is unsure about where they want to go, what they want to do. He pauses, then adds, "and you see them blossom, almost virtually before your eyes."

This transformation has been taking place for three decades through the National Urban/Rural Fellowship Program, which has awarded diplomas to close to 800 prospective leaders since its inception. It's a program that matches fellows with mentors who already have become leaders in their fields and have a wealth of experience to share.

"These mentors are leaders in their own right," he says. "They're running huge governmental agencies; they're running large foundations and community-based organizations."

Armed with funding from the Ford Foundation and Yale University, the National League of Cities and U.S. Conference of Mayors founded the nonprofit National Urban Fellows Inc. in 1969, aiming to become the "premier" national leadership development program in the nation. Its offspring now serve in top executive positions in the United States, Puerto Rico, Africa, and Europe.

Alvarez, who is not just a cheerleader by virtue of his position as president of National Urban Fellows Inc. and also a graduate of the program, "I was actually the first federal placement in 1971," he says, sitting behind his desk. He continues: "I thought I was a hot shot. Puerto Rican. I was going to go up to Washington and make it. It was a revelation because I never had experience, nor did I understand the enormous power of the legislative process."

Over the subsequent year, Alvarez toiled long hours with his mentor, Dan Davies. It was a hands-on education that he hasn't forgotten, one that hundreds of fellows have since undergone.

Like Alvarez, each fellow spends 14 months gaining academic and professional experience. Fellows Inc. distributes close to 3,000 applications annually, and usually receives a few hundred back from applicants seeking to enroll in the full-time program. From there, about 60 are brought in for interviews.

Candidates must possess strong leadership and academic prowess, fine interpersonal and problem-solving skills, and a strong work ethic. The pool is winnowed if applicants don't also possess at least three years of management and administrative experience in the private or public sector, are not U.S. citizens, or lack a bachelor's degree.

Eventually between 25 and 30 fellows are chosen and then must be matched with mentors, who are senior executives and accom-
plished administrators from local, state, and federal governmental agencies, and public and private institutions.

Mentors are not chosen just for their availability but also because they are willing to dip into their wallets. They are charged $40,000, which pays a fellow's $21,000 salary, and defrays academic, travel, and relocation expenses.

Mentors pore through resume books detailing each applicant’s background and qualifications and then note their top seven choices. After a round of interviews, mentors make their final recommendations.

“We do this through a very rigorous selection process,” Alvarez says. “Fellows are interviewed, they are screened, and we have structured mentorships in which an individual, a major, a city manager applies to us for a fellow and then we match the fellow up with the job description.”

Fernando Ferrer, the borough president of The Bronx in New York City for the last dozen years, became a mentor after receiving a phone call from a former mentor of his, Luis Alvarez.

“Luis called me up and said I have this program with some very, very smart young people,” Ferrer recalls. “I thought it was an exciting idea.”

That was in 1989. Ferrer, a mayoral candidate in New York City in 1997, has since mentored several fellows. “I think it is important to get a break,” he says, “to have someone who is established in the field that they are thinking about sit down with them and talk, give them hands-on experience and insight.”

“It’s very hard for people, especially young people. Very few people want to take a minute and explain what this is all about.”

The program commences each spring (this year’s started on June 6) with a summer academic session that is followed by a nine-month assignment in a mentor’s startup in early September. During that time, fellows are expected to complete academic coursework to receive a Master of Public Administration when the fellowship ends.

During their assignments, fellows are required to complete additional coursework off-campus and attend a mid-year conference. They follow a curriculum that focuses on teaching administrative management, public budget administration, policy research, and computer methodology, as well as the politics of public administration and public policy.

After the nine months, mentors return their assignees across the nation to New York City for a second summer session and eventually receive their degree from the Bernard M. Baruch College of the City University of New York system in Manhattan.

Ferrer has watched his charges move into jobs as budget experts and legislative aides. “This was an opportunity to pay back a little for opportunities that I’ve been given,” Ferrer says. “Were it not for encouraging people in my life, like Luis Alvarez, I might not be where I am today.”

The program pays particular attention to recruiting Latino and African American candidates, striving to address long-standing gaps in minority representation in leadership positions. Alvarez says that the number of minority applicants appear to rise each year.

Adds Ferrer. “We are training a cadre of young people to take their place in public service. We should encourage more minorities and women as municipalities, states, counties, towns and villages become increasingly more minorities. These are the faces of the future of government.”

According to the most recent fellows’ demographic study, African American males accounted for the largest group of students in the program. Between 1969 and 1997, they represented 34 percent (366 fellows) of all graduates. Latinos followed closely behind, with 33 percent (215 fellows). There was a significant drop: Whites accounted for five percent (36 fellows).

Statistics show that the median age of fellows is 34, and that men represent just over 50 percent of all graduates since 1969. Most hail from New York. Since 1969, 153 have resided in New York, 80 in California, and 38 from the District of Columbia. Six graduates have come from Puerto Rico.

Richard Rivera, who traces his heritage to Puerto Rico, Spain, and Venezuela, had wanted to serve his fellowship with someone of similar roots. His fellowship landed him in Los Angeles working with the Annenberg Project in 1995, but then his father’s illness drew him back prematurely to New York City.

“It was then that he landed with United Way of New York City, and with mentor Alex Betancourt its president now for the last 10 years.

“I really wanted to work with a male who understood the community and could be a role model on a personal and professional level,” Rivera says. “When I first met with Alex, I shared with him that my primary concern was my father and that needed the flexibility and understanding that my father and my family came first.”

“He clearly let me have that leeway. My job became a point of stability where I could come into work and it would be extremely supportive.”

Rivera previously had taught social studies at the New York City school system and worked with the national Teach for America teacher recruitment program.

“I wanted an MPA and a new experience. At that time, I thought what I wanted to do was to step out of education and that a program like this would offer me a different light.”

Under the program, mentors are required to guide fellows through all facets of their job and fellows—called “special assistants”—must have full access to policy and budget meetings.
fellowship program requires that mentors ensure that the assistant’s job have a “beginning, a middle, and an end.”

“The fellow not only must have access to the mentor but also must be invited into cabinet meetings and policy sessions so that the fellow then gets insight,” Alvarez says. “You must have empathy for what young people must be going through, and must believe in the concept of mentoring. It’s hard because you’ve got to invest time and energy.”

With his background in education, the now 31-year-old Rivera seemed to fit into his position snugly. He handled an assessment of all schools that dealt with the United Way’s Community Achievement Project in Schools, or CAPS.

The program helped to forge partnerships between community-based organizations and schools to assist “at-risk” students, mainly those who had poor attendance and were at high-risk of dropping out. The CAPS program worked at building links between the public and private sectors.

Rivera found that many of the schools in which they operated had served as liaisons to mayors’ offices and spearheaded special project initiatives.

Rivera spearheaded the United Way’s bus caravan to Albany for its annual “Public Information Day,” a movement that prompted legislation to support its efforts. After graduating, Rivera, like 80 percent of the other fellows, landed a job with his mentor’s agency.

Now he is designing an elementary school, one that could open its doors in New York City in the year 2000.

“The program exposed me to experiences that I might not have had in a traditional job. When you get hired, it’s usually to do a particular job, but this is also a learning experience,” he says.

Alex let me tackle challenges, he let me give input with my ideas. If I had an idea; I would talk to him, and he would give me feedback and understanding. He was a good mentor. If I made a mistake, I’d walk in and let him know. He would say, ‘let’s talk about what went wrong here and how we might correct it.’

Betancourt is equally laudatory about the program and its benefits. Being a mentor, he says, ‘is the mantle of leadership. That’s how I see it. It’s taking someone like Richard and opening doors for him and showing him what my experiences have been, trying to create a context for him where his professional development doesn’t have to be as painful as mine was, and learning from our mistakes.

‘I really didn’t have any mentors in the business of nonprofits in education. I had to negotiate all of these systems by myself. It would have helped if someone had taken hold of me 15 years ago. I know what it was like to negotiate those systems absent a mentor.

‘Richard presented a unique challenge because of the various skills he brought to the table, along with a sense of passion and commitment toward working with the community,” Betancourt says.

Betancourt agrees that minority mentors are a necessary component of the program. The number of women, African American, and Latino mentors is rising. They serve not only as experts in their fields but as role models as well.

‘These are populations that are traditionally underrepresented in positions of leadership and authority,” Betancourt says. “There are a lot of African Americans and Latinos who are young professionals who make it to mid-level management but never make it to higher positions and higher degrees of power. It’s almost like a glass ceiling.

He adds about Rivera. “Richard has proven himself to be equal to whatever the challenge might be and dogged in his determination to make a difference for his community.

Fellows Inc. also looks to elevate these minorities into corporate offices and environmental roles: The Environmental Science and Management Fellowship, which also uses mentors, recruits candidates with at least five years of environmental experience. Twelve percent of its graduates have been Hispanic.

The Corporate Executive Fellows program is fashioned to expand the roles of minority executives in upper-level management positions. The program, which began in 1985, lasts 24 to 30 months. Fifty-four percent of its graduates have been Hispanic.

Overall, the programs cost about $2 million annually to run. Fellows Inc. receives funding from the public and private sectors, such as the Ford Foundation. A grant from the federal Environmental Protection Agency is earmarked for the science and management program.

“Our objective here is to train leaders. Not just for ethnic minorities but for the whole society,” Alvarez says. “We really wish they would assume leadership roles in their respective communities, either through an elective or administrative process.”

Many graduates have since become mayors, council members, county administrators, and heads of governmental agencies, foundations, and community-based organizations. Others have returned as mentors and to serve on Fellows Inc.’s Board of Directors.

That might be where Alvarez lands next year. After watching the 30th class graduate, he is planning to retire but still wants to help the organization.

“It’s a tough job,” he says. “It’s constantly raising money, and I think it’s important that we begin an orderly transfer to a new leadership, a younger leadership.”

“I think we now have a foundation, an infrastructure,” he says. Perhaps, Alvarez believes, his successor will not only be an astute fund-raiser but also a graduate of the program, a person who will then sure follow in his footsteps.

Says Alvarez. “I think its time to move on and hand over the mantle of leadership to a new generation.”
UCLA Senior Praises Chicano Studies Research

The Chicano/Chicana Studies Program at the University of California-Los Angeles (UCLA) offered senior James Burkhardt an academic mirror that brought his Mexican American cultural identity into sharper focus. Coursework in history lent context to the confusing whirl of coexistence, conflict, and convergence that marks the interaction of the Mexican and American cultures today. And public policy studies gave him insight into how inequities and conflict between the cultures might be addressed and the best of each celebrated.

Research conducted under the direction of Raymond Rocco, a UCLA political science professor of Mexican descent, combined the three study areas.

"These research opportunities made me a stronger student and will make me a better policy-maker," said Burkhardt, who plans to pursue a graduate degree in public policy and then enter politics.

Blanco, Reyes, and Roldán Graduate from Cal State-Northridge

“I've been a teacher’s assistant in a special education classroom. Nineteen years is a long time to get his degree and become a special education teacher having already lost too much time,” he wanted to start teaching as soon as possible.

Computer science student Jaime Reyes at one point didn’t think he was going to make it. Being the sole support of his family, a father-figure to his three siblings, working four jobs, and going to school full time was just too much. But he persisted.

Fernando Roldán, aspiring journalist, was born with arthrogryposis, a rare disorder that causes his joints to bend and inhibits the growth of his muscles. But he doesn’t think his disability will get in the way of his career.

Blanco, Reyes, and Roldán each received a bachelor’s degree from California State University-Northridge in June.

Cardona Attends Graduate History Seminar

Debra Cardona, Texas A&M University-Kingsville history graduate student, has been attending the month-long Oaxaca Summer Seminar designed for graduate history students working on their master’s or doctoral degrees.

“The seminar was started because there are good graduate students all over the United States and Canada who don’t have an opportunity to interact with each other,” said seminar director Dr. William Beesley, professor at the University of Arizona. “It also provides a way for faculty to interact with each other.”

González Gives Address at De Anza

San Jose Mayor Ron González, who studied liberal arts at De Anza College (Calif.) from 1969 to 1971, gave the commencement keynote address at his alma mater in June.

González has several strong ties to De Anza. His oldest daughter, Miranda González, is part of De Anzas Class of 1999 and earned her associate’s degree; and his youngest daughter, Alejandra González, is currently studying liberal arts at the college. Two years ago, De Anza President Martha Kanter granted the mayor an honorary associate’s degree.

González earned a bachelor’s degree from the University of California-Santa Barbara. As San Jose’s mayor, he is especially proud to be founder of The Role Model Program, an effort that recruits adult role models to regularly visit local middle schools.

Calderón-Salin Chosen as Hispanic Fellow

Dr. Delmy Calderón-Salin, assistant professor of aerohusnism for the agronomy and resource science department at Texas A&M University-Kingsville, was named a Policy Fellow for a partnership between the Hispanic Association of Colleges and Universities and the Educational Testing Service.

Calderón-Salin was one of 15 chosen nationwide to participate in this prestigious, successful, and sought-after leadership development initiative for Hispanics in the field of higher education.

As policy fellow, Calderón-Salin will participate in forums, workshops, and conferences dealing with the challenges and opportunities for enhancing Hispanic higher education policy.

Alegria Saluted at Trinity College

Scholar Ricardo E. Alegria (pictured) was celebrated during a commencement luncheon at Trinity College (Conn.).

Alegria, an esteemed authority on Puerto Rican culture, was presented too with a Doctor of Human Letters, honoris causa, a Trinity’s F‘53rd Commencement. Alegria is the director of the Center of Advanced Studies o Puerto Rico and founder of the Institute o Puerto Rican Culture. He is a scholar of pre Hispanic indigenous Caribbean history and the author of more than 25 books.

Durán Named to Alamo Community College Board

In Texas, Tino Durán—owner and publisher of La Prentita, San Antonio’s only bilingual newspaper, and La Prentita, a weekly hon
edition of La Prensa—has been named to a three-year term on the Alamo Community College District’s (ACCD) Foundation Board, a charitable corporation that solicits, receives, and administers contributions to the district.

The president of Durán Durán Industries and former San Antonio College student, Durán was selected one of SACs “Outstanding Former Students” in 1997. He has bachelor’s degree and a master’s from St. Mary’s University.

Flores Receives Friedman Award

Marciano Flores III, a father of four who returned to school for his college degree, received this year’s Jeremy D. Friedman Memorial Award from the University of California-Santa Barbara (UCSB). The award is presented annually to one graduating senior who contributed significantly in an innovative and creative way to the quality of undergraduate life on campus.

Flores took part in many projects that provided support to UCSB students and adapted outreach programs and support services to better serve prospective students such as Chicano/Latino men and women, parents, those returning to school, or those transferring from community colleges.

Flores wants to be a Chicano studies professor. He is pictured here with his children (1 to r.) Mathew Paul, Michah, Marciano IV, and Bruna.

Núñez New Provost

Dr. Elsa Núñez was appointed provost and vice president for academic affairs at Lesley College (Mass.). Núñez brings to her new position a range of faculty and administrative experience spanning 30 years.

“My former teaching experience has enhanced my effectiveness as an administrator,” said Núñez. “By working directly with students and developing curriculum, I learned how important it is for faculty to continuously improve and create courses and programs both for the liberal arts and for professional studies. And I believe that these areas of study need to be integrated.”

The author of Pursuing Diversity: College Minority Student Recruitment (George Washington Press), Núñez’ work is progress is on the high school dropout phenomenon in the Hispanic student community.

Ortíz Heading St. Louis Campus

Dr. Gustavo Valadéz Ortiz has been named president of the Florissant Valley campus of St. Louis Community College (Mo.). He leaves a position as executive director for partnership programs for the City Colleges of Chicago system in Illinois. Ortiz also has been vice president for instruction and student development for Daley College, one of the City Colleges of Chicago.

Ortíz has a bachelor’s degree from St. Mary’s University in Winona, Minn.

Alarcón Addresses Cal State-Northridge

California State Sen. Richard Alarcón addressed the California State University Northridge College of Humanities during the college’s commencement ceremonies in June.

Alarcón is a lifelong resident of the San Fernando Valley, with roots dating back to the 1920s. As a champion of the Valley, Alarcón believes in involving the community and building consensus in finding solutions to problems.

A Senate Majority Whip, Alarcón chairs the Senate Housing and Community Development Committee, and the Subcommittee on Environmental Justice. He also serves on the Senate Energy, Utilities and Communications, Education, Environmental Quality, and Industrial Relations Committees.

Robles and Becerra Receive Scholarships

Maria Socorro Becerra, Maria Isabel Robles, and Valerie Thompson received $200 scholarships from Mt. San Antonio College (SAC) in California.

Becerra, a student in the New Horizons program (associated with the Single Parent Academy) and the HAGASE (Single Parent Academy for Spanish speakers) club, received the César Chávez Scholarship, sponsored by the Mt. SAC Latino Faculty and Staff Association.

Robles, a student in the CARE program (offered through Mt. SAC’s Extended Opportunity Programs and Services office), received a Kay Ragan Re-Entry Scholarship, as did Thompson, a New Horizons student.

Nieto Joins DePaul Board

Ernesto Nieto, founder and president of the National Hispanic Institute (NHI), is one of four new members of DePaul University’s (Ill.) board of trustees.

Nieto founded the NHI in 1979. The private, Texas-based nonprofit organization is dedicated to helping Latino youth develop leadership skills, prepare for higher education, and achieve NHI sponsors the Lorenzo de Zavala Youth Legislative Sessions, and a program coordinated by Nieto and his wife Gloria de Leon to expose Latino high school juniors and seniors to community leadership opportunities.

DePaul is a member institution of the College Registrar, a consortium of universities that work with NHI to reach out to Latino college-bound high school students.

Martinez Earns Student Affairs Fellowship

José Martinez, of United States International University (Calif.), has been selected for the Minority Undergraduate
Fellows Program of NASPA, National Association of Student Personnel Administrators. Student Affairs Administrators in Higher Education.

The honor is awarded to a select few throughout the U.S. who are interested in studying higher education and in pursuing student affairs as a profession.

The two-year program provides fellows with knowledge, insight, and understanding of opportunities in student affairs and higher education: opportunities to engage in mentoring and networking experiences; and hands-on experience in student affairs and higher education.

Martinez’ fellowship runs through June 2000.

**Castro New Cal State-Dominguez Hills VP**

Dr. Donald S. Castro recently became vice president for academic affairs at California State University (CSU)-Dominguez Hills.

Castro is the former dean of CSU-Fullerton’s School of Humanities and Social Sciences, where he was responsible for Fullerton’s Social Science Research Center, its Center for Demographic Research, its Center for Twins Research, and itsRuby Gerontology Center. Active in campus planning and development, he helped create its new mission and goals policy.

Castro earned his bachelor’s, master’s, and doctoral degrees at UCLA. He is a member of the Golden Key National Honor Society and is active in the Academy of Political Science, the American Historical Association, and the American Popular Culture Association.

**Vásquez a Winner at Bosch Future Tech Challenge**

José Vásquez, South Florida Community College (SFCC) building trades student, won $1,000 in cash and $2,000 in Bosch Tools at the 1998-99 Bosch Future Tech Challenge in Florida. SFCC received $1,000 in tools.

Students in the competition were given blueprints for an octagonal picnic table. The tables they built were then judged on safety use of tools, quality of workmanship, materials management, and cleanliness of work area. Vásquez, who finished fourth, called it “a great learning experience.”

Vásquez is pictured here (at r.) working with Randy Geiger.

**Limón Receives California-Santa Barbara’s Highest Academic Award**

Gladys Limón Pérez, who dedicated countless hours to steering fellow students through the financial aid process, won the Thomas Moree Storke award, the University of California-Santa Barbara’s top graduation honor.

“I’m very proud to be the first Chicana to receive this award,” said Limón. “Yet, I do not consider it just an award as this award is representative of our student communities of struggle.”

Limón and other students prompted the formation of the chancellor’s Financial Aid Task Force to protect financial aid for those most in need. She mastered an understanding of the complex financial aid system and then translated that knowledge into a student manual.

Encouraging others to pursue higher education, Limón is a role model to many.

**Desmangles Promotes Sensitivity to Religious Traditions**

Trinity College (Conn.) Professor Leslie G. Desmangles wants his students to be aware of the spiritual dimension of themselves as human beings. A professor of religion and international studies, Desmangles teaches courses in Caribbean, African, Hindu, and Buddhist religions from the anthropological perspective of how the religious traditions exist within a culture’s political, economic and social structure.

Students have praised him for his contagious enthusiasm and his dynamic and entertaining lectures. They say that his anecdotes make the material seem “real.”

Desmangles, who has a doctorate from Temple University, hopes that his teaching “helps them become more sensitive to religious traditions of other parts of the world.”

**Eastern Washington Chicano Program Awards**

Several students from the State of Washington received awards at the Eastern Washington University Chicano Education Program’s first annual Chicano/Latino Alumni and Scholarship Reception.

Ana Solorzano, Rosa Maria Diaz Margarita Moreno, Hector Cruz, and Nando Vargas received $2,000 scholarships; Brenda Rubio and Maribel Oriona Carpenter, $1,500; Sophie Pacheco, $1,000; Anabel Villa, $700; Melissa Piceno, Elizabeth Nunez, Rita Miranda, Lucia Ramos, and Bertha Villa, $500; Jessica Ragoza, $250; and Angelic Rodriguez, $200.

**Student Aid Alliance Launches Web Site**

The newly formed Student Aid Alliance, a coalition of 58 higher education associations, including the American Council on Education, has established a Web site urging students and campus administrators to get involved in this year’s federal budget process by contacting Congress to express support for increased funding for student aid programs.

The Web site is <www.studentaidalliance>
Bristol Community Honors Student Tutors

Sixteen Bristol Community College (Conn.) students were recognized at the Third Annual Certification Ceremony for their commitment and hard work as peer tutors in the college's Tutoring and Academic Support Center (TASC).

Fernanda Jiménez-Labora, Tutor Club president this year, said that the TASC work had not only made her a better person but a better student.

Jiménez-Labora, Jeffrey Costa, Stacey Barreira, Amur Belmedani, Michael Boudria, Kathryn Mui Pong, and Robin Worthington were named master tutors.

Lori López, Sandra Núñez, Tracy Penha, Chana Ferreira, Lori Lockwood, Steve Breciault, and Ken Burt received advanced certification. Denise Farias and Lee Ann Freitas received regular certification.

El Paso Community to Open Child Care Centers

Dr. William J. Campion, president of El Paso Community College (EPCC) in Texas, plans to open child-care facilities at each of the college's five campuses by the end of the current year.

"Surveys in California have shown that schools that have child-care facilities on campus increase student attention and retention," said Isela Castañón-Williams, EPCC child-care instructor and program coordinator who is working with Campion on the project. She also said the facilities would provide learning opportunities for students in the child-development, nursing, dental hygiene, and optometry programs.

San Antonio College Newsmakers

San Antonio College (Texas) student Robert Cortina is one of 20 students in the country picked for the All USA Community College Academic Team, selected from 1,390 applicants by a panel of educators convened by the Phi Theta Kappa International honors society.

Community relations specialist Martinella Garcia-Murillo was named a 1998-1999 Outstanding Former Student of San Antonio College. Community relations and involvement specialist with the U.S. Department of Housing and Urban Development, she helps public housing communities throughout South Texas to strengthen and support their residents by encouraging economic opportunities and personal growth.

Palo Alto Awarded Upward Bound Grant

The U.S. Department of Education awarded Palo Alto College (Texas) an Upward Bound Program grant totaling $800,000 over a four-year period.

"This program will improve opportunities for students in the outlying areas of San Antonio to achieve their educational goals," said Palo Alto President Dr. Enrique Solis.

Beginning in the fall of 1999, the program will help low-income, first-generation-in-college students complete high school and enter postsecondary education.

Dan Rodriguez (pictured), chairperson of Palo Alto’s Counseling Department, said the grant will certainly enhance our efforts to serve an even greater number of students.

Indigenous Venezuelans Visit California-Santa Barbara

UCSB Jaime Turon, mayor of the politically troubled Venezuelan State of Amazonas and a member of its indigenous Ye' kwana people, spoke about the struggles of his homeland at the University of California-Santa Barbara (UCSB).

Amazonas, recently created and bordering Brazil and Colombia, is mostly populated by native Ye'kwana and Yanomamo people and is facing multiple crises posed by disease, cocaine smuggling, renegade mining and logging, and political strife that could erupt into guerrilla war.

Turon and six associates made a weeklong visit to the campus as guests of Napoleon Chagnon, UCSB professor of anthropology, who has studied the people of the region for 35 years.

Reyes New Director of Academic Development

Saul Reyes recently became the director of academic development at Jacksonville University (Fla.).

Dr. Catherine Morgan, vice president for enrollment services, said: "Saul has a rich experience here and at his previous position in providing comprehensive career development services to students. The level of services provided to Jacksonville University has advanced in each of his three years here."

Reyes will continue to provide leadership in career services.

Texas-El Paso Provides Early Medical Acceptance Program

A partner program of the University of Texas-El Paso (UTEP) and the University of Texas Medical Branch (UTMB)-Galveston has enabled eight students to enter into a new Early Medical School Acceptance Program (EMSAP).

One of several UTEP programs aimed at addressing the shortage of minority medical professionals, EMSAP guarantees disadvantaged students slots at UTMB upon graduation from UTEP. Students are required to
maintain a 3.2 GPA and must score a minimum of 21 on the Medical College Admissions Test while at UTEP.

The eight EMSAP students are Adriana Martinez, Rubi Navarro, Belen Romero, Chris Butler, Kieron Dillingham, Karina Franco, Silvia Marruffo, and Krishna Reddy.

According to a Pew Health Professions Commission report issued in December, Hispanics make up nine percent of the U.S. population, but account for only 4.6 percent of physicians. UTEP is helping to improve those statistics.

**St. Thomas Announces Cuban Oral History Project**

St. Thomas University (Fla.) announced the official unveiling of the Cuban Oral History Project at an on-campus reception that included the premiere of a short documentary on the history of the Universidad de Santo Tomas de Villanueva, the precursor of St. Thomas in Havana, Cuba. This film was produced and directed by well-known Cuban filmmaker Alex Anton. Among those attending the reception were faculty members of the School of Arts and Sciences.

The George Fleming Award for Exemplary Faculty Service went to Sister Ann Petrus, chair of the department of mathematics. This award recognizes a faculty member for both teaching excellence and outstanding service to an academic department and to the university.

**Law School Admission Council Awards Research Grants**

The Grants Subcommittee of the Law School Admission Council (LSAC), located in Pennsylvania, awarded two new grants and continued funding of a third project.

Stephen Meinhold, University of North Carolina-Wilmington, and Dennis Gleiber, University of New Orleans, received funding to continue their pilot study, which aims to provide insight into the research question, “What explains undergraduate students’ intentions of going to law school?”

Jean Wallace, University of Calgary, received a grant for the project “Flogging it All: Examining Work, Home and Family Demands. Coping Strategies and Lawyers’ Career Satisfaction and Commitment.”

The third funded project, submitted by Dorothy Evensen, Pennsylvania State University, is “Group Learning Contexts and Processes Within Law Schools.”

**Cuban Museum Donates Collection to University of Miami**

The Cuban Museum of the Americas has donated its entire collection of more than 500 original artworks and historical memorabilia to the University of Miami (UM) in Florida. The collection will become part of the permanent collection at the university’s Lowe Art Museum.

UM board of trustees member Carlos Saladrinas helped spearhead the effort to bring the Cuban Museum collection to the university.

Highlight pieces from the collection include the only photograph of poet and patriot José Martí in military uniform, and the General Calixto García flag flown during Cuba’s War of Independence. Considered priceless, the flag has been kept in a vault to keep it away from humidity, light, and other destructive natural elements.

**National Council of La Raza Holds Annual Conference**

The National Council of La Raza (NCLR), the largest constituency-based Hispanic organization in the country, held its 1999 Annual Conference at the George R. Brown Convention Center in Houston, Texas.

The NCLR Annual Conference regularly attracts over 15,000 participants, bringing together some of the nation’s foremost business and community leaders, government officials, and entertainers. This year’s theme “Launching a New Millennium,” focused on the critical role Hispanics will play in America’s social, political, and economic future, and the especially important role of Texas, home to America’s second largest Hispanic community.

**Texas-Brownsville and Texas Southmost Honor Alumni**

Miguel Angel Méndez, Adelbert H. Swe professor of law at Stanford University, at Dr. Rolando Hinojosa-Smith, Ellen Gaywood Garwood Professor of English at the University of Texas-Austin, were honored with the Distinguished Alumni Award by the University of Texas-Brownsville and Texas Southmost College (UTB/TSC).

Méndez teaches criminal law, evidence, and trial advocacy. He is the author of numerous legal articles and has published seven books on evidence.

Hinojosa-Smith has published more than 14 novels. His works have been widely translated in Europe.

Pictured here (left to right): Texas Southmost College board of trustees chair Mary Rodriguez, Hinojosa-Smith, Méndez, and UTB/TSC President Dr. Juliet García
California-Riverside and Cal State-San Marcos Develop Pilot Program

In an effort to improve college instruction, a pilot program is bringing doctoral candidates from a research university to a teaching institution for a year of training in teaching, mentoring, and advising undergraduates.

Four doctoral students from the University of California-Riverside (UCR) will spend the 1999-2000 academic year as visiting teaching fellows at California State University-San Marcos, assuming regular duties similar to those assigned new assistant professors, which include teaching three courses per semester, advising students, and working with colleagues in a yearlong seminar to refine instructional skills.

"I see this as a fantastic program that will provide key training for outstanding doctors who seek university careers," said Carlos Velez-Ibañez (pictured), dean of the UCR College of Humanities, Arts and Social Sciences.

Texas-San Antonio Reading Program Recognized

The University of Texas-San Antonio (UTSA) reading program is serving as an outstanding model in a national study that aims to improve how America's reading teachers are trained. The International Reading Association chose UTSA to serve on its new National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction. Professor of education Miriam Martinez is representing UTSA on the commission and serves on the commission subcommittee designing a survey of reading teacher education programs nationwide. The commission will use data from that survey and from the exemplary programs to develop practical goals and guidelines for teacher education programs.

Latino Engineering Enrollment Holding Steady

NACME According to new figures released by the National Action Council for Minorities in Engineering (NACME), Inc., Latino first-year student engineering enrollment remained essentially flat in 1998, despite increases in first-year student minority engineering enrollment for the second year in a row.

Latino first-year student enrollment increased minutely in 1998, from 5,858 to 5,888—a negligible 0.5 percent. Latino men increased by a slight 0.8 percent, from 4,596 to 4,635, while Latinas dropped by 0.7 percent, from 1,262 to 1,253. Although these numbers are disappointing, schools that historically have enrolled large numbers of Latino students continue to provide access. Latino enrollments at the University of Texas-Pan American and Texas A&M University—two of the nation's largest producers of Latino engineers—are up by 70 and 55 students, respectively.

Overall, first-year student minority enrollment increased by 51 percent.

Summer Cultural Camp at Texas Woman's University

Dr. Lisa Garza, assistant visiting professor in the Texas Woman's University (TWU) department of sociology, has designed a summer cultural camp that educates at-risk Mexican American seventh grade girls about their heritage and, she hopes, influences their academic lives.

The first camp was held in June.

"The camp is something I've always had in the back of my mind," said Garza, who teaches race relations at TWU. "The freedom schools of the '60s had such an impact on young black people, and they sparked my interest in setting up a similar program.

Garza immerses students in history, heritage, and culture by exposing them to an impressive group of speakers and performers in diverse areas, including Latinas in politics, Meshica dancing, Latino art, and activism.
Prioritizing Academic Programs and Services: Reallocation Resources to Achieve Strategic Balance
by Robert C. Dickson
Written in clear, straightforward language, this book outlines a step-by-step method for effectively reallocating resources. Academic leaders are guided through the process of ranking programs according to such critical factors as enrollment size and relevance to institutional mission.
April 1999
176 pgs.
ISBN 0-7897-4816-0
$26.95 cloth
Jossey-Bass Inc.
(888) 578-2537

Latin American Princeton/Princeton Latinoamericano
by Apoyo/Princeton Immigrant Rights League and the Students of Sociology/Latin American Studies 388, Princeton University, Spring 1999

This book (144 pgs., 1999) presents the lives of Latin Americans in Princeton, NJ, through oral histories, interviews with public leaders, and official statistics. It is a printed record of experiences for the rapidly growing Latin American community of Princeton and an invitation to those outside the community to learn more about it.


To order by mail, a $10 donation, made payable to "Apoyo/Princeton Immigrant Rights League," is suggested. Mail to Apoyo c/o Community House, Third World Center, Princeton University, 80 Olden St., Princeton, NJ 08544.
High School Senior's Guide to Merit and Other No-Need Funding 1998-2000
by Gail Ann Schlachter and R. David Weber

This guide to 1,100 merit scholarships and other no-need college funding applies to high school seniors only. Not one of the programs covered here requires financial need.
1998
380 pp.
$27.95 cloth
Reference Service Press
(973) 959-9620

College Student's Guide to Merit and Other No-Need Funding 1998-2000
by Gail Ann Schlachter and R. David Weber

This unique directory describes more than 1,300 merit scholarships and other no-need funding programs available specifically to students already in college or students thinking about returning to college.
1998
472 pgs.
$32.00 cloth
Reference Service Press
(973) 959-9620

Financial Aid For Hispanic Americans 1999-2001
by Gail Ann Schlachter and R. David Weber

This new edition identifies nearly 1,400 scholarships, loans, fellowships, grants, awards, and internships available to people of Latin American origin.
1999
486 pgs.
ISBN 0-918276-78-6
$55.00 cloth
Reference Service Press
(973) 959-9620

VIDEOS

The following video recordings are available from:

Films for the Humanities & Sciences
P.O. Box 2053
Princeton, N.J. 08543-2053

The Changing Role of Hispanic Women

In this program, several prominent Latinos, including author Isabel Allende, discuss their changing role within the context of Hispanic family values, male machismo, and the traditional role of females as the center of family and community life.
(44 min., color)
Item #FHI 7990

Hispanics in the Media

From news anchors to editors, from actors to filmmakers—Hispanics are making their presence known. In this program, Hispanics who have made it describe how they did it, the problems they encountered along the way, and the hurdles that remain.
(44 min., color)
Item #FHI 7991

Hispanic Entrepreneurs: Against All Odds

In this program, Geraldo Rivera and a host of Hispanic American executives discuss how they overcame racial and financial discrimination to turn their fledgling businesses into million-dollar corporations.
(44 min., color)
Item #FHI 7993

Latin and African Americans: Friends or Foes?

Hispanics and African Americans from politicians to poets to everyday people speak candidly about the tensions between their communities. Maya Angelou, Al Sharpton, Herman Badillo, Philicia Rashad, and others suggest solutions that emphasize cultural understanding.
(44 min., color)
Item #FHI 7988

CONFERENCES

Elon College: Challenge Response

September 23-25
This national multidisciplinary conference focuses on rethinking key issues in college learning: The Role of the Academic Major, The Impact of Technology on Teaching and Learning, The Challenge of Connected Learning, and The Changing Role of Students and Faculty.
At Elon College in Elon College, N.C.

Popular Culture Association and American Culture Association—Latin American Congress

September 20-October 2
In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-4010; e-mail: croth@hoover.stanford.edu; Web site: <http://hrc.usc.edu/laptr.gov/congress>

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (303) 420-4331 ext. 397; e-mail: <mangan@cupainet.cupa.org>; Web site: <www.cupa.org>.

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fair not only focus on student recruitment but also promote dialog between Mexican and American universities to mitigate articulation agreements.

Contact: Charlotte Adams, (303) 51-9600; e-mail: <kivaexpo@mindspring.com>.

SACNAS—National Conference

October 10

Society for Advancement of Chicanos and Native Americans in Science presents Bridging the Gaps in Education In Portland, Oregon.

Contact: SACNAS, (408) 789-7870; e-mail: <info@sacnas.org>; Web site: <www.sacnas.org>.

CHANCELLOR

VANDERBILT UNIVERSITY

After processing Vanderbilt University's unique leadership over the past twenty years, Chancellor Joe B. Wyatt has announced his intention to retire July 1, 2000. The Vanderbilt University Board of Trust is initiating a national search to recruit the next Chancellor and invites nominations and applications.

Founded in 1875, Vanderbilt is recognized as one of the nation's finest independent, privately supported universities. Located on a beautiful 316 acre campus in vibrant Nashville, Tennessee, the University enrolls nearly 6,000 undergraduate and more than 4,000 graduate and professional students. An Association of American Universities (AAU) and Carnegie 1 Research institution, Vanderbilt comprises ten schools and colleges: College of Arts and Science, the Schools of Divinity, Engineering, Law, Medicine, and Nursing; Blair School of Music, Owen Graduate School of Management, Peabody College, and, the Graduate School. Vanderbilt employs 1,800 full-time and 1,200 part-time faculty and has an annual operating budget of $1.3 billion.

The Chancellor reports directly to the Board of Trust and is responsible for the effective management of the University. The Board seeks candidates who have unquestioned integrity, national international stature, exemplary leadership abilities, and strategic vision.

Please send applications and nominations of letter to the address below. Review of candidate materials will begin immediately and will continue until the next Chancellor is selected.

Professor David F. Partlett
Chief of Staff
Office of the Chancellor Search
Vanderbilt University
Nashville, Tennessee 37240

Vanderbilt is an Affirmative Action/Equal Opportunity Employer.

The Board and Search Committee are being assisted by R. William Bill Funk,
Managing Director of Korn/Ferry International's Education Practice.

PIMA COMMUNITY COLLEGE

TUCSON, ARIZONA

DEAN OF STUDENT DEVELOPMENT

Community Campus

Pima Community College is the fourth largest multi-campus community college in the nation and operates to doors to doors to more than 1,600,000 community college non-credit students each year. Five campuses offer training programs, occupational development, general education, in-house training and community education services.

Pima is located in a lush desert valley surrounded by mountain ranges in the southern part of the state. The education center of the state of Arizona, Pima is located immediately west of Tucson, the state's second largest city.

Closing Date: August 30, 1999

Pima Community College

Tucson, Arizona

Applications accepted for the position of Dean of Student Development, Community Campus. Submit complete résumé and letter of interest to:

Pima Community College

Human Resources Office

P.O. Box 5001

Tucson, Arizona 85704-5001

Web Address: <http://www.pima.edu/hrm/employment.html>

Pima Community College is an Equal Opportunity/Affirmative Action Employer.

Women, minorities and other protected classes are encouraged to apply.
Book Review

by Isabel Schon, Ph.D.

Editor's Note: This is "Part One: Longtime Favorite Books: Recent Spanish Renditions for Adolescents" of a special, invited submission.

Spanish speakers around the world have always been avid readers of some of the world's best literature. The following recent Spanish renditions of popular and beloved works are sure to please lovers of fantasy, adventure, and science fiction. (Teachers and professors should note that even though I have indicated a tentative grade for each book, the individual student's Spanish reading ability, interest, taste, and purpose should be the main criteria for determining the true level of each book.)


Count Drácula is furious because Bram Stoker has just written a book accusing the Drácula family of being vampires. To clear his name, the Count writes his memoirs that abound in broken mirrors, unexplained nausea, an unsolved murder, and a fortunate escape. This fast-paced novel was written by the author so that his children would not be afraid of vampires or ghosts. The appropriately spooky, slightly cartoonish, earthen-like illustrations make this novel even more appealing to lovers of the fantastic.


Cooper's best-known work is now available in this dramatic Spanish rendition that perfectly captures the exciting and tragic adventures of Cora and Alicia Munro as they travel through the rugged terrain from Fort Edward to join their father, the British commander at Fort William Henry. Set in 1757, this fast-paced historical novel with lots of action and adventure amid love, loyalty, and courage among all peoples is just right to interest Spanish-speaking adolescents in the bloody French and Indian War and its struggle for control of North America.


Jack London's "other" dog story, first published in 1906, is now smoothly rendered in Spanish. It follows the adventures of Colmillo Blanco (White Fang), who, as the lone survivor of his litter, must learn to live on his own in the primal world of the frozen wilds of northwest Canada—and Spanish-speaking adolescents will empathize with Colmillo blanco, the wild half-wolf half-dog that must adapt to being a domesticated house dog in California after having survived as a wild creature on his own. Background information about the author and the novel is provided in a well-done appendix.


This fluid new Spanish rendition of the great pirate saga of John Silver "el Largo" and Jim Hawkins, the cabin boy who befriends him and then learns about the duplicitous and dark nature of some human hearts, will be especially appealing to Spanish-speaking adolescents. An appendix provides just the right amount of background information about the author and this now classic tale.


Written for his young son Michael upon the loss of his favorite dog toy, Rover, this little-known Tolkien story tells about Rover, a real dog, who is turned into a toy by a wizard. Numerous fantastic characters—dragons, a wise, old whale, the king of the sea, the man of the Moon amid fanciful settings and Tolkien's original illustrations will appeal to Tolkien devotees. This luxury edition, with an informative introduction, is beautifully rendered in Spanish.


According to the compiler, this anthology includes nine of the best science fiction short stories ever written. Considered classics by lovers of the genre, these well-translated stories are sure to please science fiction fans.

Be sure to visit the Center for the Study of Books in Spanish for Children and Adolescents' website at <http://www.csusm.edu/campus_centers/csb/>.

Dr. Isabel Schon directs the Center for the Study of Books in Spanish for Children and Adolescents and is among the founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-Mexico Foundation, 1992 DeWitt Press Award from the American Library Association, and 1987 Women's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
**DIRECTOR**

**DIRECTOR OF THE FRIST CAMPUS CENTER**

Princeton University invites applications and nominations for the position of director of the Frist Campus Center. The Frist Center, currently under construction, will open in fall 2000. This $45 million facility (approximately 100,000 square feet) will include student activities and organization areas, a multipurpose room and performance space, two academic departments, academic and cultural centers, a library and reading room, classrooms and meeting spaces, lounges and spacious common areas, food services, a convenience store, student mail boxes, and other services. Reporting to the dean of student life, the director of the Frist Campus Center will direct the daily operations of the facility, in the areas of scheduling, event management, maintenance, custodial support, program activities, and marketing for the center; administer budgets, personnel evaluations, staff development and develop strategic planning for center; develop and monitor policies and procedures for areas of responsibilities. Work with student organizations, faculty, staff, and administrative colleagues in programming for the center and student life. Qualifications include a record of progressively responsible administrative experience (minimum 5 years) in a college or university setting with significant experience in student affairs, student life, student centers, auxiliary services, or comparable complex operations; strong organizational and management skills, including financial analysis, budgeting and facilities management, strategic planning, contract negotiation, staff supervision, writing and communication skills; demonstrated ability to work with students, faculty, staff, alumni, and campus visitors and commitment to the academic mission of institutions of higher education; a master’s degree in an appropriate academic or professional discipline is strongly preferred and a doctoral degree is desired.

Review of resumes and application materials will start immediately, and interviews will take place early in the fall. Applications and nominations will be accepted until position is filled. The successful applicant will start on January 1, 2000. Salary is competitive and commensurate with qualifications and experience. Applicants should submit a scannable (plain white paper with standard 12pt. font) letter of intent, resumes, and the names, addresses, and telephone numbers of four references to: Human Resources, Clio Hall/99-0425HHE Princeton University, Princeton, NJ 08544-5254. For more information on how to apply, please see our Web site at: http://webware.princeton.edu/hr/howtoapply.htm or call our Employment Opportunities Hotline at (609) 258-6130. An equal opportunity employer.

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**DIRECTOR**

**GERIATRIC PSYCHIATRY**

The Division of Geriatric Psychiatry, University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School and Carner Foundation, one of the nation's preeminent behavioral healthcare providers, seek an experienced, academically-oriented BC psychiatrist with added qualifications in geriatrics to oversee our collaborative clinical, training, and research programs in geriatric psychiatry. The successful candidate will provide some clinical care while directing geriatric inpatient, outpatient and emerging partial hospitalization services at Carrier Foundation in Belle Mead, New Jersey. In addition, the Director will be expected to supervise other faculty and staff, geriatric psychiatry and medicine fellows, residents, and medical students who are assigned to Carrier. The Director will work closely with senior administrative staff at Carrier in the development of a full continuum of geriatric services in close partnership with the Department of Psychiatry at the medical school. Belle Mead is located in very close proximity to the Princeton, NJ area. Salary is competitive and negotiable depending on rank, qualifications, and experience.

Interested individuals should send their CV to: William E. Reichman, M.D., Director, Division of Geriatric Psychiatry - RWJMS, 667 Hoes Lane, Piscataway, NJ 08855-1392. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Visit our website at: http://www.umdnj.edu

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**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**CHANCELLOR**

The Board of Trustees of the North Orange County Community College District invites nominations and applications for the position of Chancellor. The Board seeks a visionary leader with experience and ability to continue the District’s tradition of high quality programs, both credit and non-credit, while serving as a catalyst for change in a dynamic educational environment.

Located approximately 40 miles southeast of Los Angeles, California, the North Orange County Community College District is the 12th largest in the nation serving approximately 60,000 students each semester.

The position offers a competitive salary and benefits package, including participation in the California State Teachers Retirement System.

Earned doctorate from an accredited institution preferred, qualified candidates with a master’s degree will be considered.

To obtain an application brochure, contact

Connie Thomas, Search Liaison
Office of Human Resources
Telephone (714) 578-8413
email: thomasc@noccd.cc.ca.us

For confidential telephone inquiries about the position, contact

Dr. Al Fernandez
Search Consultant
Telephone (805) 650-2546
email: alfd@msn.com

Paper Screening will begin the 3rd week in October 1999

In Equal Opportunity Affirmative Action Employer

www.nocccd.cc.ca.us
Dean, College of Business

Applications and nominations are invited for the position of Dean of the College of Business. Reporting directly to the Provost and Vice President for Academic Affairs, the Dean is the chief academic, fiscal and administrative officer of the College with three academic departments, 24 full-time faculty and over 1,300 students. The Dean provides leadership and management for the College which offers four-year programs leading to a Bachelor of Science degree in Business with concentrations in Accounting, Finance, Information Systems, Management, Marketing, and Hospitality Management. The Dean will provide the vision and strategy to develop a graduate program and to further improve, develop and grow a high-quality, student-centered undergraduate program.

Chicago State University is a fully accredited, public, urban, commuter institution offering graduate programs in arts and sciences, and education, and undergraduate programs in health sciences, arts and sciences, business and education.

Chicago State University has:
- Over 8,000 students
- Four colleges: Business and Graduate Studies, Arts and Sciences, Education, and Health Professions
- A fully accredited, public, urban, commuter institution
- An undergraduate and graduate degree granting programs, and a division of continuing education and non-traditional programs

Qualifications include earned doctorate or equivalent terminal degree in business or a business related field, a proven record of leadership and management experience in higher education, ability to forge partnerships with the corporate sector, record of demonstrated excellence in grantmanship, teaching and scholarly activities, a track record of effectiveness in recruiting, selecting, and developing faculty, a strong appreciation for and understanding of, the mission of a large urban multi-cultural institution, and the stamina, drive, creativity, vision and commitment to aggressiveness lead the College to AACSB accreditation.

Salary is competitive and commensurate with experience and qualifications, excellent benefits. The search will continue until the position is filled. Applicants should submit a cover letter describing their relevant experiences and background and a curriculum vitae to the contact listed below.

Nelvia M. Brady, Ph.D.
Carrington & Carrington, Ltd.
Executive Search
39 S. LaSalle, Suite 700
Chicago, IL 60603-1557
Fax: 312-666-0501
nbra@ccdl.com

Chicago State University is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF MARYLAND
College of Library and Information Services

Assistant, Associate or Full Professor in School Library Media

Search Extended

The College is seeking a full-time, tenure-track faculty who will have responsibilities primarily in the College’s School Library Media Program and also will have opportunities and responsibilities in other programmatic areas in the College. A doctorate in library/information science instructional and experience as a practicing school library media specialist will be considered advantageous.

The College is an ALA-accredited institution that offers a highly regarded program at the MLS and PhD levels. At the MLS level, the School Library Media Program is fully accredited by the National Council for Accreditation of Teacher Education through a joint arrangement with the College of Education and the Maryland State Department of Education. Graduates are qualified to assume a full range of positions in public and private schools.

Candidates should have an extensive understanding of the issues involved in designing, conducting, and managing school library media programs for the information age. They should have knowledge and expertise in the concepts and processes of teaching and learning, information access and delivery, and program administration (Information Power, Building Partnerships for Learning).

The appointee will be expected to develop and maintain an active research program to teach courses in a variety of topics related to the field, particularly the management of school library media programs, to advise Ph.D. and M.L.S. students, to have a commitment to professional service, and to work with students in their practicum experience.

The appointment covers 9-12 months each year with the opportunity for summer teaching. Rank and salary at appointment will be commensurate with qualifications and experience.

Applications will be accepted until appropriate candidates have been identified. Inquiries and applications should be sent to the Search Committee Chair.

Dr. Delia Neuman
College of Library and Information Services
4105 Hornbake Library Building
University of Maryland College Park, MD 20742-4345
(301) 405-2054
mne@umiacs.umd.edu

The University of Maryland is located in a suburb of Washington D.C. about 40 miles from Baltimore. Further information about the College is available at www.cls.umd.edu.

The University of Maryland has a policy of non-discrimination and equal opportunity for employees and applicants.

Lois Ann Lorentzen, Chair
Religious Studies Search Committee
Department of Theology and Religious Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by November 11, 2012, for a March 1, 2013, full consideration.

The University of San Francisco is an equal opportunity employer. Individuals with disabilities are welcome to contact the University’s office of Equal Opportunity and Affirmative Action as Employers to discuss potential accommodations in the application process to support individuals with disabilities. In particular, assistance needed is provided for the University’s transition plan.
PRESIDENT
Spokane Falls Community College
Spokane, Washington

The Board of Trustees of Washington State Community College District 10 invites applications and nominations for the position of President of Spokane Falls Community College (SFCC), one of three publicly funded education institutions comprising Community Colleges of Spokane.

At SFCC, the President is the chief executive officer and reports to the District Chancellor/chief executive officer. The Chancellor reports to a five-member Board of Trustees appointed by the governor for five-year terms. The Board, along with the Chancellor and SFCC administrators, selects an autonomous, visionary, and transformational leader who will guide the college in meeting the challenges of an era of changing expectations about community colleges and the nature of higher education.

SFCC enrolls approximately 5,100 students each quarter. The majority of students are working full- or part-time, are 25 years of age or older, and are nontraditional students. Most students are employed while in college, and many have families.

Application Information
Applicants must request a presidential search brochure which includes details about Spokane Falls Community College, opportunities and challenges at the college, a presidential profile, and application instructions, by contacting Ms. Mary Ann Slait, chair, SFCC President Search Committee, on the Spokane Falls Community College website (www.sfcc.edu) or by calling 509-922-4288.

Telephone: 509-922-3155 Fax: 509-922-3725
E-mail: karen@cc.spokane.cc.wa.us

The Internet address for Spokane Falls Community College is www.sfcc.cc.wa.us

For additional information, contact Del M. Anderson, Search Consultant, Association of Community College Trustees (ACCT), 4010 10th Road S.E., #221, Olympia, WA 98501.

Telephone: 509-548-3484 Fax: 509-221-9857 E-mail: Del@acct-consultants.net

All inquiries, nominations, and applications will be held in strict confidence. Community Colleges of Spokane provide equal opportunity in education and employment. Applications and nominations of individuals without student achievement and service to the community, and the ability to increase the number of diverse students are encouraged.

Nominations and applications will be accepted until the position is filled. However, the SFCC President Search Committee will begin reviewing applications Sept. 15, 1999. The SFCC President will be appointed by the Chancellor/CEO in consultation with the CCS Board of Trustees.

SUL ROSS STATE UNIVERSITY
Invites applications for the following Faculty and Staff positions:

Acquisition/Technical Services Librarian
Assistant/Associate Professor of Biology
Circulation Services Librarian
Assistant/Associate Professor of Education
Museum Director
Part-time instructor of Music
Physical Education Faculty and Baseball/Football Coach
Physical Education Faculty and Head Football Coach
Upward Bound Curriculum Coordinator
Upward Bound Grant Director
Visiting Professor of Zoology

The following faculty positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Criminal Justice
Assistant Professor of Education/Chair

To request an application or announcement contact Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832, (915) 837-8058. To view complete announcements and information regarding Sul Ross State University visit our website at http://www.sulross.edu. Sul Ross is a member of the Texas State University System. EEO/AAE.

THE 2000-2001 ACE FELLOWS PROGRAM
Strengthening Higher Education through Leadership Development

ACE Fellows Program has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

Application deadline: November 1, 1999
For information and application materials contact ACE Fellows Program, American Council on Education
One Dupont Circle, Washington, DC 20036-1193 Tel: (202) 939-9412 Fax: (202) 785-8056 E-mail: fellows@ace.org
Web site: http://www.ace-net.edu

Miami-Dade Community College, South Florida's largest community college, is the following opportunity available.

DEPARTMENT CHAIRPERSON, SOCIAL SCIENCES

ID# 1-34831 - The Department Chairperson is responsible for the running of the department including hiring, supervising and evaluating personnel, implementing instructional programs, preparing and managing budgets, labs and equipment, and resolving issues and problems that may arise with faculty, staff, and students. The Department Chairperson supervises the development and revision of curricula, developing course schedules and faculty advancement process, providing program information and ensuring the availability of advisement services for students and performs other related duties as assigned. Req: Master's degree in Social Science. Salary: $73,000 Flat-rate. Closing Date: Open until filled.

Formal application is required. Cafi: (305) 237-2559 for application and instructions. For special accommodations, call the FL Relay Service TDD 1-800-955-8771. M/D/F/L and Individuals with Disabilities are encouraged to apply.

Miami-Dade Community College is an Equal Opportunity/Affirmative Action Institution.

The University of Miami**, UNCOVER*
Looking for a back article of Hispanic Outlook??
Website: uncweb.carl.org
E-mail: uncover@carlrog
TEL: 1-800-787-7979
FAX: 305-758-5946
Search UnCover

1540
**SUNY Alfred State College of Technology**  
**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

The College: Alfred State College of Technology is one of five Colleges of Technology in the 64 unit State University of New York (SUNY). The College is located in the foothills of the Allegheny Mountains in Southwestern New York State. Alfred State is in transition from being primarily a two-year to both two-year and four-year. It offers a full range of technical programs spanning from the vocational technologies through engineering technologies, allied health, business, agriculture, and liberal studies. Approximately 2000 of the college's 3000 students reside in residence halls.

The Position: Reporting directly to the President, along with the Vice Presidents for Student Affairs, Academic Affairs, and Institutional Advancement, the Vice President for Academic Affairs is the chief academic officer responsible for creating and sustaining outstanding academic programs and a campus environment conducive to students' total development. In pursuit of these goals, this officer is responsible for three academic schools (Arts & Sciences, Management & Engineering Technology, and Vocational Technology) offering 70 different programs of study. Also reporting to the position are the offices of continuing education, learning assistance, and academic records, institutional research, information technology, and the libraries. The Vice President is responsible for a staff of about 250, of whom 125 are faculty, and a budget of over $10 million.

Requirements: Qualified candidates will hold an earned doctorate, have a record of increasing responsibility for academic leadership including experience as dean, the equivalent, or above, have college teaching experience and a record of professional activity. Candidates should demonstrate achievement in fostering diversity and sustaining a progressive campus environment. They should also demonstrate excellence in guiding significant numbers of people and managing extensive financial resources.

A collaborative environment exists at Alfred State. The successful candidate will have experience in cooperative team building, conflict resolution, and a history of implementing organizational improvement. The College seeks someone who can build consensus, successfully, guide change, and who is committed to promoting educational excellence. The Vice President will also have superior skills in written and spoken communication, knowledge and understanding of modern technology, and the abilities to develop good working relationships on and beyond the campus. Of particular importance is the ability to foster the development and implementation of new academic programs that meet the needs of students and employers of the 21st Century, particularly at the baccalaureate level, and to participate in a consortium or the five SUNY Colleges of Technology.

Application Process: To apply, submit a letter of interest, resume, and names, addresses, and telephone numbers of five references. This letter must be submitted to Ms. Carol John, Secretary to the Vice President for Academic Affairs Search Committee, Alfred State College of Technology, Alfred, NY 14802. Nomination letters are encouraged. Review of credentials will begin on September 1, 1999 and continue until the position is filled. Anticipated start date is January 1, 2000.

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**The University of Utah**

**EXPERIMENTAL COSMIC RAY PHYSICS**

The Physics Department at the University of Utah is seeking qualified candidates for a tenure track position in experimental cosmic ray physics at the associate professor or full professor level. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to take a leadership role in the work of the High Resolution Fly's Eye (HiRes) experiment and allied efforts as well as teach undergraduate and graduate courses in physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by October 15, 1999 to:

**Cosmic Ray Faculty Search Committee**  
Department of Physics  
University of Utah  
115 S. 1400 East, #201  
Salt Lake City, UT 84112

The University of Utah is an Affirmative Action/Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

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**Mott Community College**

**PRESIDENT**

The Board of Trustees of Mott Community College invites applications and nominations for the position of President of the College. The President is the chief executive officer and reports to an elected Board of seven trustees.

Application Process: The Profile Brochure which contains details on the presidential search, the Challenges and Opportunities and the Preferred Professional and Personal Qualifications should be requested by contacting: Ms. Carol Andrus, Search Liaison, Charles Stewart Mott Community College, 1401 East Court Street, Flint, MI 48503.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT) 1740 "N" Street NW, Washington, DC 20036; telephone: 202-775-4667; fax: 202-223-1297; or email: erocklin@acct.org.

Mott Community College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would increase the richness of the College's diversity are welcomed.

Mott Community College's website is www.mcc.edu.

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**Foothill College**

**Faculty Vacancies**

**Biology Instructor**

Full-time, tenure track position beginning January 2000. Primary areas of teaching include cell biology, microbiology, and biotechnology.

**Economics Instructor**

Full-time, tenure track position beginning January 2000. The principal responsibility of this position is to teach a variety of college-level economics courses.

For application materials, contact:

Foothill-De Anza Community College District  
12345 El Monte Road  
Los Altos Hills, CA 94022  
(550) 949-6217  
employment@fnhda.edu  
www.fnhda.edu/district/hr/employment.html
VICE-PRESIDENT
OF EDUCATIONAL SERVICES
LAKE-SUMTER COMMUNITY COLLEGE invites applications and nominations for the position of Vice-President of Educational Services. As the chief academic officer of the institution, the Vice-President reports directly to the President and is responsible for instructional programs, educational policy, academic planning, academic resources and faculty personnel actions. Additional responsibilities include assisting the President with formulating policy, and strengthening and developing partnerships between academic programs and the community.

The Vice-President is responsible for the academic leadership of the college, including, but not limited to, academic planning and evaluation, enhancement of programs and curriculum, accreditation, recruitment, development and evaluation of faculty. The successful candidate will possess an earned Doctorate Degree from an accredited institution with a record of scholarship, research and teaching suitable for appointment as a tenured full professor. The individual shall have demonstrated collaborative intellectual leadership as well as strong academic vision and a capacity for motivation. Significant experience in a senior administrative role in higher education is required, including strategic planning, fiscal management, resource allocation, ability to relate to varied internal and external constituencies, preferably in a community college environment.

Lake-Sumter Community College is a fast growing community college in the Central Florida area opening its third campus next fall.

Review of candidates will begin immediately. The search committee will accept nominations until the position is filled. The committee encourages applications and nominations of women and other minorities.

SOCIAL SCIENCE
(HISTORY/SOCIOLOGY)
INSTRUCTOR
Will teach minimum of 15 credit hours and one classroom contact hour during summer term. Ablins to evaluate and develop curricula related to area of expertise. Ablins to teach a broad array of college level History and Sociology courses. Previous community college teaching experience highly desired. Master’s degree in social science with a minimum of 18 graduate semester hours in History and Sociology.

Applications, with cover letter stating qualifications and interest should be sent to:
Manager Human Resources/Equity
Lake-Sumter Community College
9501 U.S. Hwy 441
Leesburg, FL 34788
(352) 365-3557
or at hrsrsc@lssc.cc.fl.us

MIT
FACULTY SEARCH
The Program in Science, Technology and Society invites applications for a junior tenure-track position. The position is competitively open to all fields. Applications should be received by October 15, 1999, but the search will remain open until we find the right candidate.

Nominations and applications, with complete resume and three letters of recommendation, should be sent to:
Office of the Director, Program in Science, Technology and Society, E51-185, Massachusetts Institute of Technology 77 Massachusetts Avenue, Cambridge, MA 02139-4307; fax: (617) 258-8118; e-mail: skating@mit.edu

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

UNIVERSITY OF NEBRASKA-LINCOLN
DEAN, COLLEGE OF HUMAN RESOURCES AND FAMILY SCIENCES
The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Human Resources and Family Sciences.

The University of Nebraska-Lincoln is an AAU Research I land grant institution with a distinguished tradition of teaching and research across the major disciplines. With a current enrollment of approximately 23,000 undergraduate and graduate students, it is designed as the principal research and graduate institution in the state.

The College of Human Resources and Family Sciences has three departments: Family and Consumer Sciences: Nutritional Science and Dietetics, and Textiles Clothing and Design. The College includes 50 faculty, 540 undergraduate and 100 graduate students, housed on two campuses.

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building local and national linkages and a national reputation for excellence for the College. Applicants must hold the doctorate or the appropriate terminal degree. The successful candidate must have strong experience in teaching, research and outreach/extension, an administrative experience in budgeting, planning, and personnel issues. A comprehensive portfolio package is available on the Web site or from the address listed below.

The University of Nebraska is committed to a pluralistic campus community through affirmative action equal opportunity and is responsive to the needs of diverse student groups. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Dean Richard Durst at 402-472-9339 for assistance.

The position begins as soon after January 1, 2000 as the appointee's schedule permits. The committee will begin screening applications on October 4, 1999, and will continue until an appointment is made. Nominations are solicited and applications, including letter of interest, resume, and contact information for at least three references who can speak to the candidate's current experience, should be sent to:

HRFS Dean Search Committee
Dean Richard Durst, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

RUTGERS NEWARK
Department of Personnel
249 University Avenue, Newark, NJ 07102

The State University of New Jersey
Rutgers Newark is an Affirmative Action/Equal Opportunity Institution.

Director – EOF
College of Nursing, Rutgers Newark

Reporting to the Associate Dean for Academic Affairs and Research, primary authority responsible for the development, direction, and evaluation of the College of Nursing EOF program as well as supplementing the University recruitment of EOF eligible students. Develops new programs to enhance leadership development and encourage graduate level study with EOF-CN students. Writes grants and annual funding proposals. Develops and manages EOF budget and supervises EOF academic and administrative staff.

Requires a Master’s degree in Nursing, a minimum of 3 years baccalaureate nursing education teaching experience, and at least one year developing baccalaureate nursing curricula and student service management. Must possess a current NJ registered professional nursing license. A doctorate degree and experience in program grant writing preferred.

Salary $45,895 – $61,467 plus excellent benefits. Qualified candidates please send resumes to:

OFFICE OF HUMAN RESOURCES
Rutgers Newark
200 University Avenue, Newark, NJ 07102

(973) 932-6340
fax: (973) 932-6346
http://www.rutgers.edu/echo/EOloffice.htm

We are an Equal Opportunity Affirmative Action Institution.

THE STATE UNIVERSITY OF NEW JERSEY
Rutgers Newark is an Affirmative Action/Equal Opportunity Institution.
AMHERST COLLEGE
DIRECTOR OF FOUNDATION RELATIONS

Founded in 1821 and located in the beautiful Pioneer Valley of Western Massachusetts, Amherst College is regarded by many as the premier liberal arts college in the nation. The Office of Development, Alumni & Parent Programs, and Public Affairs have a strong record of managing programs that enable alumni, parents, and friends of Amherst to understand and support the educational mission of the College. Amherst is in the final years of a successful $200 million comprehensive campaign and offers opportunities to join an Advancement team of experienced professionals.

Amherst College seeks a Director of Foundation Relations to work closely with faculty, the Dean of the Faculty, and colleagues throughout Advancement. Reporting to the Chief Advancement Officer and working closely with the Dean of the Faculty, the Director of Foundation Relations will be a senior member of the campus community who leads Amherst’s efforts to secure financial support from institutional funding sources, primarily foundations. The two principal objectives of the Director and his/her staff will be support for faculty research and scholarship and support for institution-wide initiatives from national foundations.

The successful candidate will possess a Bachelor’s degree (advanced degree preferred), three to five years of experience in higher education with experience in the development of major foundation proposals, strong interpersonal skills within a community of scholars, and extraordinary writing abilities. The candidate will also understand the principles and preoccupations of a dynamic Advancement team responsible for all the external affairs of an institution. An existing commitment to the power and value of a liberal arts education is highly desirable.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000. Applications will be considered until the position is filled, with appointment as soon as possible. Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

COLUMBIA UNIVERSITY
DIRECTOR OF DINING SERVICES

Columbia University in the City of New York seeks a new Director of Dining Services. Reporting to the Executive Director of Business Services, the Director is responsible for the ongoing operations and continuous improvement of dining services at Columbia. Dining Services serves approximately fourteen thousand customers a day at six self-operated venues staffed with approximately 125 employees, and generates approximately $11 million in annual revenues.

As part of the University’s commitment to upgrade student quality of life, Columbia’s dining services operation has made great improvements in recent years. The central challenge for the new Director is to sustain the pace of improvement, optimizing both service and financial performance. Specifically, the Director will be responsible for the success of two brand new dining venues in Columbia’s recently opened 225,000-square-foot student center—Alfred Lerner Hall. She will be expected to take advantage of catering opportunities at Lerner Hall, and will work closely with the Executive Director of Business Services in an ongoing assessment of the structure of the board plan, including consideration of a continuous meal plan option.

Qualifications: The successful candidate will possess eight or more years of related experience. Significant management experience and service improvement with responsibility for a comparable budget and ambitious revenue targets is required. Strong customer service orientation and a proven track record of providing excellent service to demanding customers are required. A retail orientation and talent for marketing are desired. Experience working in an urban setting with a unionized workforce is also a plus. Bachelor’s degree required.

Send resume and letter with salary requirements to Lisa Savered or Rohin Sabichi, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116-3805. Fax: 617-262-6509 Email: lsavered@imsearch.com or rsabichi@imsearch.com.

Minorities are especially encouraged to apply.

Columbia University is an equal opportunity / affirmative action employer.

GRAND VALLEY STATE UNIVERSITY
ADMISSIONS COUNSELOR

Grand Valley State University invites nominations and applications for the position of Admissions Counselor.

QUALIFICATIONS: Understanding of demographics, social, economic factors influencing student recruitment, enrollment and retention. Bachelor’s degree preferred. College/University admission experience preferred. Conversational Spanish language skills preferred.

RESPONSIBILITIES: Implement recruitment and outreach activities to Latino populations. Travel throughout the region to visit high schools and attend recruitment events, interview, corresponding, initiating contact with prospective students. Review admission applications. Evening and weekend hour required. Possible projects include management of student telescoping program and compilation of admissions research data. SALARY $25,000-$31,000

Send letter of application that specifically addresses how skills, education, and experience relate to the position description. Include a resume and a list of three references to: Andrea Marks, Grand Valley State University, Admissions-300 Student Service Building, Allendale, MI 49401. The review process begins immediately and the search will remain open until the position is filled, EEO/AA Institution.

MENTAL HEALTH
SR. PROJECT SPECIALIST

The University of Medicine and Dentistry of New Jersey is seeking a Senior Project Specialist within the direction of the Clinician Administrator for Training and Consultation Resources, to provide technical assistance, training, consultation, organizational and program planning activities, supervision, and direct clinical services to support operations and mission of the Behavioral Health Care Institute for Quality Research and Training, and Development. In consultation and support of program development, evaluation, and consultation, and/or program development activities, Applicants with a Master’s degree are required to have two or more years of related experience, and applicants with a Bachelor’s degree are required to have an additional four years of related experience.

Competitive salary and traditional noncontributory HMOs available. Send resume to: HR Dept. (999PS9354), UMENJ, Liberty Plaza, 3 Gevrey Street, P.O. Box 2888, New Brunswick, NJ 08903-2888. UMENJ is an Equal Opportunity Employer, M/F/D/V. Included in the University Health System of New Jersey. Regrettably, we respond only to those candidates chosen for interview. To learn more about us, visit our website: http://www.umenj.edu/hrweb/
DIRECTOR OF CHORAL ACTIVITIES

Colorado College again invites applications for a previously unfilled tenure-track appointment as Director of Choral Activities at the Assistant Professor level, beginning in August 2000. Primary professional responsibilities include directing and conducting the Colorado College Choir in major performances with orchestra, directing and conducting the Chamber Choir, whose repertoire includes various kinds of music such as classical, popular, jazz and gospel; and contemporary teaching a course in conducting and teaching one or two additional courses such as Introduction to Music, American Music, Interdisciplinary Topics, and African-American Music. Preference will be given to candidates with an interest in Chamber Music, or an area of the candidate's interest. Furthermore, candidates should possess a Doctor of Musical Arts degree from an accredited institution. Please submit a letter indicating your interest in Colorado College, along with a CV, three letters of reference, and a statement of teaching experience and philosophy by June 1, 1999. Colorado College, an equal opportunity/affirmative action employer, is committed to diversity and a multicultural environment. Women are particularly encouraged to apply.

Wheelock College Graduate School
Tenure-Track Faculty Positions

September 1, 2000
Summer Employment Possible

Wheelock College, a premier liberal arts institution preparing students for careers in education, law, social work, and health professions, enrolls approximately 500 students in its graduate degree programs. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

Elementary Education: Responsibilities include teaching courses in elementary education in one or both of its campuses, supervising student teaching experiences, advising graduate students and serving on the department's curriculum and personnel committees, and assuming other responsibilities in support of the department's goals. Teaching and mentoring responsibilities include a mix of traditional teaching and successful teaching experiences with diverse student populations and the ability to supervise and guide student teaching placements.

Teaching Students with Special Needs: Responsibilities include teaching courses in special education and special education and supervision of students and students with special needs. Successful candidates will be expected to design and implement educational programs for students with special needs, including students with severe disabilities, and to work with families and community agencies to support the education of students with special needs. In addition to teaching responsibilities, candidates will be expected to advise and mentor students, and to participate in departmental and institutional committees.

Required Qualifications: Earned doctorate or equivalent, demonstrated history of high quality teaching and research, and commitment to diversity and multiculturalism.

Please send a cover letter, curriculum vitae, and three letters of reference to:
Chair, Chair Search Committee,
School of Education,
Wheelock College,
250 The Riverway, Boston, MA 02215. Review of applications will begin September 1 and continue until the position is filled.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway Consortium.

WAGNON DISTINGUISHED CHAIR IN FINANCE
SCHOOL OF BUSINESS
UNIVERSITY OF KANSAS

Full time, tenured appointment to Chair position beginning August, 2000

Duties: Teach Finance courses in the undergraduate, masters, and doctoral programs. Design and implement new and existing finance research and publish in appropriate journals and serve on appropriate committees and teams at the School and University.

Required Qualifications: Earned doctorate or equivalent, demonstrated history of high quality teaching and student support, an active research program and capability of stimulating research in the School, demonstrated record of active service in department and university administration, a record of leadership in department development of new programs, teaching, and academic programs excellence, and a successful record of mentoring and support of colleagues and doctoral students and interaction with professionals in the business community.

Preferred Qualifications: Ability and willingness to teach Finance courses at all levels, especially undergraduate and masters. A research record recognized as outstanding, produced on a regular and ongoing basis, and published in the top ranked journals, demonstrated record of active service to the department, university and profession at the national and international level, and a record of distinguished research.

Salary range: $150,000-$200,000 (subject to negotiations)

Application procedure: Review of applications begins October 15, 1999 and continues until position is filled or May 15, 2000. Please send application letter, curriculum vitae to:

Professor Henry W. Butler
Wagon Chair Search Committee,
School of Business,
University of Kansas,
Summit Hall,
Lawrence, KS 66045-2003.

For additional information, contact Ms. Denise Brown, 785-864-4480

EOEA Employer
Columbia University

The Department of Middle East and Asian Languages and Cultures at Columbia University invites applications for a full-time position in Turkish Culture and History of the Ottoman and or modern periods at the level of Assistant Professor to begin July 1, 2000. The field of research is open, but preference will be given to candidates specifically engaged in literary and/or intellectual history, and who possess a strong theoretical background. The successful candidate must have an excellent command of both Ottoman and modern Turkish and must demonstrate the ability to teach courses in English and Turkish at both the undergraduate and graduate levels. Ph.D. degree is required. She should be able to integrate course offerings within the general program offered by the Department, and participate in the core curriculum. The candidate may be expected to teach courses in Turkish language. Send CV and three letters of recommendation to:

Professor H. Dabashi, Chair
Turkish Search Committee
602 Kent Hall
Mail Code: 3928
Columbia University
New York, NY 10027

Applications will be reviewed starting October 1, 1999.

Columbia University is an equal opportunity, affirmative action employer and is especially interested in receiving applications from qualified women and minorities.

UNIVERSITY OF WISCONSIN-MILWAUKEE

DIRECTOR OF HUMAN RESOURCES

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Director of Human Resources. The Director of Human Resources reports to the Provost and Vice Chancellor of the University.

The Director will supervise over twenty professional staff, is expected to collaborate with a variety of administrators and governance groups, and commit to UWM as a learning community. We seek a strong leader with a track record in forming strong partnerships with campus units to enhance and make effective the management of Human Resources at all levels. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of human resources function, and the ability to work well in a fast-paced, team environment. The successful candidate will be an experienced leader with cutting-edge human resource knowledge who enables the university to successfully master change, attain high quality, and increase our customer responsiveness.

The University:

The University of Wisconsin-Milwaukee, located in the City of Milwaukee, is an attractive setting near the shores of Lake Michigan, offers baccalaureate, masters and doctoral degrees in more than 120 programs, and schools serving more than 23,000 students, including 4,000 at the graduate level. The campus also maintains vigorous outreach, extension and continuing education programs.

Qualifications:

A Masters degree is required. Five or more years' experience in human resources management is required. Human Resources experience in higher education desirable, to include professional development, training, solid working knowledge of compensation, training, development, employment functions, collaborative HR endeavors with a strong emphasis on information technology applications for HR functions.

Application Procedure:

Screening of all candidates will begin June 11, 1999, and continue until a qualified candidate is selected. Salary is competitive, dependent on qualifications. Please send a letter of application, resume, and three current references to:

Dr. Nancy L. Zimpher
Chancellor
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413

Phone: 414-229-5803
FAX: 414-229-2481
WEB: www.uwm.edu/DepHR

UWM is an EEO/AA employer strongly committed to maintaining a climate supporting equality of opportunity and respect for differences based on gender, culture, ethnic background, and sexual orientation. We particularly encourage applications from individuals who would enhance and diversify our workforce.

OPPORTUNITY

When it knocks, will you be ready?

This Fall

Montgomery College, one of the nations most dynamic community colleges with three campuses located in suburban Washington, DC, will be recruiting for three positions this fall. Vice President for Academic and Student Affairs. Rockville Campus and Provost (Takoma Park/Langley). The College is seeking to expand its already outstanding administrative team. We are recruiting several new senior leaders who are committed to assuring that Montgomery College continues to be a premier learning environment. Salary ranges are competitive with excellent benefits.

About Montgomery College

www.montgomerycollege.com

• Teaching, learning, and student success are the highest priorities.
• More than 9,000 credit and noncredit students.
• Maryland's most ethnically and culturally diverse community college.
• Dynamic work environment.
• Located in a high-education census area.
• Access to a variety of courses.
• Outstanding financial support from community and county government.
• National and international partnerships.
• Expanding physical plant.
• Leading-edge technology supporting one of the states fastest-growing technology centers.

Look for our ads starting in September.

Montgomery College is an equal opportunity employer committed to fostering a diverse academic community among its student body, faculty, and staff.

THE UNIVERSITY OF TEXAS AT DALLAS

SCHOOL OF MANAGEMENT

FACULTY POSITION IN ORGANIZATIONS & STRATEGY

The School is recruiting to fill a tenure-track position in the area of organizational behavior or organization development and change management or organization theory. The position will be filled at the Assistant Professor or Senior Assistant Professor level depending upon the qualifications of the candidate. Applicants must have a Ph.D. degree and demonstrate evidence of teaching ability. Candidates should have competence in either (a) organizational behavior with strong interest in organizational justice, organizations as systems, with teams and group dynamics, or organizational leadership or (b) organization development with strong interest in intervention methodology, organizational transformation, organizational learning or organizational design. Candidates must present a significant record of research and scholarly publication in refereed journals. Appointment will be effective September 1, 2000. Applicants should submit a complete curriculum vitae along with teaching evaluations for classes taught and the names, addresses, and telephone numbers of three references to:

Academic Search #0077, The University of Texas at Dallas, PO Box 83066A, MS A03, Richardson, TX 75083-0668.

Indication of race and sex for Alternative Action statistical purposes is requested but not required. Review of applications will commence on October 15, 1999 and will continue until all positions are filled. The University of Texas at Dallas is an Equal Opportunity/Affirmative Action Employer.
TENURE TRACK POSITIONS IN COMPUTER INFORMATION SYSTEMS

The Department of Computer Information Systems at Bentley College invites applicants to fill tenure track positions (rank open) in the Fall of 2000. The department is seeking individuals with a terminal degree in Information Systems or related field with teaching and research interest in Information Systems.

Established in 1917, Bentley College is a private academic institution accredited by the American Assembly of Collegiate Schools of Business with approximately 8,300 students, and is located ten miles from downtown Boston on Route 128 (Technology Highway) in Waltham. As a leading institution in the integration of Information Technology in Business curricula, Bentley offers excellent opportunities for substantive research and innovative teaching. All students are provided with direct access to the Internet through a campus-wide fiber-optic network, and all undergraduate students are required to have their own personal computers. The IS Department offers an MS degree in CIS, an MBA with an MIS concentration, a BS in CIS, as well as a CIS minor and CIS Certificate Program. The CIS Department has 21 full-time faculty members and plays a pivotal role in the mission of the college.

Interested candidates should submit an up-to-date resume to: Dr. John T. Gorgone, Chair, CIS Faculty Search, Bentley College, 175 Forest Street, Waltham, MA 02452-4705; Phone: (781) 891-2908; Fax: (781) 891-2949; E-mail: jorggorne@bentley.edu

Screening will begin in September 1999 and applications will be accepted until the positions are filled. Bentley is an equal opportunity employer building strength through diversity, and all candidates who are legally authorized to work in the US are encouraged to apply.

Visit our website at: www.bentley.edu

Bentley College is an equal opportunity employer building strength through diversity and welcome applications for under-represented groups.
UNIVERSITY OF NORTH CAROLINA
S E N I O R  V I C E  P R E S I D E N T ,  A C A D E M I C  A F F A I R S

The University of North Carolina invites applications for the position of Senior Vice President, Academic Affairs. The University of North Carolina, comprises 16 public constituent institutions, and is one of the leading university systems in the nation. The University system, strongly supported by the state for over 200 years, is entering a period of rapid growth, significant challenges, and great opportunity. For more general information about the University system, please consult the web site at www.gac.unc.edu

The Senior Vice President, Academic Affairs reports to the President and is the senior member of the President's administrative cabinet. The position is number two in the system and is charged with leading the development and implementation of the academic mission of the University. Among the challenging roles of the Senior Vice President are: (1) advising the President, providing leadership for the President's cabinet and advising the Board of Governors on academic affairs issues that have a system-wide impact; (2) leading strategic academic planning and the implementation of resulting policies affecting the system; (3) working closely with campus chancellors and chief academic officers on university-wide academic issues; (4) representing the University system on a broad array of related boards and councils, and (5) assisting the President in providing leadership to the University in building partnerships with business and other educational institutions.

In light of the complex and multi-campus responsibilities associated with this position, the successful candidate is expected to have:

... An earned doctorate in an academic field and credentials for appointment as a full professor with tenure in one of the 16 constituent institutions.

... A history of increasingly more responsible administrative leadership positions involving the management of complex campus environments or a multi-campus system.

... Experience with and commitment to strategic planning in a complex environment.

... Understanding of the research mission of a public university, and familiarity with the role of health affairs in such an university.

... Demonstrated support for academic excellence.

Experience in representing a university or multi-campus system effectively, with attention to its valued constituencies, governing boards, legislatures, and other external bodies.

Understanding of and experience with technologically mediated learning and distance education.

A thorough understanding of budgeting and funding processes.

A successful record of and commitment to promoting diversity.

The search committee will begin reviewing materials September 15 and will continue until the position is filled. It is possible that the position will be filled by November 1999, and the successful candidate will begin duties in January, 2000.

The search is being assisted by A.T. Kearney, Inc. Nominations and applications should be directed to Ms. Shelly Storbeck, Managing Director, Education Practice, A.T. Kearney, Inc., 333 John Carlyle Street, Alexandria, VA 22314. Phone: 703-739-4627. Fax: 703-518-1782. Email: shelly.storbeck@atkearney.com

The University of North Carolina is an Equal Opportunity/Affirmative Action Employer.

BENTLEY COLLEGE
THE BUSINESS SCHOOL FOR THE INFORMATION AGE

At BENTLEY COLLEGE, the focus is on business, people, and technology. Nearly 4,200 undergraduates, 1,600 graduates and 2,500 continuing education students learn in an environment that integrates information technology with a broad business and liberal arts curriculum, gaining knowledge, skills and experience for careers in a global economy. Bentley is located in Waltham, Massachusetts, 10 miles west of Boston.

ONE TENURE TRACK POSITION BEGINNING FALL 2000

Assistant Professor of Management

We currently have one tenure track position available in our Management Department, for teaching and scholarship in the general area of Strategic Management. Candidates for the position should have completed, or be near completion of, a Doctorate degree and demonstrate a strong commitment to teaching, scholarship, and citizenship in a learning community. Candidates must have an interest and facility in using technology to teach undergraduate and graduate students to conduct scholarly research.

Interested applicants should forward a letter of commendation, curriculum vitae, and complete contact information to the Search Committee, Management Department, 237 AXH, Bentley College, Waltham, MA 02255. Applications should be received by October 15, 2000.

The University of North Carolina is an Equal Opportunity/Affirmative Action Employer.

Vice President
for Information Services

West Chester University of Pennsylvania invites applications and nominations for the newly established position of Vice President for Information Services to serve as the Chief Information Technology Officer of the University.

West Chester University is a comprehensive University of nearly 12,000 students with 1,400 faculty and staff operating under collective bargaining agreements. WCU is located at the western edge of the Philadelphia metropolitan area. The campus is a mainframe with a campus-wide LAN with over 700 nodes and networked PC's NT, Mac, and UNIX workstations. The campus is moving to a client/server environment and all campuses are connected via a fiber optic backbone. The Vice President for Information Services reports directly to the President of the University as an integral part of the University's executive management team. A Master's degree is required; PhD or a suitable doctoral degree is preferred. To be considered as a finalist candidate must successfully complete the interview process.

The University is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, visit our web site at www.wcupa.edu/vacycles.

The University of North Carolina is an Equal Opportunity/Affirmative Action Employer.

The entrance salary is in the range of $90,000, depending on qualifications and is negotiable. Excellent fringe benefits. Applicants must submit a letter of interest describing relevant professional accomplishments, a current resume and names and addresses and telephone numbers of at least three references to Ms. Valerie H. Dudley, Employment Manager, c/o Vice President for Information Services, Search Human Resource Services, 201 Carter Drive, West Chester University, West Chester, PA 19383. Phone: 610-436-2800. Fax: 610-436-3464. Applications will be handled confidentially. Review of applications will begin on September 15, 1999 and will continue until the position is filled.

The University of North Carolina is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates. Including women, people of color and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, visit our web site at www.wcupa.edu/vacycles.
CHAIRPERSON, DEPARTMENT OF ECONOMICS AND FINANCE
COLLEGE OF BUSINESS ADMINISTRATION
St. John’s University in New York, invites nominations and applications for Chair of the Department of Economics and Finance in the College of Business Administration. The position will be available Fall 2000. We are seeking a dynamic individual with excellent leadership skills who will:
1) Develop and effectively implement a departmental strategic focus,
2) Facilitate faculty development and curriculum innovation,
3) Encourage faculty involvement in grantsmanship and in distance learning, and
4) Enhance the department’s position with the College, University and business communities.
Candidates must have an earned doctorate in finance and/or an excellent research publication record in the field, administrative experience and an academic record of teaching and service sufficient to qualify for the rank of professor of finance in the College of Business Administration. Salary and tenure possibilities depend on the candidate’s credentials.

Review of applications will begin immediately and continue until the position is filled. Please send a letter, curriculum vitae and the names of three references to:
Chair, SJU Perez-Arton Consultants, Inc.
23 Spring Street, Suite 304
Garrison, NY 10524
St. John’s is an equal opportunity employer and encourages applications from women and minorities.

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• Data Base System Analyst, Senior
• Senior Programmer

• Webmaster

• Director of Instructional Design

Recruiting for each of the chair positions will begin immediately and will continue until the positions are filled. Applications should be sent to:
Brevard Community College
Office of the President
2151 Clearlake Road
Box 11
Cocoa, FL 32922-4077.

ALICO CHAIRED PROFESSORSHIPS
IN BUSINESS

The College of Business at Florida Gulf Coast University, America’s newest public university, invites applications for three chaired professorships in: Operations Management, Finance, and Marketing. Founded with support from the Allico Corporation, these three faculty positions will be important additions to a rapidly growing business school which opened for classes in Southwest Florida in 1997 as part of Florida’s tenth state university. The College has 30 faculty members and offers a full range of undergraduate business degrees and an MBA, MS in Information Systems and MS in Accounting & Tax degrees at the graduate level. Allico, Inc. is one of Southwest Florida’s largest and most successful corporations, with interests in agribusiness and land development. The three professorships are open to associate and full professors, with renewable 12-month multi-year contracts. In the following areas:

The Allico, Inc. Chair in Operations Management & Strategy in honor of Ben Hill Griffin, Jr. REQUIRED: Earned Doctorate in Operations Management, or a related field, such as Decision Sciences or Information Systems. The ideal candidate will have interdisciplinary interests in agribusiness research area (for example, operations strategy, information systems, production planning and control, resource allocation, value chain analysis, application of OMT techniques, statistical analysis, quantitative methods, etc.) Position #30190

The Allico, Inc. Chair in Financial Management & Planning in honor of Ben Hill Griffin III. REQUIRED: Earned Doctorate in Finance, or a related field. The ideal candidate will have experience creating Finance courses, program initiatives, interdisciplinary scholarship initiatives; enhance the College’s reputation for research and programs linking the academic and business communities with an emphasis on resource management. Strength in the use of technology as a financial management tool and in instructional activities is valued. Interests in national and international agribusiness issues is an asset. Position #30189

The Allico, Inc. Chair in Market Development & Analysis in honor of Dr. W. Bernard Letter. REQUIRED: Earned Doctorate in Marketing, or a related field. The ideal candidate will focus on evaluating and pursuing market opportunities with interests in research and teaching areas such as marketing strategy, market research, demand estimation, market planning development, among others. Interest in agribusiness issues is considered an asset. The ideal candidate will have experience or a commitment to interdisciplinary business education and research and experience in the use of technology as a pedagogical and professional decision making tool. Position #30191

Recruiting for each of the chair positions will begin immediately and will continue until the positions are filled. Applications should be sent to:
Brevard Community College
Office of the President
2151 Clearlake Road
Box 11
Cocoa, FL 32922-4077.

APPLICATION PROCESS: To submit two official original and one copy are required for each position. Each package must include a letter of interest, curriculum vitae, and list of five references postmarked by December 1999 for the position. Additional information about the above positions can be obtained by visiting our website at http://admin.fgcu.edu/hr/index.html or calling our 24-hour hotline at 941-590-7111. Mail materials to FGCU, HR Dept. Position # (state the position # for which you are applying), 10501 FG Blvd. South, Ft. Myers, FL 33965-6565.

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.
Executive Director - GMAT
(Graduate Management Admissions Test)
Princeton, New Jersey Office

Educational Testing Service, the world's largest private nonprofit educational assessment and measurement institution, has an excellent opportunity for an Executive Director-GMAT to join our team at our corporate offices located in Princeton, NJ.

The Executive Director serves as the principal liaison to the Graduate Management Admission Council (GMAC), an independent nonprofit organization that provides graduate management education services worldwide. One of these services is the GMAT, which ETS administers under contract with the Council. The Executive Director manages all ETS staff and oversees all ongoing ETS services involved with the GMAT.

Leading candidates will be familiar with issues in graduate management education and have experience in managing client relationships, staff, and large, complex projects. This position reports to the ETS Vice President for Graduate and Professional Education and supervises 15-20 staff.

Korn/Ferry International, which is assisting ETS with this search, invites confidential inquiries. Nominations, applications, and requests for additional information should be directed in total confidence to John Kubale-Managing Director, Korn/Ferry International, 900 19th St., NW, Suite 800, Washington, DC 20006, Tel: (202) 955-0919; Fax: (202) 822-8127; E-mail: anne.reich@kornferry.com.

ETS, an AA/EEO Employer, actively encourages the candidacies of women, minorities, and underrepresented groups.

www.ets.org

Sr. Extension Associate - Poultry Extension Veterinarian

The New York State Diagnostic Laboratory at Cornell University seeks a veterinarian with experience in quantitative epidemiology, poultry health and poultry biosecurity.

Position Description: Serve as the liaison between the NYS poultry industry, the NYS Department of Agriculture and Markets and Cornell University on poultry health matters.

Duties: Manage the operation of the following established poultry health programs: 1. New York State Egg Quality Assurance Program (NYSEQAP): An integrated management-based program designed to detect, control and eliminate Salmonella enteritis in commercial layer flocks. The applicant will be required to evaluate the effectiveness of the program and adjust program interventions as new technology and information becomes available. 2. Avian Influenza Surveillance and Control Program: Designed to monitor the avian influenza status of poultry supply flocks and other fowl that contribute to the viable live-poultry market industry. The applicant will be required to assess the risk posed by circulating viral subtypes and to institute appropriate control measures to protect the health of the New York poultry industry. In addition, the applicant will be required to evaluate emerging health issues that threaten the poultry industry and develop and implement appropriate measures to mitigate those risks.

Qualifications: A master's degree and a DVM (VMD) or equivalent degree is preferred. Advanced training and experience in epidemiology or poultry infectious disease is desired. The applicant must possess strong communicative skills and be adept at formal and informal presentations. Participation in the development and evaluation of national poultry health programs will be required.

Salary will be based on qualifications and experience. All correspondence should be directed to and additional information can be obtained by contacting Dr. Donald Lein, Chairman of the Department of Population Medicine and Diagnostic Science, Cornell University, PO Box 5782, Ithaca, NY 14853-5782-phone (607) 253-3903 EOE/AA
The Florence Heller Graduate School for Advanced Studies in Social Welfare

BRANDEIS UNIVERSITY

Director of the Family and Child Policy Center

We are seeking an individual of exceptional promise with the following attributes:

- A creative mind and breadth of vision that values the intersection of academic, research, social policy, and service delivery on behalf of children and families.
- Leadership capacity to build a center of excellence.
- Strong research skills, interest in interdisciplinary investigation, and demonstrated capacity to design, conduct, and sustain grant-funded projects.
- Strong commitment to teaching and mentoring graduate students.

Candidates must hold a doctorate degree or the equivalent and demonstrate evidence or strong scholarly productivity in child and family policy. Level of faculty appointment, option for tenure track, and compensation will be determined by qualifications and experience.

Applicants will be considered from a broad range of disciplines, including but not limited to: pediatrics, sociology, political science, education, economics, and social policy. Submit a letter of intent and curriculum vitae to: Michelle Hernandez, Heller Graduate School, Brandeis University, PO Box 9110-MS 055, Waltham MA 02454-9110

UNIVERSITY OF FLORIDA

ASSISTANT PROFESSOR AGRONOMY

The University of Florida, Everglades Research and Education Center (ERECh) in Belle Glade seeks applicants for a tenure-track, 12-month faculty position that is 50% research and 50% extension. Tenure will accrue in the Agronomy Department. The primary emphasis of this position will be to assist in the design, development, and testing of sugarcane varieties. The successful candidate will be responsible for a specific stage of testing in the cooperative sugarcane breeding program at the USDA Sugarcane Field Station at Lake Wales, FL. Additional research and extension activities will include field evaluation and demonstration of sugarcane cultivars for various environment-influenced responses including maturity, chemical, and pest control. To apply, send a letter of application and curriculum vitae, official transcripts of all college work, and three letters of reference to: Assistant Professor A. Ball, Agronomy Department, University of Florida, 1006 Agronomy Building, PO Box 110340, Gainesville, FL 32611-0340. Applications will be accepted until the position is filled. Review of applications will begin October 1.

UNIVERSITY OF MARYLAND

ASSISTANT/ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES

(Second Position)

The University of Maryland at College Park invites applications and nominations for the position of Assistant/Associate Dean for Undergraduate Studies. The Assistant/Associate Dean reports directly to the Associate Provost for Academic Affairs and Dean for Undergraduate Studies and works closely with the Dean and with other program directors, assistant deans, and with the faculty. The successful candidate must be able to function effectively as a member of a team that works to advance the mission of Undergraduate Studies.

Candidates should have demonstrated commitment to undergraduate education, leadership abilities, and proven management skills. Candidates must have: (1) An earned doctorate or other terminal degree, (2) an ability to communicate effectively with students, faculty, staff, and parents, (3) teaching experience at the undergraduate level, and (4) demonstrate an understanding of and a commitment to the philosophy and mission of Undergraduate Studies. Salary and rank will be commensurate with experience. The appointment is a full-time, five-year renewable appointment. The position will be available after September 1, 1999. Application package should include resume or vita, letter of application addressing qualifications and interest for the position, and list of names, addresses and phone numbers for at least three references.

For best consideration, all materials should reach the committee by August 19, 1999. Send application material to: Assistant/Associate Dean for Undergraduate Studies-Search Committee Office of Undergraduate Studies 2130 Mitchell Building College Park, MD 20742

*Rank will be determined by successful candidates' qualifications in accordance with University Regulations regarding Assistant/Associate Deans.
I PUNTO FINAL!

ENDING STUDENT SEGREGATION

I once interviewed at one of the most diverse universities in the U.S. for the post of assistant VP for minority programs.

The job reported to the student affairs VP, who told me that he was the architect of most of the structures intended to "integrate" the university. This assistant VP would supervise the directors of several exclusive programs, services, and events designed for each of the campus minority groups—and that they sought someone with experience in managing a racially and ethnically diverse collection of directors and someone who could articulate both in speech and in writing, the importance of these "multicultural programs" to the university community. I was convinced that his efforts to "integrate" the university were sincere.

I met, too, with the new provost/executive VP who expressed the university's interest in promoting "diversity and multiculturalism," expressed a deep desire for a day when intergroup competition for recognition and resources would end, and, finally, spoke of his personal desire for improved intergroup relations on campus. "The key," he said, "is for you to convince the search committee that you can be trusted with minority interests." The student affairs VP, he said, was under a lot of pressure from minority interest groups to hire the "right person" for the job.

My interview with the search committee, a mix of faculty, staff, and students representing the racial and ethnic associations on campus, was remarkable because it revealed to me the level of coercive power that minority advocacy groups have over senior administrators. The interview focused on my relevant experience and then on my ability to treat all the groups equally and fairly.

It would not be difficult for me to be open and fair, I said, because I had no allegiances to any racial, ethnic, or religious group. Pressed to explain, I told them I was a nonracial person with no particular ethnic, political, or religious identity. Several committee members were visibly angry. Others seemed puzzled. One declared that "there is no such person in America" and suggested I was in denial. This interview did not go well. Later I was told I had alienated almost everyone on the committee.

My interview with the president was the most remarkable of all because it revealed the most about diversity efforts in contemporary academia. We toured the campus. As we walked, he pointed out what he called the "self-segregation" of students to the extent that, he said, even Latinos were fragmenting into "black, brown, and white" subgroups. He asked what I thought was promoting this phenomenon. Our exchange went something like this:

"Why do you think," he asked, "there is so much self-segregation on campus, and what do you think can be done to reverse this trend?"

"Please explain to me how your faculty and staff behave on campus," I asked.

"Just like the students," he replied. "In fact, we have the student equivalent of all the racial and ethnic associations of the faculty and staff. And they jointly plan and develop all of the programs, services, and events for minorities on our campus."

Realizing what I was getting at, he asked, "Do you mean to suggest that our faculty and staff are responsible for the segregation of our campus?" He paused, and then said, "But of course—they create all of the structures in the form of programs, services, and events that you are suggesting fragment and segregate the campus."

As we walked, he pointed out faculty and staff segregation on campus, including many examples of the segregation of Whites.

"Who are the role models on campus?" I asked. "Faculty and staff," he replied. "So you are suggesting that changing faculty and staff behaviors to reflect the desired goal of integration will change the students' behavior?" he asked. "Yes, isn't that the way it's supposed to work?" I said. "That makes sense," he remarked.

Then he dropped a bombshell. "Say, do you think that faculty and staff themselves do not feel comfortable in diverse settings and that they design these programs for their own comfort?"

"Why else?" I replied. "Isn't that the reason why many departments in the university remain all-white?"

"Well, it's going to be very difficult to change the current situation on campus," he replied. "The interest groups are very entrenched and will fight any attempts to change them."

"It requires visionary and courageous leadership in order to begin the conversations that will eventually lead to change," I concluded.

His last words were, "I'd like to see you become president of a state university one day, just to see how you do it and how long you survive in the job."

I did not get the job. But the experience helped convince me that "self-segregation" among our students will end only when all faculty and staff model the appropriate behaviors for students to emulate. And that the persistence of this phenomenon can be linked to the lack of visionary and courageous leadership in our universities and colleges.
Mark your Calendar!

September 7th Ad Deadline
Issue Date 24th

Back to School Issue
September 24th
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America’s Love Affair with Science

BY GUSTAVO A. MELLANDER

This remarkable twentieth century of the Christian era has been influenced by many factors. Progress has invariably been linked with the American Century. People differ when asked to identify the three most important characteristics of this century. But on just about everybody’s list will appear the importance of science.

America and Science

The National Science Foundation reports that while America’s interest in science continues to grow, our actual understanding of scientific terms and concepts still lags.

Americans say they are more interested in and more aware than ever of scientific discoveries, inventions and new technologies. However, they still score low on their actual understanding of basic scientific terms and concepts, such as the definition of molecules and DNA, and how frequently the earth revolves around the sun.

The public also seems divided intellectually and emotionally over the impact of some technological developments. Many still have a childlike faith in the majesty of science. Others are more circumspect and know that scientists are no better qualified to lead us in the twenty-first century than the rest of us.

The latest survey measuring public attitudes and understanding of science, engineering, and technology has been published in the National Science Board’s (NSB) biennial report to Congress.

The report, a large volume of vital statistics on the state of science, engineering, and technology in the United States, is written so that the lay person can understand. It provides hours on end of fascinating data.

Questions

American adults were asked nine basic questions. On a zero-to-100 scale, their mean score was 55. Survey-takers scored worst on a question about their understanding of what a molecule is. They scored best on their understanding of how the continents are moving slowly about on the face of the earth.

“The American public believes that science and technology improve the quality of life, but its concern over specific technologies, such as nuclear power for electricity and genetic engineering, indicates that the public has not given science a blank check. And the scientific community needs to communicate its work more clearly and effectively because only one in four Americans understands the process of scientific discovery,” said Neal Lane, outgoing NSF director.

Other Findings

Nearly 70 percent of Americans surveyed said they are interested in science and technology, the highest level ever. Clearly, science remains a growth area for those seeking a productive and fulfilling career. Sadly, Hispanics, as a group, lag in their rate of participation.

Meanwhile, the number of Americans who think they are well-informed about new scientific discoveries and the use of new inventions and technologies is one in five. Many academics feel that the “watering down” of our hard science courses in high schools and colleges is to blame. But these scores, low as they might be, are actually an improvement compared to those of earlier years.

American adults appear to understand basic scientific concepts as well or better than adults in other industrialized nations, in contrast to results produced by some American students in the Third International Mathematics and Science Study (TIMSS).

Computers and Progress

The marvel of computers and the World Wide Web has facilitated a wealth of information only dreamed of by previous generations. Many have joyfully proclaimed that by the easy sharing of knowledge, all people will benefit. But has that been the case?

This report notes that while there is a continuing rise in the use of computers in the workplace or at home across the general population, the biggest increase by far over the last two years has been among those with at least a bachelor’s degree.

We did not need this report to know that Hispanics are not as yet “plugged in.” As always, the poor and the yet-to-be educated in our society have not personally benefited from this scientific revolution. The failure has dashed the hopes of many who truly believed that computers would equalize learning opportunities. That might yet come to pass, but so far only the most privileged in our society are benefiting—not every one.

Still, the impact of information technologies on the economy and education and on private citizens is now so vast that a new chapter was written to assess the issue. The report finds that the use of these technologies in the workplace is pervasive but that there are significant inequities in access to computers and the Internet in schools. The suburbs are doing okay. It’s the low-income areas that languish.

“We should be concerned about these inequities in our schools,” said Shirley Malcolm, chair of NSF’s education and human resource committee. “It is crucial that our schools have consistently modern tools together with quality content and that teachers get the training needed to instruct students using these technologies.”


Dr. Mellander is a professor at George Mason University.
Support included a broad cross-section of Agency activities, including 32 Fulbright students and senior scholars in a wide range of subject fields going to or coming from HSIs.

A dventure, education, hosting professionals from overseas, and foreign travel! What more could anyone ask for? What person in higher education would not be interested?

The United States Information Agency, commonly recognized by its initials USIA, offers these opportunities and more.

The Agency
Thousands have benefited from the hundreds of programs it has sponsored. It has served as a conduit for academicians from throughout the world to reach goals and ambitions that many did not even know they had until they were introduced to the wide variety of available programs.

The best known are probably the various Fulbright programs. Not only do they provide a variety of useful educational experiences, but for the recipient, being awarded a Fulbright is perceived as a prestigious achievement.

With all the opportunities that seem to exist, many persons are surprised to discover that many of USIA's programs are specifically designed for and offered to populations outside the United States.

The Agency's raison d'etre tells it all. It is committed to two goals—to present America's culture, people, and policies to other countries and to increase America's understanding of foreign cultures and peoples.

Exchange Programs
The United States started its international cultural and exchange programs in 1938, a few years before America's entry into the Second World War and its initiation as a major player in world affairs.

But its real impact on practitioners and scholars exploded after the war.

One of the memorable early post-war programs still in existence is the Fulbright program.

The planning and logistics of such a program are a mammoth undertaking. The ability to accommodate such a number of exchanges to and from other countries of the world has been possible through the aid of numerous partners.

The higher education academic community, U.S. private organizations, foreign governments, and American volunteers have facilitated what the master of Oxford's Pembroke College called "the largest and most significant movement of scholars across the face of the earth" since the fifteenth century.

Support for Hispanic-Serving institutions
Several sections of USIA have been pro-actively seeking ways to reach out to Hispanics in this country. For FY 1998, USIA provided more than $1.7 million to Hispanic-serving institutions. Support included a broad cross-section of agency activities.

- 32 Fulbright students and senior scholars in a wide range of subject fields going to or coming from HSIs.
- mini-grants for 11 other visit-
ever before, there is a host of programs that U.S. Hispanics can seek out.

The Fulbright Program

Among the best known are the Fulbright programs. But others, such as the International Visitor program, Youth Exchange, and Citizen Exchanges provide academic and enrichment opportunities as well.

The Fulbright itself is the major component of USIA's exchange activities. Its fields of study include the arts and humanities, social sciences, and physical sciences. In addition to the exchange of students and scholars, the program includes professional exchanges in journalism, law, management, banking, and public administration. Participants undertake degree or non-degree programs, self-study courses, internships, and professional seminars. Approximately 5,000 grants are awarded annually to American and foreign students, teachers, and scholars to study, teach, lecture, and conduct research abroad and in the U.S. Individuals are selected based on academic or professional qualifications and potential. But the ability and willingness to share ideas and experiences with people of diverse cultures are also important criteria.

Two Categories

The U.S. Scholar Program sends more than 1,000 U.S. scholars and professionals each year to more than 100 countries, where they lecture or conduct research in a wide variety of academic and professional fields, ranging from journalism and urban planning to music, philosophy, and American studies.

Pre-doctoral Fellowships are offered both to U.S. and foreign graduate students. Each year, USIA funds approximately 1,400 new awards to foreign graduate students for support at U.S. universities, while renewing for an additional year another 1,800 existing awards.

The awards are competitive but not impossible to achieve. Hispanic Outlook was told that, invariably, the successful applicants have worked closely with their local university grants officer who is very knowledgeable about Fulbrights. Staff from USIA also frequently visit U.S. universities with ideas and suggestions.

Broadcasting

The well-known Voice of America (VOA), Radio y TV Martí, and the WORLDNET televi

sion actively tell America's story around the clock to virtually all corners of the world. VOA, for example, broadcasts 660 hours of programming weekly in 53 languages, including English, to an international audience. Radio y TV Martí, established in 1985, broadcasts 24 hours a day in 10 languages, including English, to the Caribbean. WORLDNET, USIA's satellite television network, transmits news, educational, and cultural programs 24 hours a day to millions of foreign viewers through American embassies. USIA posts and foreign television and cable networks.

Cyberworld

USIA has plunged headlong into the electronic revolution. New scholars throughout the world can access a wide variety of useful information from their individual campuses or home computers.

USIA has been aggressively establishing itself in the world of cyberspace. Its Web site at http://www.usia.gov contains information on virtually all aspects of the Agency's activities. Include are:
• academic, cultural, and exchange programs;
• the "Washington File" texts, transcripts, and analyses;
• agency publications and research findings;
• Voice of America correspondent and media reaction reports;
• background on international conferences;
• thematic and policy sections;
• information on USIA Foreign Press Centers;
• current events and hot topics;
• links to Internet resources and databases; and
• overseas-post home pages and background on USIA.

That Web site is an excellent place for all of us to begin. It provides useful data to understand all of the opportunities that exist at USIA.

Recently USIA developed its first CD-ROM, The U.S. Academic Explorer: A Guide to Higher Education in the United States. It offers foreign students and those who advise them practical information on visas, qualifications, costs, application procedures, and other useful information on American higher education.

Much of this material might be available in booklet form, but this CD-ROM portrays the American college experience in photographs, sound, and video. There are, for example, video interviews with foreign students talking about their experiences in this country. Included is a photo essay on a day in the life of a student. A map of a typical U.S. college campus where the viewer can click on such typical buildings as the library, student union, or classroom building provides easy links to those sites. Beyond those introductory segments, useful first-hand information about their role as a student in university life is explored.

Democracy in Action
American scholars, particularly those with an interest in Latin America, will be interested in one of the USIA's most recent initiatives, which deals with presenting civic education to emerging democracies.

In 1996, USIA co-sponsored "Ciutada Panamericana: Education for Democracy" in Buenos Aires, Argentina. It brought together, from throughout the Americas, leaders in civic education, nongovernmental and governmental organizations, and the private sector.

More than 300 participants came from 20 Western Hemisphere countries to the conference, which was designed to maximize interactions and open discussion among participants. Small-group sessions as well as plenary sessions of speakers and panelists provided a variety of experiences.

Central issues and themes included, among others, Promoting Democracy in the 1990s: The Challenges Facing Civic Educators: The Role of Media in Building a Civil Society; and Economic Development and Democracy.

A Civitas-planned spin-off was to develop civic education curricula that would focus on reform projects. Presently, it is in progress in several countries. In that way, USIA achieved the primary purpose of its conference—to encourage an international network among the participants to strengthen democratic life in Latin America.

Educational and Cultural Programs
Aside from the Fulbright programs, USIA is also well known for its educational and cultural programs, which range from artistic performances to book translations to lectures about America to the teaching of English, all offered outside the United States.

These programs inform people about America's political, economic, and legal systems. Often they go one step further and assist their own democracy-building efforts.

The Arts America program enables people abroad to experience the vitality of the American arts and the diversity of our society. It provides specific information suited to an individual's professional or academic needs, and also introduces American literature and thought.

Many U.S. scholars have participated in Arts America. It showcases the creative arts through visual arts exhibitions, performing artists, performing arts groups, and speakers.

It is well to note that Arts America does not accept applications from U.S. individuals or institutions seeking financial assistance for overseas touring. Its arts programming is developed in response to requests from USIA offices overseas, not from requests made by American artists. Some would see a Catch 22 issue here, especially for an emerging group or artist.

The Future
USIA's involvement with the White House Initiative on Educational Excellence for Hispanic Americans will, it hopes, increase activities with America's Hispanic-serving institutions. To achieve its goals, the Agency will seek increased HSI dollar support in each of the next two fiscal years.

Special mailings were sent to HSI presidents and program directors encouraging them to apply to host Fulbright scholars from abroad. A USIA Washington, D.C., workshop on college and university linkage opportunities took place in September 1996, with a number of HSI institutions in attendance.

Since September 1996, USIA staff have participated in ten statewide and regional community college conferences across the United States. They provided information and technical assistance regarding grant opportunities, including opportunities in the international education field.

Check out USIA's Webpage at <http://www.usia.gov>, or call or e-mail for more information. In collaboration with other colleges in your region, invite USIA to visit your campus and explain its programs. Volunteer to host international visitors. Talk to your campus' grants officers, and tell them of your interest in USIA programs.

Dr. Mellander is a professor at George Mason University.
St. Augustine College: Pioneer in Bilingualism

Student Population 92 Percent Hispanic

BY MARILYN GILROY

Nineteen years ago in the city of Chicago, Dr. Carlos Plazas had a radical idea: why not create a bilingual college that would graduate professionals who would be fluent in English and Spanish? In other words, how about offering higher education in dual languages that allow Spanish-speaking students to become proficient in English and English-speaking students to become proficient in Spanish as they study liberal arts, business, social work, and computer science? That radical idea was authorized by the Illinois Board of Higher Education on October 7, 1980. and St. Augustine College opened its doors to the first 240 part-time students. Today, the college has four sites serving 1,600 full-time students through its academic, occupational, and college preparatory programs.

Dr. Plazas, the college's founding and current president, was instrumental in lobbying for the support and initial legislation that would create it. A psychologist by training, at that time executive director of a mental health clinic in Chicago, Plazas began to document the numbers of Hispanic individuals who showed up at the clinic, not as he says, "because they were mentally ill" but because they needed help getting education and adjusting to life in the United States.

Plazas knew from demographic projections that this population would continue to grow and would have to be educated in order to lead better lives and become productive workers. He was deeply concerned that statistics showed Hispanic Americans to have the lowest rate of educational persistence on every step of the educational ladder. Plazas and other founders of the college recognized that Hispanics needed an opportunity to acquire the skills, knowledge, and values that would enable them to become active participants in the workforce. They began to approach state officials, who listened to the idea for a new college and asked Plazas for a written proposal. The result was St. Augustine's, the country's only college chartered as a bilingual institution of higher education.

Today, St. Augustine's still holds a unique position among the hundreds of institutions now offer English-as-a-second-language (ESL) programs or other bilingual studies. Unlike colleges where non-English-speaking students must pass several semesters of English before they enroll in credit courses, St. Augustine students are taking introductory college courses taught in Spanish while they are learning English. There are no language b
and families and also had transportation concerns, explains Plazas. "But they were highly motivated to learn. So we created satellite centers close to their homes where they could begin their studies."

And the strategy worked. When the opportunity was put in people's backyards, they were more willing to try it. However, as Melba Rodriguez, director of development and public relations at St. Augustine, says, the ultimate goal is to ensure that students transfer to the main campus for a more traditional college experience.

"We want them to get a sense of what higher education in the United States is like...a large college campus with additional services and programs," says Rodriguez.

After tackling the transportation issue, the college also examined the need for additional support services. With an enrollment that is 92 percent Hispanic and 75 percent female, many of whom are parents, it was obvious that childcare was a must. So while parents are attending classes, the college provides childcare to approximately 800 children. But this is childcare with a special emphasis in addition to providing an important service to parents. St. Augustine College is committed to enhancing the children's learning attitudes and to fostering new attitudes toward education. With this enrich educational intervention, the college expects to prevent school failure, to decrease dropout rates and to improve school persistence and completion among children of Hispanic descent.

All of this attention to special services was an attempt on the part of St. Augustine officials to carry out a recruitment philosophy that boldly challenges individuals with the slogan, "We give you no excuses not to get an education."

That doesn't mean that academic standards or requirements are lax. The faculty and administration also know that they must instill the discipline in students that they need to succeed; therefore, attendance in class is mandatory.

"We believe that students need discipline in order to learn, and we are very much a 'learning institution,'" says Plazas. "Students must understand that there is a relationship between how much they learn and their attendance at class."

There are consequences for those who do not heed the attendance policies, and students are forewarned that cutting class could result in a loss of scholarships or financial aid.

"Our students must learn that it takes discipline to succeed," says Plazas.

If the success of this approach can be measured in numbers, then 18 graduates have received Ph.D.s.

"What is so amazing and unique about St. Augustine," says Rodriguez, "is that we take a primarily adult, female population with children and help them become wage earners. We say to them, 'You can get an education, and we will show you how.'"

"These are not people on welfare. They are either improving their current job status or going into the workforce," she adds.

Some of their success stories read like a page from the American dream. For example, Hilda Salaksana, mother of three, who came to St. Augustine's to get a degree, even though she had minimal English language skills. Salaksana completed her studies and eventually went into the real estate business. Last year, she sold $8 million of real estate.

"Doors can open for anyone," says Salaksana, "but sometimes you have to knock to get them open.

"Look at me. I'm not on welfare, and I don't need any help from public assistance. As a matter of fact, I now love to pay 16% taxes to the IRS. But I am able to give my children a good education and make sure that they get a degree and accomplish something in life."

Salaksana's outlook is representative of the motivation and hope.

With an enrollment that is 92 percent Hispanic and 75 percent female..., the college provides childcare to approximately 800 children.
that students bring when they enroll in St. Augustine.

Our students look very seriously at their future. They want better opportunities for themselves and to have their families in a better situation," said Plazas.

St. Augustine now has served more than 20,000 students during its 18 years. Because it considers itself "independent and nonsectarian," St. Augustine’s welcomes all students. The college is a member of the Association of Episcopal Colleges and International Consortium of Colleges and Universities of the Anglican Communion and gets its funding from federal and state sources, private donors, the city of Chicago, the Episcopal diocese, and tuition. It is accredited by the North Central Association’s Commission on Institutions of Higher Education and has been visited by a team of evaluators who have recommended extending its accreditation for eight more years.

There are 15 members of the board of directors who handle the traditional policy-making and budget oversight duties traditional for higher education governing boards. But St. Augustine also is registered as a not-for-profit corporation and has a corporate board that meets once per year to ensure that the corporate guidelines are maintained.

Although St. Augustine was founded as a two-year institution, last year it instituted a bilingual bachelor’s degree program in social work. It will soon offer a bilingual baccalaureate program in early childhood education. Each program has a general education core curriculum requirement and a computer literacy requirement, essential for today’s workforce. Speaking of the curriculum, Plazas notes, "We are not traditional in some ways, but in others, especially academics, we are very traditional."

There are 30 full-time faculty and 125 part-time faculty who work to meet the instructional needs of students. The bilingual teaching approach is so unique that some-own materials, such as when he wrote a grammar book for classes. The educational approach

St. Augustine officials carry out a recruitment philosophy that boldly challenges individuals with the slogan, “We give you no excuses not to get an education.”

St. Augustine Management and a St. Augustine board member.

It seems that this attitude of determination and persistence has rubbed off on students, giving them the boost they need to reach their goals.

As Alex Orozco, another St. Augustine graduate who now does commercial planning for the city of Chicago, says, "I never thought I’d end up doing what I am doing today. St. Augustine’s gave me the confidence and the skills to do these things.”

Times professors, like Dr. Rafael Tapia, chair of the languages and literature department, create their works for the students and fills a need for business and industry in the Chicago area. It is a need that will continue in the next 20 years. The Census shows that a large number of traditional workers of the U.S. labor force are retiring and that many of them are expected to be replaced by Hispanic Americans.

These demographics make St. Augustine even more enthusiastic and aggressive in carrying out its mission, which calls for the college to build a bridge to fill cultural, educational, and socioeconomic gaps.

“We must make education accessible to minorities and help them become part of a well-trained workforce,” says Margarita Perez, CPA, president of Tortaleza Asset
The Dream: Deferred or Betrayed?

Latino Struggles at Monterey Bay

By Michelle Adam

On several occasions, this magazine has cited a saying attributed to Abraham Lincoln that no matter how narrow a plank might be, it still has two sides. Conflicts involving a university no doubt have even more. Michelle Adam's interviews with current and former faculty and staff of CSUMB offer some but not all perspectives on events at the budding university, which this spring proudly graduated its pioneer class.

When California State University Monterey Bay opened its doors on August 24, 1995, its curriculum, based on social service, social justice, and technology-rich, multidisciplinary, multilingual and outcome-based education, had barely been developed. Staff were still rolling in. The extremely diverse founding faculty and staff were excited but exhausted after a mere eight months in preparation time. President Clinton was there for the inauguration.

Clinton and Leon Panetta, then chief of staff, had wanted to create one of the largest, most effective, and most socially conscious-based conversions ever, replacing Fort Ord's soldiers with students at the new California State University at Monterey Bay.

California's legislators, in the midst of statewide economic hardships, agreed to open a 21st CST on the basis that it provide an alternative education for the underrepresented.

Across the country, all eyes were on CSUMB to see if it would succeed. Some of those eyes watched to see if the former Fort Ord could be converted rapidly into a different kind of educational institution, one capable of generating equivalent income for the surrounding communities. Other eyes watched to see if CSUMB would deliver the dream of diversity that had drawn so many minority faculty and staff to and through its doors.

But what began as a dream became for some a nightmare. After sustaining silence and fear for several years, they have begun to speak up in reaction to an administration that has been described as racist, dictatorial, arbitrary in decision-making, and divisive within a system that espouses diversity, social justice, and cooperation. Many of its original founders fear that the dream of a forward-thinking university is being destroyed by an administration that has no understanding of its constituents and vision statement.

A Critical Juncture

There are many who tell this story, and the basic elements remain the same. In January 1995, nearly a year after Peter Smith, former Republican congressman from Vermont, took the helm as CSUMB president, he cleared Steve Arvizu from his position as provost. "He was trying to neutralize any legacy that Steve had built in founding the campus," said faculty member Ruben Mendoza.

Arvizu, holder of a Ph.D. from Stanford, a post-doctorate from Harvard and University of Michigan, and 30 years in the field, had left his past as dean of graduate study and research at CST at Bakersfield in 1993 to form CSUMB.

"I helped create something that most people thought was impossible," said Arvizu, who is now president of Oxnard College. "But he [Smith] came into this environment purposefully deciding he was going to wipe away alternative voices. The first person he began wiping away was me—and the people around me."

"A lot of people paid accolades to Steve, and I think Peter Smith wanted to be known as the founder," said founding faculty member Maria Reyes, one of the top Launias nationwide in the field of elementary education, now gone from CSUMB, citing health reasons concerned by the president's actions.

Reyes organized faculty to support Arvizu, but according to her, Smith bought the support of many minority deans whom he had previously attempted to fire.

When Arvizu was demoted, Smith and Dell Felder, who was hired in the summer of '96, received veto power in the hiring and firing of faculty. That's when, said Arvizu, fewer diverse
Los Desaparecidos

"This is a CSUMB concern. Our numbers are diminishing. We jokingly call ourselves ‘los desaparecidos.’" said Donald Urioste, one of the few minority tenured faculty remaining at CSUMB, Director of World Languages and Culture, and a member of the Chicano/Latino Faculty Staff and Association. He has been pinpointed by the president as one of the few troublemakers. But Urioste is quick to say that there are many as concerned as he is by what is occurring at CSUMB.

"We have just said ‘enough’. Many of the people who left have been Latino and African American, and as people leave, they are not being replaced," he said.

"Many of us have been struggling for that goal since the 60s. Now we are having to fight the same battle we fought some 30 years ago. This is supposed to be our university, and we shouldn’t have to struggle," he continued.

Jim May, the first dean recruited at CSUMB, and a Native American, told HO he was demoted without review in 1996, then made assistant to the president, who then, May said, "never met with me." Smith broke the two-year assistant-ship agreement after one year, said May, and now May’s title is "general teaching," which means he gets no funding for his classes, he explained, adding that while senior White faculty have been given senior classes, he has been redirected to teaching beginning classes at full capacity. May is now president of the faculty union chapter.

Max believes he was demoted because he was associated with the demoted provost, Steve Arvizu. Transferred to a small room without win-

dows, which he described as a cell. May’s office has been moved 12 times in five years. During his inactive position as assistant to the president, his office was moved to an isolated area a mile from campus, in a building where other American Indians and Latinos were placed, he told HO.

"I was the first Indian to get a Harvard MBA. I was the third Indian to attend Stanford," he said. And first in his family of Cherokee roots to attend high school. Vice-chairman of the board of Native American Public Telecommunications, May has met with the chairman of the FCC and with Vice President Al Gore to talk about race, technology, and the future of the U.S. Yet when he received a grant from Pacific Bell to help hook up local high schools to the Internet, and a check was written out to him, reporters were steered to the president's office where a White representative accepted the money. Media relations policy or a deliberate snub?

President Claims Treatment Equal

While Smith agreed that there has been a lot of shifting of faculty and staff, he said there has been no difference between its effects on minorities and Whites, and that everyone who has been reassigned or demoted is still receiving pay.

While Smith could not officially comment on personnel matters, he did say that when it comes to complaints of unjust treatment of minorities, he "can’t find what the problem is. The deeper issue is that these folks want me gone."

"Too many Italians"

According to Arvizu, Academic Personnel Officer Sarah Brothers filed a $10 million lawsuit claiming racial discrimination and harassment, a case settled out of court. Arvizu gave a deposition on the case, citing incidents in which Smith putatively remarked that there were "too many Italians [a pseudonym for minorities] on campus," a statement others have also quoted.

The Vision Statement

George Baldwin, Native American, another of the original faculty members, is proud of CSUMB’s vision statement, which includes teaching students how to become aware of social injustices.

We were hanging away for a perfect model, the eyes of the nation were on us, and the demands and timelines were absolutely nuts," said Baldwin. "We turned it on ourselves and saw it in the presidents office," he said.
In February, 1990, Smith announced his intent to change parts of the vision statement, especially that which committed CSLMB to serve underrepresented communities, according to several faculty members. His choice, they said, was to replace this with the phrase: "More. Better. Faster," meaning to give students more and better learning in less time.

"He tried to change the vision statement as soon as he got here," recalled Arvizu.

Faculty were in an uproar and since they had no union or protection, they quickly formed an academic senate and successfully protected the vision statement. And the Social and Behavioral Center, which, HO was told, Smith also intended to dismantle.

A month later, affirmative action officer Ron Cisneros, acknowledged to be concerned over campus politics and, like most others, overworked, hanged himself in his office.

"I am the vision statement," wrote graduated senior and student president Sarah Lerma to the campus community. "I am a Chicana. I am from Gilroy, which is part of the tri-county area...I am part of a family that is considered low-income and I am part of the first generation in my family to attend college. And it hurts me deeply that I am under attack."

"I have witnessed the increasing gap between administration, faculty, staff, and students," Lerma continued. "I'm so sorry that you came here believing you would count. I'm sorry that this university's administration has let you down."

Smith disagrees with the accusation leveled against him by some that he is attempting to dismantle the foundation that has attracted attention to his school.

"I believe in the vision statement. Why else would I have come across the country?" said Smith. "What's ironic is that I'm an activist in education, politics, and in giving to those who don't have economic power."

**Arts vs. Administration**

One of the nation’s leading muralists, Judy Baca, then at UCLA, came to CSLMB as a founding faculty member to establish the Institute of Visual and Public Art. An opportunity to weave community and social issues and raw artistic production into the arts of academia and teach art in alternative ways.

"In the planning of the university, the arts were central," said Baca, but "when Peter Smith came, the arts were marginalized."

"What I felt," said Baca, "was a lack of acknowledgement of the intellectual community available on the campus." She said that everything she did was undone based on what Peter Smith’s wife, Sally, wanted: "I’m a leading expert in the country and all of a sudden Sally was negotiating everything it was as if Sally were decorating the president’s room."

At one point, she recalled, Smith—"who didn’t know the difference between a Puerto Rican and a Mexican"—called her into his office and asked her to do his portrait. Had he known anything about her work, she felt, he would never have asked.

Baca received neither budget nor building from which to effectively develop her program. Although Smith saw this as par for the course in establishing a new university, Baca experienced it more as an effort on his part to pit faculty against one another. After Steve Arvizu was marginalized, she took a leave of absence back to UCLA and eventually stayed there.

**Breaking the Silence**

Octavio Villalpando, who has a national reputation for assessment of underrepresented groups, arrived just after Arvizu was replaced, to work directly with Peter Smith as director of university planning and assessment. He considered Smith's presidency as helpful in improving the university's autonomy. From outside the campus, Villalpando recalled others calling CSLMB "Taco Tech." As there were more Latinos in positions of power than elsewhere.

It was Texan Dell Felder who concerned him most. "The first thing she said when I met her was, 'What are your credentials?' She told me I was engaged in an ambitious enterprise and doubted my abilities," said Villalpando. She didn't believe he would be able to secure the funds to develop an innovative self-assessment program for the university. "I saw the same relationship between her and other Latinos," he said.

When she came in, he said, the issues of serving underrepresented minorities fell off the radar. Student support programs were being moved to various departments, which allocated the funds for other purposes, he said.

As part of the top administration, Villalpando saw how publicly the senior team was good at saying the right thing, but privately had a different discourse going on. "He [Smith] didn't understand how important multiculturalism was to the faculty," said Villalpando. "And whenever a person of color made a recommendation, it was automatically dismissed when those of non
color were immediately adopted.

'I always thought this guy [Smith] could turn it around,' said Villalpando. But a year ago he changed his mind when he saw how Smith treated Bert Rivas, vice president for student affairs. Smith tried to demote him, reduce his budget, and reassigned him to a different department, he said. 'The motivation was unfounded. Smith was motivated by Felder's lack of confidence in a person of color.'

It was Villalpando who finally broke the silence that had been brewing resentment throughout CSUMB. In March, his co-worker Cecilia Bursiaga, the highest-ranking Latina, who served as executive assistant to the president, asked by Smith to be reassigned. She was told her performance was terrific, but not a fit for the organization. The following day, Smith told Villalpando that Bursiaga had asked to be reassigned, which he knew not to be the case, then broached the subject of a reassignment for Villalpando as well.

'It really angered me that in one swoop he was going to get rid of all people of color,' he said. Villalpando asked 15 faculty members to join him in a conference with Smith, at which he gave his many reasons for his resignation. He was soon locked out of his office and was asked to leave campus housing in order to quell controversy.

Faculty had formed the Chicano Latino Faculty and Staff Association (CLFSA) of CSUMB in the spring of 1998, announcing its concern over ethnic cleansing on campus. In March of this year, more than 100 students rallied for change and asked for Smith's resignation. Many students flooded Smith's e-mail, demanding answers. Res. Martinez, MECha Chair wrote, "I want you to know that 1 and others expect a reply explaining what is to be done about our community's systematic loss of great role models and mentors."

Students had held earlier rallies in protest of racism on campus. One of the incidents involved an e-mail telling all "niggers" to return to Africa. "It took days for President Smith to send out a pansy e-mail saying that it is bad," wrote Lerma. "I've also read other statements, and no stance has been taken by our administrators. How can a university ask me, as a student, to question reality, question how power dynamics work, question society, when our top administrators are not asked to do the same?" wrote Lerma, who thought it was necessary to speak up because of the fear she also felt from faculty. "People were being black-balled left and right," she said. "I cannot sit by and watch my faculty of color forced to leave because of racial tensions. I cannot sit by as my faculty are fearful of losing their jobs due to being too pro-student."

CLFSA asked for Smith's resignation as well, while 13 other groups sent resolutions to Smith demanding a recommitment to the vision of Members of CLFSA and other faculty, staff, and students sent issues of complaint to the chancellor's office and to members of the legislature.

Marla Santos of the chancellor's office came to CSUMB to conduct a report of these complaints, which faculty and staff were promised they would see, but have not. Santos said they are giving Smith an opportunity to take care of the issues of concern internally.

Dell Felder recently announced she was leaving in August to accept a post in Saudi Arabia.

Hoping for a Solution

Bodilith Lloyd, an African American who is one of a few original deans remaining, represents a group that hopes for a solution to the problems without resignation of the president.

'I've acknowledged that people are no here...that they [the jobs vacated] have not been filled with people like them," she said. "We've had a crisis here, but we'll work through it."

Since the resignation requests in May, Lloyd said there has been a kind of death on campus. "People have cried on so many occasions. It's the most uncomfortable thing I've experienced."

Here is a place [where] we can look at what higher education has not been. I believe in the institution. I believe this can happen. This is a chance of a lifetime to work with people from across the country to build and develop what could and should be higher education in the 21st century," Lloyd, who believe racism is part of the course and needs to be dealt with. "If we can't do it here, then it can't be done."

Former California Assemblyman Ray Gonzalez, now a teacher of Latin American history, described the university as having two doors on the front that represents Monterey, Pebble Beach, and Carmel, an one in the back, for the agricultural communities of Salinas, Soledad, and Pajaro Valley.

Most of the students come through the back gate," said Gonzalez, who was one of the writers of the vision statement. "Most of the students are migrant, first-generation students," he said, and added, "but the university is doing nothing to help them succeed. This is why we decided to fight."

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Gonzales is also concerned that the Latinos lost to the university will not be replaced because, as part of a small Latino academic community, he can’t think of any who would want to walk into the present climate.

But Ruben Mendoza, already hospitalized six times with asthma attacks since joining CSUMB, stays there against the odds because “we’ve set a measure for ourselves.”

“I’ve seen kids who have never gotten close to a computer...a number that had difficulty writing. I’ve seen them leave with advanced skills I really do believe that the vision statement will serve the underrepresented. It’s a vision whose time has come.”

Postscript

In a recent letter from President Peter Smith to campus colleagues about Dell’s departure and the search for a replacement, he praises her contributions as “heroic and of an exceptionally high quality,” but speaks as well of the tumultuous year.

“We’ve been through a lot this year. And that comes on top of the hard work it took simply to survive during the first three years of our existence.

“As I have attended professional meetings this summer, however, I have been powerfully reinforced on one main point. The programs we have in place to educate learners and the strategies we have developed to support those programs are unparalleled in American higher education. There is simply no other place like CSUMB. Our commitments in service learning, cross-disciplinary curriculum, multiculturalism, technology, outcomes-based education, and relationships with the communities around us are not to be found anywhere else. And the record that our students and graduates are compiling as a result of their education with us is remarkable.

“There is a reason for this success. And that is you, the people who have chosen to commit their professional lives to the development of this university. Throughout this past spring, in the state of strike and during the protests, one thing remained constant: students were served and served well. The university ran like a university, and its purpose was preserved even as we engaged in robust debate about difficult issues. That discussion must and will continue, because it is why the university is here.

“I have the deepest confidence that, together, we will continue the successful development of this extraordinary hope in higher education. We have controlled our own destiny and development to date, and we will continue to do so. We created the “bones” of this place using our own wits, experience, and commitment, and we will flesh them out the same way; trusting and working together.”

The year has shown something else as well—the fallacy of the following concept, which appeared in Social Education, the official journal of the National Council for the Social Studies, May 1970, Vol. 34, No. 5, author Dell Feller:

“Anglos believe they can control the future; they strive to manipulate the environment to suit their needs. The Mexican American is more likely to be fatalistic, disposed to believe that altering the present will have little effect on the future.”

KD

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California State University-San Marcos

Growth with Distinction and "Good Fortune"

by Roger Deitz

Founded in 1969, California State University at San Marcos began operations in the fall of 1990 offering courses for upper-division and graduate students. First-year students began in Fall 1995. Today more than 5,000 students attend the 304-acre campus in the foothills of San Diego County, a site some 20 miles north of the city of San Diego. The university is composed of the College of Arts and Sciences, the College of Business Administration, and the College of Education.

Last December, Marlo Rivera was among the first of the inaugural first-year students to graduate, she, along with classmates Tammy Ponsler and Nichole VanScoy, fulfilled degree requirements by taking additional courses each semester while maintaining honor grades with B-plus averages.

"My first two years are kind of a blur, but overall things were a blast!" said Rivera, a graduate of Rancho Buena Vista High School in Vista. Rivera earned a degree in business administration and has begun work as a systems analyst with Pacific Bell. While attending Cal State-San Marcos, Rivera worked part-time as a peer advisor and as a student advisor for the College of Business Administration. She was president of the InterVarsity Christian Fellowship and a member of the board of directors of the Sigma Iota Epsilon Honors Management Fraternity. Rivera returned to campus in May to walk side-by-side with her classmates during the annual commencement ceremony.

Rivera, we are told, does not regret any of her hard work and accelerated schedule, and was proud to be a trailblazer and among the first alumni/ae at Cal State-San Marcos.

"Kind of a blur..." "A blast!" That pretty much describes the rapid growth of CSUSM, the 20th campus of the 23-campus California State University system. University President Alexander Gonzalez says that what makes Cal State-San Marcos different from other public universities in California is obvious: "We're the one that isn't finished." He sees his campus as a work in progress.

"Look around," he says. "You'll see new buildings going up and faculty and staff on the move. Listen to the conversations, you'll hear creative, challenging teaching from a young, enthusiastic faculty eager to share their expertise." He adds that at CSUSM, students will experience a "hands on education."

Gonzalez points out that the newness means that the institution abounds in "state-of-the-art multimedia, cutting-edge science labs, and community-based experience" as part of coursework. "We're a campus that isn't complete," he observes, and reminds us that students too are works in progress.

For growing with distinction and for building with the
support of enthusiastic students, faculty, administration, staff and donors, Cal State-San Marcos can add another realized distinction, entry on the Hispanic Outlook Honor Roll.

Funding and friends are helping to continue the growth of this institution. A $1.2-million gift from longtime Oceanside resident Helene Clarke will enable Cal State University-San Marcos to begin building a much-needed field house to anchor its growing athletics program. The completed structure will be named the M. Gordon Clarke Field House in honor of Mrs. Clarke's late husband, an active sports enthusiast. Using the gift, the University has begun detailed design and construction planning. Another $1.5 million will be raised from private donors, with the remaining cost of the $5.5 million structure coming from the CSU system funds. The field house will be completed in spring 2001. With more than 23,000 gross square feet, the building will be the first of several planned for an athletic complex.

A $1-million track and soccer field is already nearing completion west of the planned field house. M. Gordon Clarke, a longtime Hughes Tool Co. executive, had an abiding love of athletics. "And that's why I decided to donate for the field house—because athletics was Gordon's life in so many ways," said Mrs. Clarke. "The field house is a fine way to honor him and to help so many young adults."

Then there is the scholarship fund that has been established at GSLSM in honor of William A. Craven, the former state senator who led the effort to establish the campus in 1980. Cravens family gave the University $250,000 last March to endow scholarships for athletes who require financial assistance.

"CSU-San Marcos was the pinnacle of the senator's career," said Dan Worley, a Craven family spokesman. "He's extremely proud to be associated with the campus and with the thousands of students that he has served and will serve in the future." The funds were donated from unused campaign money raised during Craven's long political career which included five terms as a state senator from the 38th district encompassing the San Marcos area. At a ceremony to honor that donation, President Gonzalez presented to Mimi Craven, the senator

Honor Roll Facts in Brief

INSTITUTION
California State University at San Marcos

LOCATION
Admissions
San Marcos, CA 92096
(760) 750-4000

ESTABLISHED
1989

ENROLLMENT
5,035

HISPANIC ENROLLMENT
875

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$1,712 per year, in-state

FACULTY
177 tenured or tenure-track,
(18 Mexican American and 8 other Hispanic)

SEVERAL DEGREE PROGRAMS
Business Administration
Computer Science
Human Development
Visual and Performing Arts
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Inter-Varsity Christian Fellowship
MEChA

INTERNET ADDRESS
www.csusm.edu
Gonzalez points out that the newness means that the institution abounds in "state-of-the-art multimedia, cutting-edge science labs, and community-based experience" as part of coursework.

wife, a copy of the University's first yearbook, which the graduating class dedicated to the senator.

Quoting from yearbook notes written by Senator Craven, President Gonzalez read, "The senator said the words 'good fortune' came to mind when thinking about San Marcos. The students who will benefit from the family's generosity in setting up these scholarships will have reason to share those words for years to come."

Last year a $4.5 million University Hall opened on schedule for fall classes. The first new classroom building for CSUSM since 1992, it officially opened to the music of a marching band in August 1998, just in time for the first day of the semester. Named University Hall, the 71,000-square-foot building provides 23 instructional rooms, including classrooms, computer labs, and foreign language laboratories. The building also houses 69 faculty offices for the College of Education, and the departments of computer sciences, foreign languages, and psychology. Funding for the building was made possible through passage of the Proposition 205 bond issue in 1996. Three more buildings, including a science hall and arts and humanities complex, are slated to be built.

When asked about his university as a work in progress, President Gonzalez observes, "CSUSM is an unfinished campus, and how many people get a chance to build a university? That's exciting! I don't just mean for me as the president but for all of us: faculty, administrators, and students. For example, the initiative the students took last year in passing the proposal to build the track and field. Eighty-two percent of the students who took part in the election voted yes."

The president continues that a lot of decisions about the future are determined by financial resources. "We can have all the ideas in the world, but if we don't have resources, how are we going to execute the decisions?"

Thanks to generous donations, and the passage last November of Proposition 1A, which allocated millions in construction funds for three new buildings, the campus will be changing over the next several years. Science Hall II and the Arts Building will be completed for January 2002 occupancy at a construction cost of $26.8 million for both facilities and outfitted for an additional $3,190,000. Together they will provide for 424 classroom seats for 990 students; 129 teaching laboratory stations for 259 students; 127 graduate research laboratory stations; 32 faculty offices and related support space.

A Library/Information Center will be completed at a construction cost of $34,000,000 and equipment cost of $3,120,000 to be ready for the year 2003. It will provide 160,000 square feet for conventional book stacks, automated storage retrieval, special library materials, reading stations, 60 self-instructional computer lab stations, historic archival document restoration, media/radio and television studios, special instructional interactive classrooms, and storage.

The academic community for fall of 1998 totaled 5,035, of whom 3,345 were female and 97 percent state residents. There were 4,113 undergraduates and 922 graduate students. Hispanics numbered 875 or 17.4 percent. There were 81 Native Americans, 151 African Americans, and 440 Asians. Approximately 2,500 students, or half the student body, received financial aid for the 1998-1999 school year. This includes scholarships, grants, and student loans. Two years back, the average financial aid received per student was $5,566. Enrollment is projected to grow to 6,493 by the year 2000-01, to 12,283 by 2010-11, and to 18,056 by 2020-21. At this point, there are 4,100 alumni.

Of the 177 tenured and tenure-track faculty members, 163 have Ph.D. or Ed.D. degrees, and 14 have master's degrees, 13 of which are terminal degrees. The student to faculty ratio is 17:1. By ethnicity, there are 18 Mexican American full-time or tenure-track faculty, and 8 other Hispanics. Added to this, there are 10 African American, 21 Asian, 4 Native American, 2 Filipina, and 1 Pacific Islander faculty. The 177 include 88 males and 89 females.

The most recent commencement included approximately 1,300 students. Graduates received roughly 770 bachelor's degrees, 150 master's degrees, and 380 teaching credentials.

Of course, when a community helps build a university through its donations and bond issues, there are other benefits besides meeting the educational goals. Builders employ workers to complete the projects, and area businesses benefit from institutional purchases. Cal State-San Marcos' 1998-1999 budget of all funds was $70,334,331. The school employs 656 staff, faculty, and administrators who themselves spend money in the community. CSUSM's estimated economic impact on the community for 1996-97 was $92.7 million, including the direct effects of $40.1 million and indirect expenditures of $52.6 million. The direct figure breaks down to $15.1 million in student expenditures, $14.9 million in employee expenditures, $4.5 million for supplies and $5.8 million for capital expenditures.
Prop. 227
Decimates Bilingual Ed in California

But One District Shows Improved Test Scores

When California voters approved an anti-bilingual education referendum last year, Mercedes de la Riva, a Mexican immigrant with school-age children, was scared about the future. "My two young daughters, Alejandra and Mercedes, who are now in second and fourth grade, had always been in bilingual education programs," said de la Riva in Spanish. "I was very worried about what would happen to them."

The passage of Proposition 22 turned de la Riva into an activist. She joined a parents' committee and closely watched how her district in Carlsbad would implement the referendum. Confirming her worst fears, both children were placed in English-language immersion programs. But de la Riva stayed involved. At home, she worked with her daughters to help them learn English, even though she is still learning English herself. And she met with the girls' teachers to keep a close eye on their progress.

As the school year came to a close last June, de la Riva found her fears had subsided, and her feelings about bilingual education had changed. She is not pushing for a return to bilingual education for her daughters. "No matter what happens at school, I will teach my daughters Spanish at home," she said. "They don't need the school for that."

De la Riva's newfound opinions reflect a sea change that has occurred in California in the battle over bilingual education. A year after passage of Prop. 22, it is clear that bilingual education in California—and possibly the nation—will never be the same. The number of Limited English Proficiency (LEP) children enrolled in bilingual education programs in California has plummeted. And while supporters of bilingual education are fighting in court to overturn the referendum, they also concede there is simply no turning back the clock. "I've tried to look at this as an opportunity to improve our services," said Santa Ana Unified School District Superintendent Al Mijares. "I don't think bilingual education is going to disappear completely. But it's definitely never going back to the way it was."

For districts like Santa Ana, which has a 90 percent Hispanic enrollment, this past school year has been chaotic. In California's public schools, some 1.4 million children are classified as LEP students, most of them native Spanish speakers. Prior to Prop. 22, only about one-third of those students were in bilingual education programs. But Ron Lenz, the California millionaire who bankrolled Prop. 22, and his supporters argued that even 30 percent was too many children. Backers of the referendum claimed that young children have a tremendous capacity to learn a new language, and that bilingual education wasn't serving their best interests or producing good results. Voters agreed. Proposition 22 was overwhelmingly approved in June 1998 and had to be implemented just a few months later in time for the 1998-99 school year.

The complex—and in some ways vague—law called for LEP children to complete one year of 'sheltered English immersion,' and then go into mainstream classes.
## OCEANSIDE UNIFIED SCHOOL DISTRICT
### English Language Learners

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<tr>
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### Percentage Gains by English Language Learners

**SAT-9 Scores Comparison: Spring 1998 to Spring 1999**

*Data provided by OUSD Curriculum and Instruction Office. June 1999*
## Oceanside Unified School District
### English Proficient students

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<tr>
<th>Grade Level</th>
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<td>2%</td>
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<td>11%</td>
<td>26%</td>
<td>18%</td>
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### Percentage Gains by English Proficient Students

![Bar chart showing percentage gains by grade level across reading, mathematics, and language subjects from 1998 to 1999.]

**SAT-9 Scores Comparison: Spring 1998 to Spring 1999**

*Data provided by OUSD Curriculum and Instruction Office, June 1999*
tion's lack of any formal method to monitor the success of the new immersion programs.

"It is always a disaster any time that educational policies are made without putting children first," said Silvina Rubinstein, executive director of the California Association for Bilingual Education (CABE). "The way Prop. 22" is being implemented is different from district to district and from school to school within the same district. And, of course, there is no clear mechanism to determine academic progress or language development."

Those who supported the proposition aren't happy with the results either. The claims that many districts are "dragging their feet" in implementing the law and that other districts are continuing to offer bilingual education under the guise of an immersion program. And they argue that districts are steering children back into bilingual education programs by coercing parents into seeking waivers.

Both sides have a point in that the implementation of Prop. 22" has been scattered, with districts left to decide on their own how to enact the law's complicated provisions. In general, districts with strong bilingual education programs that enjoyed lots of parental support received requests for waivers, which were easily granted. The San Francisco Unified School District, for example, actually saw its bilingual education program grow after Prop. 22". About one-third of the district's 65,000 children are classified as LEP. The district, which has been under a federal court order to meet the needs of LEP students, asked parents to sign an authorization form saying they wanted their child to stay in bilingual education. In a nod to Prop. 22", the district renamed its programs "English Only and English Plus."

At the same time, the district with the highest LEP population, the Los Angeles Unified School District (LAUSD), found itself scrambling to implement a program in the two months after the referendum passed. The vote took place on June 2, and LAUSD's next semester started on Aug. 3. "We worked weekends and nights to get ready for this," said district spokeswoman Noreen Serrano. "We set out to train our staff in how it would work, and then reached out to the parents in every school to explain their rights and how we would implement the new law."

In holding to the referendum's parameters, for the first 50 days of the new school year, all LEP students in LAUSD were placed in an English-only immersion program. The district then offered two options. Students who had been in bilingual education before were placed in an English-immersion program led by teachers who spoke no Spanish. A teaching assistant was on hand to get students through rough spots. But the focus was on English. Bilingual education teachers, who could revert to Spanish as needed, taught the second immersion track. The program was for students who had little or no understanding of English.

Many assumed that Hispanic parents would fight to keep their children in bilingual education. But at LAUSD, a groundswell of waivers never materialized. Only 11 percent of parents with LEP children sought waivers to get their youngsters back in bilingual education. The vast majority—89 percent—went along with the new system.

In just one year, the district's massive bilingual education program, which included more than 100,000 children, shrank to about 11,000 children.

To the surprise of many bilingual education supporters, a similar scenario played out in the Santa Ana Unified School District, where 76 percent of children are LEP. The district officials, backed by the local board of education, undertook a huge educational campaign aimed at parents. "We wanted each and every parent to understand their rights and to understand they could opt out of this immersion program," said Superintendent Mijares.

Again, parents didn't respond as expected. Despite such diligent outreach efforts, the district also saw its bilingual program greatly reduced in size. In the 1997-98 school year, 38,381 Santa Ana students were in a bilingual education program. This past school year, only 5,800 children were enrolled in bilingual education through the waiver process.

Mijares was surprised by the small number of parents who sought to keep their children in bilingual education. But he understood as well. "The rhetoric about this proposition was so strong that many parents became convinced bilingual education was bad for their child," said Mijares. "Then, because we were scaling back and collapsing programs, parents were faced with having to send their child to an unfamiliar school or classroom for bilingual education. Many just didn't want to do that."

Other districts took a much stricter interpretation of the law. In San Diego County, the Oceanside Unified School District completely eliminated its bilingual education program. The prior year, the district had roughly 5,000 children in a bilingual education or transitional program in some 120 classrooms. District Superintendent Ken Noonan, who is of Hispanic descent and a former bilingual education teacher himself, decided that the safest and most appropriate course of action was to implement the law literally.

Of the thousands of eligible LEP children in Oceanside, only about 120 applied for waivers, and of those, just a handful were granted by the district. For Noonan, it was a "troubling situation" and really concerned about its effects, said Noonan. But once it passed, I saw no other choice.
Motivating the Disengaged Student: Part One: Challenging Passivity and Resistance to Learning

BY ANGELA PROVITERA McGlynn

Senior faculty members have personally observed what research findings confirm: students today are different from students of 30 years ago, of 20 years ago, or even of a decade ago. The student population is more diverse ethnically, culturally, and in terms of social class than ever before. The age range of college and university students is also wider than ever before. The diversity is seen too in academic preparedness, with many students underprepared or ill-prepared. Add to this heterogeneity the fact that so many of today’s students are attempting to combine family and work responsibilities with their studies. With all that students are juggling in their lives, is it any wonder that many of them come to class tired, listless, sleepy, or unmotivated?

This article will focus on the classroom learning environment and pedagogical strategies that help motivate our diverse student body to learn. The topic of motivating and retaining students should be of particular interest to faculty members who are trying to help Hispanic students reach their potential. Although we have seen some improvement in the U.S. Hispanic socioeconomic picture, and many Hispanics have climbed the educational and career ladders in the last decade and a half, the overall educational attainment of Hispanics has been quite poor. Hispanics are the fastest growing minority group in America, and yet they have the lowest educational attainment. Their high school and college completion rates are the lowest of any racial/ethnic group in America. In a previous article, I addressed the myriad factors contributing to this low achievement and the many ways in which the community college could contribute to improving the educational plight for Hispanic Americans.

I will focus specifically on the classroom dynamic and on teaching strategies that contribute to motivating students to learn, to stay in school, and to achieve their goals.

The challenge to today’s faculty in reaching students, particularly our tired and unmotivated students, is to add variety to their teaching strategies. The old-time lecture class might capture some of today’s students—but probably a small percentage of them. Many lecturers, facing the “glazed over” eyes of their students, try to create more engaging lectures or make attempts at a more dazzling lecture style. While this effort is admirable, it will probably prove ineffective. I once read an intriguing definition of the term “insanity.” Insanity doing the same thing over and over and expecting different results. If we, faculty, want different results with students who are not responding to the lecture format, the prescription is clear: We must change.

So many scholars in academia, following the work of John Dewey and Jean Piaget, have espoused the idea that students learn more when they are actively involved, when they are “doing” rather than when they are passively receiving information.

Faculty who protest by saying that they have too much material to cover to allow student participation, dialogue, or group work would be saddened to discover how few students are covering the material with them. And how much of what we faculty “cover” will students retain after our examinations? How much of this material will they actually use in their lives? Of course, this depends on the discipline of study. We desperately want the medical personnel assist
Strategies involving the classroom design can also enhance student involvement and participation. Students who are facing each other rather than the back of someone's head are more likely to participate in a class discussion.

...ing us in our times of need, and the pilots who are flying us to our destinations, to have retained what they learned and practiced in school. However, much of the academic information we have learned in school, particularly if it is not used in our lives, is forgotten within several years of graduation. So, as important as the body of information we would like students to learn is, equally important for our students to learn are the abilities to think critically, to write effectively, to speak clearly, to make ethical decisions in life, and to celebrate the richness of the diverse culture America has become.

Clearly, the body of information we impart, if students take it in, might accomplish some of these goals some of the time, but the lecture format falls short much of the time. As James Eison states, "...one way faculty can increase student involvement and learning is to lecture less and have students do more." The lecture format is part of most courses, though, and it is a necessary part. It is possible to make lectures more interactional and therefore more effective. One way to get students to do more, even within the lecture format, is to lecture for a period of 15 minutes and then pause. During a two-minute pause, students are asked to work in pairs to compare and re-work their notes. Usually this is done without student-teacher interaction. However, a variation could involve the instructor asking for a summary of the lecture up to that point. This would allow for clarification of the material. The lecture would then continue until the next pause. Bonwell and Eison (1991) showed that the "pause" procedure significantly improved student retention, both short-term and long-term. Additionally, the pause technique serves as a motivator for students to stay tuned in to the lecture and to take notes.

The "One-Minute Paper" is another technique that can be used within the lecture format to assess student learning and help keep students engaged. Again, following a lecture, ask students to respond in writing to two questions: What is the most important thing you have learned in today's class? What is it that you still have questions about? The instructor can collect these one-minute papers and respond to positive classroom atmosphere from day one. In that first class, try some "ice-breakers" to get students engaged with you and with their classmates. If students are going to take the risks necessary to learn in an active way, they need to connect with the professor and their classmates. The classroom dynamic must involve trust. The beginning class sessions should include techniques for learning students' names.

In informal focus groups that I have run with students over the years, I have discovered how important it is to students to have their teachers know their names. In fact, students claim that one of the most significant factors affecting their learning in a course is the rapport they feel with their teacher.

Once a dynamic of trust and familiarity has been established, there are many techniques that facilitate learning and active participation. Since one of the biggest stumbling blocks to students' active participation in class is that they have not read the assignment, there are ways to encourage this reading. One such method is to have students respond in writing at home to questions that accompany the reading. Their questions and responses could be used in the next class session as a kick-off for discussion. They could also be collected and read by the instructor without reference to the students' names, and responded to by the rest of the class. The instructor could then credit the students working in some way.

Elizabeth Paul, associate professor of psychology at The College of New Jersey, suggested a close variation of this technique. Dr. Paul asks her students to do "idea sheets" at home. When they read the assignment, they are to write their own comments or questions on a slip of paper and bring them to class. She asks them to sign them so she can give them credit for them. She then flips through them in class, commenting on what they have written without identifying them by name. When a student hears his/her question read, and Dr. Paul says, "Yes, that is a very interesting question," the student perks up. This introduction to the reading, based on their questions and comments, leads to...
lvelier and more participatory discussion. Getting students to read their assignments is a first step in promoting active engagement within the classroom.

Regarding strategies to combat student resistance to learning, Dr. Paul suggests some ideas that have to do with classroom dynamics. She involves students in the process of breaking down their own resistance to learning. We can empower our students by asking them, "What can we do to foster your learning?" Dr. Paul says that your students might look at you blankly at first. However, eventually, students start to look at themselves as learners. This technique opens the door for communication with them. Sometimes, Dr. Paul tries what she calls a "content to process shift." This involves stopping class and saying, "Let's notice what is happening here: some of you appear uninvolved, some of you appear to be talking to each other on another topic, etc. What do you think we should do to get things back on track?" By the use of this method, students get to identify resistance to learning in themselves and to take responsibility for their own learning.

Strategies involving the classroom design can also enhance student involvement and participation. The instructor can move away from the front of the class. In large classes of 35 or more students, where a circle would be cumbersome, instructors can divide the room down the center aisle and ask students on both sides to face the center (and each other). Students who are facing each other rather than the back of someone's head are more likely to participate in class discussion. This setup also allows the instructor greater freedom of movement. The teacher can now walk down the center aisle to get closer to the students who prefer to sit in the back. From this center position, it is easier for the instructor to establish eye contact with more students, as well as greater proximity. Another advantage of this classroom setup is that the instructor can use the overhead transparency and talk with the students about the course material from the back of the room.

Another technique involving classroom design is for the instructor to mentally divide the room into quadrants, and then try to involve the students in all four parts of the room. Walking to the different sections and addressing questions to particular sections of the room can engage more students. Too often, instructors end up talking to the few students who sit up front and who are often already engaged.

Running an effective classroom discussion is a powerful tool to engage students with the course material, how to engage students through discussion will be the topic of my next article.

REFERENCES
Carrasco's "Existential Oomph" at Princeton

BY STEVEN SCHULTZ

Reprinted with permission from The Princeton University Weekly Bulletin. May 10 1999

Collaboration is the essence of Carrasco's approach, and "the result has been an engaging and phenomenally productive exchange, with concrete results," said William Fash, chair of anthropology at Harvard.

Step into David Carrasco's grand Victorian house, and one of the first things he'll show you is a photo of himself and 30 prominent archaeologists, historians, and other scholars—all wearing cardboard 3-D glasses.

It's not the academic stereotype, but neither is Carrasco's approach to studying Mesoamerica. the portion of Central America that developed one of the world's first clusters of great cities, the Aztec and Mayan civilizations. Carrasco, professor of religion, has developed an imaginative way of looking at these cultures that breathes life into pottery shards and ancient ruins.

According to other scholars in the field, this vision could change the way that U.S. and European societies view Mexican and Hispanic cultures today.

"David has done a tremendous job of making people aware of these cultures," says Charles Long, who was Carrasco's thesis adviser at the University of Chicago. According to Long, Carrasco has done more to improve understanding of Mesoamerican culture than many museums. Those institutions, Long says, tend to present artifacts as historical objects, without the active meaning that is part of Carrasco's work.

"They don't have that existential oomph," says Long.

Carrasco's appointment is in the Religion Department, but he has devoted his career to cutting across traditional barriers between academic disciplines and helping colleagues in many fields work together. He is the director of the Mesoamerican Archive and Research Project, an affiliation of archeologists, anthropologists, ethnographers, historians, religious scholars, and even astronomers. They are the subjects of the 3-D photo from a 1989 conference at the Great Aztec Temple of Tenochtitlan, where the scholars were comparing modern stereographic pictures of Mayan temples similar to pictures taken 100 years earlier. The 3-D glasses made for an amusing moment, but the real wonder was that all those people were in the same room. Collaboration is the essence of Carrasco's approach, and "the result has been an engaging and phenomenally productive exchange, with concrete results," said William Fash, chair of anthropology at Harvard.

The archives work also benefits from collaborations with researchers in Mexico. "American scholars are always going to someone else's land and digging up stuff and rarely talking to anyone there," says Long. "David has brought together a tremendous collaboration between U.S. and Mexican scholars. Among those collaborators is archeologist Eduardo Matos Moctezuma, whom Carrasco calls a "national treasure of Mexico."

Carrasco grew up in Washington, D.C., where his father David was the first Mexican American to coach basketball at a major university. American University. When his father became a sports goodwill ambassador to Mexico as part of the 1968 Olympic games, the family moved to Mexico City, where Carrasco spent his teenage years. It was a trip to a Mexico City museum that started him thinking about the way Mesoamerican culture was portrayed.

I remember coming out of the museum and having a strong emotional response, and a strong ambivalence, he says. "I had been indoctrinated by U.S. culture to feel ashamed of Mexican civilization compared to European civilization. I felt that was a lie; there was something to be understood, there were intellectual issues."

That personal feeling for the subject helps Carrasco show how Mesoamerican cities, monuments and objects were interwoven in real lives, says Long, who is now retired from Duke and the University of North...
Carolina-Chapel Hill, "it's a problem of knowledge, but it's also a question of existential meaning and identity."

**Understanding Sacred Places**

Later, at the University of Chicago, Carrasco became interested in the Spanish Conquest, which he describes as "one of the great dramas in history." He also began to think about the role that religion played in the formation of cities and the way a culture's religion can be revealed through an understanding of its sacred places.

Carrasco points out that there are only seven places in the world where village populations independently coalesced into cities, Mesopotamia, Egypt, Northern China, the Indus Valley, Southwest Nigeria, Peru, and Mesoamerica. What are the economic, intellectual, and social changes that had to take place for the cities to develop? "It was the religious ideas that really integrated all these things," Carrasco says, noting that the people at the top were always priest-kings. "That cosmological vision was needed to bring their calendars, their architects, their artists, their warriors into an integrated system.

The hearts of many of these cities were magnificent ceremonial monuments, such as the temples of the sun and moon at Teotihuacan and the Great Temple in Mexico City. Recently Carrasco has been developing a way of looking at these cities not just as fixed ceremonial centers but as fluid locales that export power and rituals to the surrounding countryside, which, in turn, helps shape the city itself.

**Order in Flux**

In a 1991 article, "The Sacrifice of Tezcaltipoca: To Change Place," Carrasco looked at one important Aztec ritual of human sacrifice and showed how it transcended conventional notions of place. In this ritual, the community leaders selected a prisoner warrior and anointed him as a god for a year. The man was chosen for his good looks, dressed in luxurious clothes, and treated like royalty. He was paraded through the city and around the surrounding country; and at the end of the year, he was sacrificed on a nearby mountaintop. Carrasco says that such rituals, with integrating a variety of intellectual questions in a single subject. Like much of the archive's work, it is relevant to understanding current issues. Sessions says, "The complex cultural situation we now face in the United States, in fact throughout the Americas, is rooted in the powerful and painful encounters between Africans, Europeans, and indigenous peoples. The colonial period had a profound influence on the way the world is today."

**Star of First Magnitude**

Some of the ideas generated within the archive are beginning to attract interest in other areas of research. For example, Philip Arnold, who studied under Carrasco at Colorado and is now an assistant professor of religion at Syracuse University, says he is working with the archive and scholars in Japan to gain a better understanding of "the meaning of urban space in the Pacific Rim.

Carrasco started the archive in 1984 when he was at the University of Colorado and brought it with him to Princeton in 1993. The archive provides funding for some archeological work in Mexico and maintains a collection of 12,000 slides of artifacts and ceremonial sites, as well as a library of 3,000 books, articles, and conference papers. In addition, the archive hosts regular conferences. The most recent, "Reimagining Mesoamerica: Archive, Community and Interpretation," was held at Princeton on April 9 and 10 and featured two presentations on new archeological finds at Teotihuacan and the Great Temple. The archive also produces numerous books and papers. "Judged by the standard of its publication record, it has shown like a star of the first magnitude," archaean astronomer Anthony Aveni told participants in the April conference.

Carrasco is involved in a number of projects, including a screenplay about the conquest of Mexico with actor Edward Olmos and director Robert Young. He was recently asked to be editor in chief of the forthcoming Oxford Encyclopedia of Mesoamerican Cultures, which will contain more than 500 articles from authors around the world.

In all of these publications, the real power of Carrasco's work seems to be in inspiring new ways of thinking. Says Fash, "This is precisely the kind of collaborative, crossfields perspective essential to real progress in our understanding of a time and place that are in many ways quite distant from our own but have much to teach us about humankind and the power of ideas, in a universal sense."
Rhode Island College Newsmakers

Flor de Maria Ribezzo was awarded the Katherine Murray Prize in educational studies at Rhode Island College (RIC) for demonstrating "excellence in preparatory teaching, a commitment to the profession, a strong academic record, and a commitment to fostering intercultural understanding and promoting greater equity" during her years of study at RIC. Ribezzo also has attended the University of San de Carlos in Guatemala, where she completed all her course requirements in a five-year program of study.

Hector J. Cardona, a native of Colombia, is a co-winner of the James Houston Award, given to the outstanding student(s) in geography for the year. Cardona, who served as a U.S. Marine in Operation Desert Storm and Operation Desert Shield, will be doing archeological research for the state after he graduates.

Bush Appoints Miami-Dade Trustees

Florida Governor Jeb Bush appointed seven prominent Miamians to the Miami-Dade Community College District Board of Trustees: Armando Bucolo, Jr. (1st photo); Carolina Calderin (2nd photo); T. Willard Fair; Helen Aguirre Ferré (3rd photo); Hank Klein; Roberto Martínez (4th photo); and Denise Mincey-Mills, who will help lead the college as it moves forward into the next century. Martinez and Klein were elected chair and vice-chair of the board, respectively.

Bucolo is an attorney in private practice. Calderin is chief executive officer of Pan American Hospital. Ferré is the editorial editor of Diario Las Americas, and Martinez is an attorney with the law firm Colson, Hicks & Eidson.

Benavides Receives Sprague Scholarship

Lee Sprague (pictured at 1.), who with her family established the $25,000 Lucy Sprague Scholarship in memory of her daughter, congratulates 1999 winner, Marcel Benavides (second from 1.), as he graduates from the John Marshall School of Law in Chicago, Ill. With him are his parents, Roselle and Luis Benavides of Detroit.

Benavides was selected as the second Sprague Scholarship recipient for his academic standing, his commitment to helping others, and his willingness to do public interest law. He has accepted a position with the Cook County State's Attorney's Office.

While at the University of Michigan, there were times that, as a Hispanic, Benavides felt out of place. But when he wanted to turn back, it was his neighborhood buddies who encouraged him to go on. "They'd say, 'You're the only one that's going to be somebody, so I continued,'" said Benavides.

Guerra Chairs Music Department

Dr. Dahlia Guerra, director and founder of the University of Texas-Pan American's (UTPA's) award-winning Mariachi, became chair of the UTPA department of music in June.

Guerra has spent time visiting area high schools and meeting with music directors. "There is a vast potential of untapped students that we need to reach out to," she said. "I also want to work closer with the cities."

She plans to propose a master's degree program in music at UTPA in response to requests from local public school band directors, many of whom hold a bachelor's degree in music and wish to continue their education.

International Journalists Cover Special Olympics

An unprecedented international journalist program brought reporters and broadcasters from around the world to cover the 1999 Special Olympics World Games and the Special Olympics Movement.

The 14 participating journalists, representatives of established media outlets, came from Chile, Croatia, Brazil, Estonia, Jamaica, Jordan, Kazakhstan, Latvia, Lebanon, 
Lithuania, the Palestinian Authority, Russia, South Africa, and Zimbabwe—countries where information about mental retardation is not widespread.

The program is part of a United States Information Agency $1.25 million grant to Special Olympics Inc.

**Martinez-Fayette Directing Human Resources**

Theresa L. Martinez-Fayette recently became the director of human resources for the Alamo Community College District (ACCD) in Texas.

"Not only is Ms. Martinez-Fayette highly qualified for the position," said ACCD executive vice chancellor Dr. Ernest A. Martinez. "The search committee was also quite impressed with her people skills and her understanding of the need for human resources departments to be customer friendly."

Martinez-Fayette has a bachelor's degree from Our Lady of the Lake University and is currently working on her master's.

**Sequin a Triple-Award Winner**

"I'm so glad I came here," said Amanda M. Sequin, who graduated from Rhode Island College (RIC) with degrees in early childhood education and Spanish, and plans to become a teacher.

Sequin won the Eleanor M. McMahon Award as the outstanding graduate of the RIC honors program, the Elementary Education Faculty Award, and the Nelson A. Guertin Memorial Award.

In addition, Sequin received a "first" at RIC. As a non-native Spanish speaker, she wrote her senior honors thesis in Spanish; the first in the history of the honors program to be written in a language other than English.

Among other jobs and activities, Sequin performed with the Spanish Theatre of RIC and served as its treasurer.

**Rodriguez and Vásquez Win Awards**

Writer Luis J. Rodriguez (pictured), author of the acclaimed *Always Running: La Vida Loca Gang Days in L.A.*, and artist Carlos Vásquez won three honors for their children's book *America Is Her Name—The Skipping Stones Honor Award, the Paterson Prize for Books for Young People, and inclusion in the Bank Street List of Best Children's Books for 1998.*

_America Is Her Name_, published in both Spanish and English editions by Curbside Press, emphasizes the power of individual creativity in overcoming a difficult environment and establishing self-worth and identity through the young girl America's desire and determination to be a writer.

**Garza-Roberts Heads Public Affairs at Health Science Center**

Cindy Garza-Roberts is the new associate vice president for public affairs at the University of Texas (UT)-Houston Health Science Center. "I am honored to have been selected," said Garza-Roberts. "I am very excited to serve not only UT-Houston but also the Hispanic community."

Garza-Roberts is fluent in Spanish and a founder and past president of the Houston Association of Hispanic Media Professionals. She was named to the YWCA Hispanic Women's Hall of Fame in 1991 and selected as the Hispanic Chamber of Commerce's Media Person of the Year in 1989.

She has a bachelor's degree from UT Austin and completed the executive management program at Simmons College in Boston.

**Vargas New DePaul University Dean**

Quinton Vargas recently became dean of the DePaul University School of Education.

A graduate advisor of doctoral studies for the University of Texas-San Antonio Educational Leadership program since 1991, Vargas was instrumental in recruiting the program's faculty, overseeing staffing and training initiatives, and managing a $1.4 million federal grant.

He has penned numerous scholarly works on bilingual education, cognitive development and verbal fluency, and teacher preparation and teacher training.

Vargas has a master's degree from the University of Texas and a doctorate from the University of Michigan. He also completed the post-doctoral training program at Harvard University's Institute for Educational Management.

**Cortes Participates in INROADS**

St. Joseph College (N.Y.) accounting major Hector Cortes participated in the INROADS/New York City, Inc. summer program for the second year in a row.

Founded 29 years ago, INROADS is a nationwide program that matches talented minority students with Fortune 500 companies. Students are provided with an ongoing working relationship with a corporation, including coaching, advice, and free tutorial support.

Cortes trained in the PricewaterhouseCoopers audit department in Toronto, Canada.

**Gonzales Wins National Award**

Dr. Beatriz Gonzales Robinson, a Barry University ( Fla.) graduate, won the 1999 National Career Development Association Graduate Student Research Award (NCDA/NSR) for her Ph.D. dissertation on career counseling.

The NCDA/NSR is a division of the American Counseling Association.

Gonzales, 35, examined Hispanic women's career development, focusing on work habits that have helped Hispanic women succeed, rather than concentrating on the obstacles. Ten in-depth interviews of Hispanic women employed in managerial positions or above at major U.S. corporations were conducted.

Her research revealed that successful
women were aggressive about their career paths, were constantly in preparation, and were heavily influenced by family ties.

Miguel Participates in America Reads Project

Nubia Miguel, who works with students at City Terrace Elementary School in California, was part of California State University-Los Angeles' federally funded America Reads project—a response to President Clinton’s challenge to every child in America to be reading at grade level by the year 2000. The collaborative reading program trains, monitors, and places Cal State-L.A. student “readers” with kindergarten to third grade children at seven inner-city schools.

Pictured here during the Los Angeles Times’ Reading by 9 Campaign Launch, Miguel (left) welcomes Governor Gray Davis to Cal State-L.A. as Jorge I. Ranga, America Reads project coordinator, and Chi Lin Kim, project field specialist, look on.

U.S. Migration Legislation Discussion at N.Y. City College

Bernardo Vega (pictured, center), Dominican ambassador to the United States, lectured at City University of New York's (CUNY) City College during an event sponsored by Alianza Dominicana, Dominicans 2000, and the CUNY Dominican Studies Institute.


New Citizens Sworn in at South Mountain

A ceremony celebrating the acquisition of citizenship by 350 immigrants was held during the 11th Annual Fiesta of Independence at South Mountain Community College in Arizona.

The Fiesta of Independence is the homegrown effort of community groups in the South Mountain Village, who developed the program to celebrate the positive aspects of the community. The program has become so popular that many immigrants request to be part of this particular ceremony because of the significance of the national holiday. This year's group of new citizens originated from 14 countries.

The Fiesta of Independence is sponsored by the South Mountain Interfaith Council, South Mountain Community College, and the South Mountain Chamber of Commerce.

In the News at Texas A&M-Kingsville

- Arturo Castillo, a senior Texas A&M University-Kingsville chemical engineering student, has been working on a climate control system for the university serpentari-

um that will simulate the natural environment of snakes. Using real-time climate conditions downloaded continuously from the internet, the system will provide the proper temperature, lighting, and humidity, reflective of each individual snake's habitat, to enable the snakes to reproduce in captivity. Biology professor Dr. John Perez and Dr. William Heenan, professor in chemical and natural gas engineering, have been working with Castillo.

- The South Texas Children's Art Colony, under the direction of Santa Barraza, assistant art professor and department chair at Kingsville, was held this summer to give at-risk children a chance to participate in positive, creative self-esteem enhancing activities. According to No Alvarez, executive director of the South Texas Youth Development Council, part of the program included the reading of culturally relevant children's books with illustrations by renowned artists of color.

Life University Graduate to Practice Chiropractic in Costa Rica

Dr. Yolanda Comacho Kortman, a recent graduate of Life University's (Ga.) Doctor of Chiropractic program, made history when she returned to her native Costa Rica. She is the first native Costa Rican in more than a generation to earn a Doctor of Chiropractic degree and return to her country to practice.

It is an honor to graduate from Lil University, and to return home to be involved in establishing chiropractic in my country,” Kortman said.

In addition to opening her own practice in the city of Alajuela, she plans to work as a liaison between Life University and Costa Rica's educational and governmental agencies. She will also teach chiropractic principles and spinal hygiene to students at the University of Costa Rica.
Mt. San Antonio Students Awarded Scholarships

Six Mt. San Antonio College (Calif.) students received Herbert Hafif scholarships. Claudia Lopez received a $1,000 scholarship, Dominick Sanchez and Irene Tamayo received $875 scholarships, Karen Battle and John Rojas received $500 scholarships, and Sandi Apodaca was awarded a $500 scholarship. The scholarships, first donated by attorney Herbert Hafif in 1994, are available to needy first-time community college students to help them with the cost of college. Hafif has donated $25,000 in scholarships to the college each year for the past four years.

Florida A&M Establishes Program in Dominican Republic

Florida A&M University has established a collaborative arrangement with the Pontificia Universidad Catolica Madre y Maestra, the largest private university in the Dominican Republic, to conduct classes and provide services.

As part of the Study Abroad Program, the university will establish an administrative office in the Caribbean capital to monitor 10-week student internships and organize language seminars and cultural excursions for small groups.

Under the direction of the university's Office of International Services and Summer Sessions, the program will serve university students and personnel, and community-based organizations.

General Motors Promotes Internet

General Motors (GM) and its partner MOUSE (Making Opportunities for Upgrading Schools & Education), a nonprofit organization providing volunteer workforce and technical support to New York City's public schools, recently wired actor Jimmy Smits' Brooklyn alma mater, Thomas Jefferson High School, for Internet access. GM helped MOUSE furnish the high school with Internet capabilities in honor of the March 10, 1999, launch of GM BuyPower, its benchmark online vehicle shopping and buying service.

Pictured here, Smits (third from left) helps Thomas Jefferson students Andy Gonzalez (left) and Richard Daley "plug in" to the Internet. Looking on are Ann Blakney, national director of GM BuyPower, Thomas Jefferson principal Lena Medley, and Andrew Rasiej, president of BuyPower.

Florida International Discusses Cuban Baseball


FIU Cuban Research Institute director Lisandro Perez believes the book is about much more than baseball: "Baseball is woven throughout different parts of Cubans' day-to-day lives," said Perez. "It intertwines with the economic, social, and cultural aspects of the lives of Cubans, and has for decades.

Echevarria is a Sterling professor of Hispanic and comparative literature at Yale University.

Calvin's Entrada Scholars Program Back for Ninth Year

For the ninth year, Calvin College (Mich.) held its Entrada Scholars Program, designed to prepare ethnic high school students for life after high school.

The three-week, summer school course that Entrada students take with Calvin students is a true college immersion program. The high school students not only take a regular class but also live in the residence hall, study in the library, shoot hoops in the gym, order late-night pizzas, do a service project, and get a heavy dose of computer skills, a typical college experience.

This year's 34 ethnic minority students represented many cultures, including Hispanic, African American, Asian, and Native American.

Colorado State Sponsors Youth Legislative Session

Latino high school students from around the country had a chance to experience the complex world of government as they participated in the 10th annual Lorenzo de Zavala Legislative Session, sponsored by Colorado State University and the National Hispanic Institute.

The Lorenzo de Zavala Youth Legislative Session is a weeklong conference where students engage in mock legislative and Supreme Court sessions exploring critical issues affecting the Latino community today. The event gives high school sophomores and juniors a better understanding of government and a chance to improve their skills in public speaking, organizational management, and constituency-building.

Colorado State assistant director of admissions Aaro Maldonado (pictured) was the conference coordinator.

La Raza Council Examines Retirement Survey

National Council of La Raza President Saul Yzaguirre, commenting on a new survey of Hispanic workers, said: "There is a wide gap between Hispanics who are doing well in terms of retirement planning and knowledge, and those who are not preparing sufficiently for their later years."

According to findings from the 1999 Retirement Confidence Survey released by the Employee Benefits Research Institute, while more than half of (55 percent) Hispanic workers polled said they are either very or
somewhat confident in personally having enough money to live comfortably in retirement, results indicate that Hispanic workers are less likely than others both to have calculated how much they will need for retirement and to have actually saved for retirement within their households.

All Americans should be concerned about this, given the projected growth of Latinos and their importance to the U.S. economy, said Yzaguirre.

Florida Legislators Promote Affordable Legal Education

Senators Betty Holzendorf and Mario Diaz-Balart (pictured) joined forces with other Florida legislators to fully support the efforts of Florida International University and Florida A&M University to establish law schools at their respective institutions. Members of the legislature believe that it is important for communities served by these universities to have access to a quality and affordable education.

Presently, Hispanics comprise about 14 percent of Florida’s population; African Americans comprise just over 15 percent. These groups represent only six percent and two percent of the Florida Bar’s membership, respectively.

Other supporters of the joint initiative include: Senators Jim Hargrett, Kendrick Meek, and Durvis Logan; Representatives Willie Logan, Rudy Garcia, Gaston Cantens, Carlos Lacasa, Frederica Wilson, Alex Villalobos, Al Lawson, and Al Reddick.

News from University of South Florida

USF—University of South Florida (USF) professor and director Kathleen del Peña McCook received a Distinguished Award of Merit from the Hispanic Libraries Education Foundation for organizing the Library Institute for Youth of Hispanic Heritage

- Professor Harry Vanden observed the Venezuelan presidential election with President Jimmy Carter and Chilean President Patricio Aylwin
- Professor Maria Eformes won a Fulbright Fellowship. She is writing a book on the Spanish Jews of Greece.
- Professor Alejandro de la Fuente moderated a seminar in Cuba, “Nationality, Race, and Citizenship in Cuba, 1860-1920.”
- Patsy Feliciano became assistant director of admissions.
- Nationally, USF ranks 28th among colleges and universities in the number of bachelor’s degrees awarded to Hispanics.
- This year, the Office of Latin American & Caribbean Studies hosted 53 Brazilians for three weeks of intensive studies, and awarded seven Passport Scholarships for formal study in Costa Rica, Panama, and Brazil.

United States International-Mexico Holds Summer Tours

The Mexico City campus of United States International University offered two academic tours this summer.

The Sacred Landscapes of Mexico tour included visits to the Cacaxtla Pyramid and murals, and the Huejotzingo Franciscan church and convent. In Pueblo, participants visited the Zocalo (town square), cathedral, and Amparo Museum. Trips also were taken to Oaxaca and Mita.

The Mayan Myths, Moons, and Minds tour provided an in-depth look at the Mayan culture, a foundation of present-day Mexico. Participants explored Merida, Tuxcuyil, Temozon, and Oxumal: visited sites of Kabah, Sayil, and the Cave of Loltun; and enjoyed a trip to Dzibilchaltun and Puerto Progreso.

Hispana Leadership Institute to Hold Fellowship Program

The National Hispana Leadership Institute will hold its Year 2000 Leadership Program, beginning in February and ending in September 2000. The intensive leadership program provides candidates with training in public policy, leadership skills, strategic management, and race, class, and gender issues. The sessions will be held for four weeks—one week at a time at Harvard University, San Juan Bautista, the Center for Creative Leadership, and in Washington, D.C.

The program is for Hispanic women—at least 26 years old—of integrity who have demonstrated the potential to move into greater leadership roles, and are interested in impacting local and national issues.

Mt. San Antonio Theater Students Honored

Mt. San Antonio College (Calif.) theater students were honored by the Kennedy Center/American College Theater Festival for the Mt. San Antonio College theater production of "Terra Nova."

Laurel Saxler and Marcel Tjoie receive merit achievement awards. Andrew Grumbacher, Eddie Rojas, and Jin Suh were nominated to participate in the Irene Ryan Acting Competition that will be held in February at the University of Las Vegas.

El Salvador Consulate Honors Rancho Santiago

The Consulate of El Salvador in Santa Ana, Calif., honored the Rancho Santiago Community College District’s partnership with Don Bosco University in El Salvador.

Spanning three years, the college district relationship with Don Bosco University ranged from providing technical assistance to cultural and sport team exchanges. Beginning in 1995, when a nine-member team from the college district visited the university in the city of Suapango, El Salvador, the project achieved its goal to establish formal ties between the institutions for mutual benefit.

"The assistance provided by the Ranch Santiago Community College District has been critically important to the university and to our country," said Ana Coralia de More Gaudry, consul for El Salvador.

Texas El-Paso Helps Change Face of Medical Workforce

With one of the highest Hispanic student acceptance rates in medical schools throughout Texas, the University of Texas El-Pa...
(UTEP) is helping to improve the medical workforce’s poor record of keeping up with growing racial and ethnic diversity in the United States, by taking students who might not have the means and giving them the boost they need.

For 1999 high school graduate Ruby Navarro, who decided to pursue a career as a medical researcher in either forensics or pathology, going to med school once seemed like an impossible dream. UTEP is making the dream a reality.

"Many people don’t realize that UTEP offers these kinds of educational opportunities," said Ray Jones, lab instructor for UTEP’s Hispanic Center of Excellence pre-med program and a member of the interviewing committee for the UTEP-UT Medical Branch at Galveston Early Medical School Acceptance Program.

**Brazilian Executives Study at American University**

The Kogod School of Business at American University in Washington, D.C., hosted 30 mid-level Brazilian executives and MBA students during a three-week intensive study program in July. The program gave students an opportunity to experience learning in an international setting.

Participants completed 72 hours of study in four areas: international marketing, electronic commerce, portfolio management, and international finance. Field trips included visits to the U.S. Senate, the Department of Commerce, the International Monetary Fund, the World Bank, and the Brazilian Embassy.

**PUBLICATIONS**

**Tropical Town and Other Poems**

by Salomón de la Selva

Lovers of poetry have considered long-lost poet Salomón de la Selva to be a master whose lyrical verse made him a poet for all the Americas. This, de la Selva’s little-known first collection, written entirely in English, employs traditional rhyme, meter, and forms.

March 1999
160 pp.
$12.95 paper
Arte Público Press
(800) 633-ARTE

**Nuevos Senderos: Reflections on Hispanics and Philanthropy**

Diana Campoamor, William A. Díaz, and Henry A. Ramos, eds.

The essays in this book provide historical studies, sociological surveys, and analyses of policies and practices in the philanthropic sector not only in the United States but, for comparison’s sake, in Mexico and Argentina as well.

March 1999
294 pp.
ISBN 1-55855-263-8
$19.95 paper
Arte Público Press
(800) 633-ARTE

**Spanish Romanticism in Context: Of Subversion, Contradiction and Politics (Espronceda, Larra, Rivas, Zorrilla)**

by Donald E. Schurklmeir

This book investigates the elements of contradiction, subversion, and ambiguity inherent in major works of Espronceda, Larra, Rivas, and Zorrilla, and reveals the politics of their literature through an examination of the cultural context.

1998
192 pp.
ISBN 0-7618-0974-0
$32.00 cloth
University Press of America
(800) 462-6420

**Continental, Latin-American and Francophone Women Writers, Volume IV**

Ginette Adamson and Eunice D. Myers, eds.

This volume comprises a scholarly collection of essays of an international and interdisciplinary nature, encompassing literary, sociological, historical, and structural approaches to works by women.

1997
300 pp.
ISBN 0-7618-0869-8
$32.00 cloth
University Press of America
(800) 462-6420

**Going to College: How Social, Economic, and Educational Factors Influence the Decisions Students Make**

by Jon Hossler, Jack Schmit, and Nick Nesper

This book tells the story of how high school students make choices about post-secondary education, a complex process that has a lasting impact on individual careers, livelihoods, and lifestyles.

January 1999
133 pp.
ISBN 0-8018-6001-0
$18.95 paper
The Johns Hopkins University Press
(800) 537-5487
Disidentifications: Queers of Color and the Performance of Politics

by José Esteban Muñoz

In this book, author José Esteban Muñoz looks at how those outside the racial and sexual mainstream negotiate majority culture—not by aligning themselves with or against exclusionary works but by transforming these works for their own cultural purposes. Muñoz calls this process “disidentification.”
June 1999
192 pgs.
ISBN 0-8166-3055-1
$19.95 paper
University of Minnesota Press
(612) 624-5500

Writing Paris: Urban Topographies of Desire in Contemporary Latin American Fiction

by Marcy E. Schwartz

Exploring Paris as a desired and imagined place in Latin American post-colonial identity, author Marcy E. Schwartz examines fiction by Julio Cortazar, Manuel Scorza, Alfredo Bryce Echenique, and Luisa Futoransky as she uncovers the city’s class, gender, political, and aesthetic resonances for Latin America.
June 1999
182 pgs.
ISBN 0-7016-2552-0
$19.95 paper
SUNY Press
(800) 666-4211

Prison of Women: Testimonies of War and Resistance in Spain, 1939-1975

by Tomasa Cuevas

This book—translated and edited by Mary F. Giles—presents oral testimonies of women incarcerated following the Spanish Civil War.

The primary voice in the collection, Tomasa Cuevas, spent many years in prisons throughout Spain as a political prisoner. After the death of Franco in 1975, Cuevas began to collect oral testimonies from women she had known in prison as she traveled throughout Spain recording their stories.

1998
247 pgs.
$21.95 paper
SUNY Press
(800) 666-2211

MLA Handbook for Writers of Research Papers, Fifth Edition

by Joseph Gibaldi

This book is designed to introduce you to the customs of a community of writers who greatly value scrupulous scholarship and the careful documentation or recording of research. It provides a comprehensive picture of how research papers are created and can be used as a reference tool.

1999
332 pgs.
ISBN 0-88739-058-8
$14.90 paper
Modern Language Association
(212) 642-6482

Historical Dictionary of the United States-Mexican War

by Edward H. Moseley and Paul C. Clark, Jr.

The first reference work of its kind, this volume on the United States-Mexican War encompasses the decade of the 1840s, focusing on the war years of 1846-1848.

1997
408 pgs.
ISBN 0-8108-3344-4
$59.00 cloth
Scarecrow Press
(800) 462-6420

Caribbean Literature: A Bibliography

by Marian Goslinga

The 4,500 entries in this bibliography create a vital resource for those who are interested in a general introduction to the literature available from the Caribbean.

1998
544 pgs.
$391.00 cloth
Scarecrow Press
(800) 462-6420
VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2055
Princeton, NJ 08543-2055
(800) 257-5120

The Cubans

This documentary takes a look at Cuba and the daily life of Cubans 30 years after the Revolution. Away from Havana, as removed as possible from the promoters of the official Party line on the one hand and the dissidents on the other, the program seeks to show how ordinary people live out ordinary lives so close to the United States and yet so far.

(Spanish with English subtitles 45 min. color) Item #FFH 2251

Bilingualism: A True Advantage

This program looks at a nationally recognized bilingual education program at a San Antonio elementary school; it follows a group of college students who are realizing the professional and personal benefits of being able to speak two languages; and it concludes with actor Cheech Marin sharing his views on the importance of cultural identity.

(28 min. color) Item #FFH 4023

Ernesto Cardenal: Cantoico Cosmico

This program uses computer imagery and on-screen Spanish text to explore Cardenal’s musical masterpiece of political cosmology. Rare interviews with the Nicaraguan poet are interwoven with excerpts from the legendary poem “Cantoico Cosmico.”

(Spanish, 90 min. color) Item #FFH 6807

The JFK Tapes: Inside the Cuban Missile Crisis

This program, using tapes made during the Cuban missile crisis, lets us listen in as top U.S. officials grapple with the dilemma of how to get the Russians to withdraw from Cuba or failing that, how the United States should proceed. The actual conversations are a chilling reminder of how close the world once came to nuclear war in 1962.

(22 min. color) Item #FFH 705

CONFERENCES

CUPA National Conference and Expo ‘99

October 3-6
CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0310 ext. 387, e-mail: <mangan@cupapnet.cupa.org>, Web site: <www.cupa.org>

Education Connections ‘99

October 4-5
Study USA-Mexico ’99

October 7-9
The U.S. Trade Center, Department of Commercial Service, and Kwa Expositions, Inc., are hosting the 2nd annual Study USA-Mexico ‘99 education fair in Mexico City. In addition, Kwa is offering Education Connections ’99 in Guadalajara. This year’s recruitment fair not only focuses on student recruitment but also promotes dialog between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (512) 512-5100, e-mail: kwaexpo@springsprings.com

ACE: Educating a Nation (VII)

October 28-30
The American Council on Education’s Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its “Educating a Nation” national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: 1-800-382-0315, e-mail: lac homosexual@ace.nche.edu, Web site: <www.nche.edu>

University of South Carolina—“The Minority Student Today”

October 10-15
Conference on recruitment, retention, and success of minority students today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word in San Antonio, Texas.

Contact: (803) 748-9441 or 2260, e-mail: <conf@gwu.sc.edu>, Web site: <www.sc.edu/conted/rmt.htm>

Online Learning ’99 International Conference and Performance Support ’99 Exposition

October 17-20
The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion expos sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reidy or Walter Specrer, (212) 986-0024, Web site: <www.lakewoodconferences.com>
Book Review

by Isabel Schon, Ph.D.

Editor's Note: This is "Part Two: Hispanics and Books: Recent Books for Adolescents" of a special invited submission. See the August 13th issue for "Part One: Longtime Favorite Books: Recent Spanish Renditions for Adolescents."

Books in English about Hispanics/Latinos for adolescents vary tremendously in literary quality and reader appeal. The following is a wonderful selection of recent books that will appeal to adolescents searching for deeply moving personal reflections; honest coming-of-age novels or memoirs; touching poems about love, friendship, and death; or a well-designed ready-reference guide as well as an informative annotated chronology about wars, battles, and hostilities in the Americas.


Much more mature and intense than Cofer's previous An Island Like Us: Stories of the Barrio, this collection of fifteen stories and poems reflects on such personal topics as her parent's marriage, her father's "demisexual" night job and his unexpected death, her Catholic-school education, her first love, and the ever-present tensions with her mother. These are not light-hearted coming-of-age stories and poems; rather, they are interconnected deeply moving reflections focusing on the tensions between Puerto Rican immigrant parents and an American-influenced adolescent heavily affected by the trends of the late 1960s.

Set in Panama in the 1950s amid the prevailing machismo in which "women live their lives under the thumb of one man or another. The father, the lover, the husband, the son. The priest that won't marry you...", this evocative, coming-of-age novel tells about twelve-year-old Delia, who is constantly bullied and dominated by her older sister, María Elena. In her quiet, resourceful manner, Delia manages to piece together family secrets that explain her mother's sudden anger and her sister's close relationship with their mother. This is indeed a touching Latino family saga with the added flavor of Panamanian politics, "carnaval"-time exuberance, and sibling rivalry.


Set in Panama in the 1950s amid the prevailing machismo in which "women live their lives under the thumb of one man or another. The father, the lover, the husband, the son. The priest that won't marry you...", this evocative, coming-of-age novel tells about nine-year-old Delia, who is constantly bullied and dominated by her older sister, María Elena. In her quiet, resourceful manner, Delia manages to piece together family secrets that explain her mother's sudden anger and her sister's close relationship with their mother. This is indeed a touching Latino family saga with the added flavor of Panamanian politics, "carnaval"-time exuberance, and sibling rivalry.


More than 300 entries emphasizing the history, achievements, and creations of Puerto Rican people in the 20th and, particularly, the 20th centuries are included in this ready-reference guide. Beginning with an historical introduction and a chronology of important events, readers will find such high-interest topics as "Napoleon," "valsa," and "machismo" as well as the political leaders, poets, novelists, painters, and musicians who are, according to the authors, at the core of Puerto Rican culture.


From the discovery and conquest of Latin America, including the occupation of Puerto Rico in 1898, the conquest of Cuba in 1911, and the Chichina massacre in 1911, to the Panama campaign (1989) and Haitian operation (1992), to the Chilean general Pinochet's retirement in 1998, this annotated chronology provides a quick overview of past conflicts in the New World. Numerous black-and-white engravings, paintings, drawings, and maps provide additional information about the wars, battles, and hostilities in the Americas. Key historical events such as the Alhambra de Granaditas, Mexico (1810), the Alamo (1836), "Cinco de Mayo" (1862), and others are succinctly described, providing readers with basic information about the military conflicts since the arrival of Columbus. The only caveat in this well-designed chronology is the insufficient index that includes names of individual nations but lacks countries, battles, and others.


Revered by many as the national hero and cultural icon of Cuba, José Martí's bilingual collection includes excellent English renderings of facsimile pages of what is described as Martí's spiritual autobiography. A well-done introduction by the translator explains that each "poem captures an experience, a sensation, or a moment which shaped the poet and the man." From Martí's patriotic verses, to his famous love poems, to his poems about friendship and death, this collection is a wonderful testament to Martí's literary genius and political leadership.


Following her engaging life story, When I Was Puerto Rican (1993), Santiago's new coming-of-age memoir begins with her family's arrival in Brooklyn in 1961 and recounts her mother's objections to her children's "American" interests, the junior high school gang that made her life a terrible nightmare, her grandmother's drinking, her mother's constant pregnancies, the embarrassing visits to the welfare office, and her own successes at the Performing Arts High School as well as her first boyfriends and sexual experiences. Especially touching are Santiago's feelings toward her strict mother, who, despite adolescent quarrels, she loves and understands. This is indeed a wonderful memoir about an immigrant family's experiences in New York amid the perils of poverty and the love of family and Puerto Rican culture.

Dr. Isabel Schon directs the Center for the Study of Books in Spanish for Children and Adolescents and is among the founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model Education Award presented by the U.S.-Mexico Foundation, 1992 Denali Press Award from the American Library Association, and 1987 Woman's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
SOCIOLOGY OF GENDER
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnic minority, or research methods.

Teaching responsibilities: include instruction in Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, American Studies, Ethnic Studies, Peace and Justice, and Legal Studies Certificate programs as well as the social science core offerings in the General Education Curriculum.

Qualifications: Candidates must have a university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in sociology, and the ability to work in a culturally diverse environment and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Michael J. Webster, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

GLOBALIZATION
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development, or the international division of labor, women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include instruction in Globalization, Global Population and Consumption, Social and Environmental Inequality, Women in Development, International Racism, and issues in Sociology graduate courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice, and Legal Studies Certificate programs as well as the social science core offerings in the General Education Curriculum.

Qualifications: Candidates must have a university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in sociology, and the ability to work in a culturally diverse environment and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Michael J. Webster, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

COORDINATOR OF EXPOSITORY WRITING
Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time, tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech Rhetoric.

Responsibilities include: coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year, and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: Evidence of teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate, and the ability to work in a culturally diverse environment and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Stephanie Vandrieke, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8,500 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution, and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION
Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include instruction in International Media Studies, globalization, Media and Technology, and/or Video and Multimedia Production.

Qualifications: Candidates must have a university teaching experience, evidence of scholarship, an earned doctorate, and the ability to work in a culturally diverse environment and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.

Applicants should submit a letter of application, curriculum vitae, three graduate transcripts, and a description of research plans. Copies of recent research papers, statement of teaching philosophies, evidence of teaching abilities, including copies of course evaluations and letters of recommendation, are also required. The Department of Communication Studies reserves the right to interview applicants without further consideration.

For information on San Francisco's culture, history, and location, visit the City of San Francisco's official website.
VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government’s leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

Can demonstrate a deep interest in pursuing a career in biomedical research.

Can demonstrate being from a disadvantaged background.

Have a GPA of 3.5 or better or are in the top 25 of your class.

Are a U.S. citizen, national, or permanent resident.

Are enrolled or accepted for admission at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact: UGSP
http://ugsp.info.nih.gov
E-mail: ugps@nih.gov
Phone: 866-528-7689
TTY: 1-888-352-3001

Vanderbilt University
Peabody College of Education
and Human Development

Chair, Department of Teaching and Learning

Peabody College Vanderbilt University invites applications for the position of Department Chair in the Department of Teaching and Learning. We are seeking a senior scholar with demonstrable accomplishments in teacher education and a strong record of research on teaching, learning, or teaching education who can be an effective department advocate. This individual will lead the department in building on our strengths in graduate and undergraduate programs in research on teaching and learning in literacy, mathematics, and science and collaborative partnerships with schools using technology to support teacher education and commitment to the goals of diversity and multicultural understanding.

The Department of Education has a significant record of external funding and offers graduate and undergraduate teacher certification programs in early childhood, elementary, and secondary education. Graduate programs include coursework in instructional leadership and literacy, mathematics, education, science education and early childhood education.

Qualifications: Earned doctorate in education or related field; a strong record of scholarship and leadership sufficient to warrant appointment as the rank of professor and administrative experience.

Candidates are asked to submit a letter of application, statement of educational philosophy, curriculum vitae, and three letters of recommendation to Pat Thompson, Chair, Department Search Committee, Box 350 Peabody College, Vanderbilt University, Nashville, TN 37203. Telephone: 615-322-0941, Email: pat.thompson@vanderbilt.edu. Review of applications will begin December 1, 1999 and continue until the position is filled. For additional information, visit us at www.peabody.vanderbilt.edu.

Vanderbilt University is an affirmative action equal opportunity employer committed to increasing diversity throughout the university. Members of minority groups, women, and people with disabilities are strongly encouraged to apply.

PORTLAND STATE UNIVERSITY
ASSISTANT/ASSOCIATE PROFESSOR IN STRATEGY
School of Business Administration

http://www.sba.pdx.edu

The School of Business Administration at Portland State University seeks candidates for a tenure-track position in Business Policy at the beginning Fall 2000. Desirable candidates will also be able to teach business and related courses.

QUALIFICATIONS: 1) An earned doctorate in Business Administration at the time of appointment from an AACSB-accredited college or university; 2) Demonstrated ability to teach courses in business policy/strategy; and 3) Demonstrated research productivity in business policy/strategy or related fields.

The School of Business has 2,000 students enrolled in eight undergraduate options and over 400 students enrolled in MBA and other programs at the graduate level. Natural beauty and a vibrant economy make Portland one of America’s most livable cities.

Portland State University promotes equal opportunities for all individuals without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. Send a letter of application, accompanied by a resume and three references to Professor Steven Brenner, School of Business Administration, Portland State University PO Box 751, Portland, OR 97207-0075, SteveB@pdx.edu

Initial review of applications begins July 21, 1999. The search will continue until the position is filled.

People of Color in Predominantly White Institutions
Beyond Diversity 101: Accountability, Implementation, Responsibility and Action

A two-day conference featuring:
Carlos Muñoz, Jr. "Diversity and the New American Identity"
Lena Wright Myers "African American Women and the Academy"
Molly Tovar and Wayne Powell "Building Diversity in Graduate and Professional Schools in Predominantly White Institutions"

This interdisciplinary conference is the fourth in an award-winning series exploring issues surrounding people of color in predominantly white institutions. It features nationally known keynote speakers, over 50 presentations representing more than 20 states and a number of other exciting activities.

October 15-16, 1999
Clifford Hardin Nebraska Center for Continuing Education, 33rd & Holdridge Streets, Lincoln, Nebraska

Direct inquiries to:
Academic Conferences and Professional Programs
Division of Continuing Studies, University of Nebraska-Lincoln
33rd & Holdridge Streets, Lincoln, NE 68588-9830
Phone: 402-472-2644 Fax: 402-472-4686 E-mail: acp@unl.edu
Web: http://www.unl.edu/conted/acp people/nebraska

Nebraska
PRESIDENT
COUNCIL OF GRADUATE SCHOOLS
WASHINGTON, D.C.

Nominations and applications are being sought for the position of President of the Council of Graduate Schools (CGS). The President serves as full-time chief executive officer of the Council, whose 45 member institutions conjoin 90 percent of the doctoral degrees and nearly 80 percent of the master's degrees annually in the United States. The President reports to the Board of Directors, serves as an ex officio member of the board, and is responsible for the organization's fiscal and administrative affairs. The President represents CGS among the other higher education associations and at national and international meetings, is principal spokesperson for CGS with appropriate federal, state, and private organizations, and recommends to the Board of Directors the annual budget and the problems of CGS.

QUALIFICATIONS
The candidate should have demonstrated success as a graduate dean and as a visionary leader with knowledge of all aspects of graduate education, including the role of research. The board expects the successful candidate to lead the organization in enhancing its research, in fostering partnerships, and in expanding the public relations capacity of CGS.

DETAILS
The appointment is to be effective July 1, 2000, although in special circumstances this date may be flexible. Salary terms will be competitive. Applications will be accepted until the position is filled. However, full consideration will be given to applications received by October 1, 1999. Letters of interest with curriculum vitae or nominations should be submitted to:

CGS Presidential Search Committee
Leonard N. Peters, Chair
Vice Provost, Research and Dean, Graduate School
Research and Graduate Studies
301 Burruss Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061-0243

CGS is committed to an inclusive graduate community and to diversity in its staff. CGS is an affirmative action/equal opportunity employer.

SOUTHWESTERN UNIVERSITY
DIRECTOR OF BUSINESS SERVICES

Southwestern University invites applications and nominations for the position of Director of Business Services. SWU, a unit of the Southwestern University System, is the seventh largest public university in Texas, with enrollment of over 21,000 and an annual budget of $133 million. SWU is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWU at http://www.swtu.edu.

The Director of Business Services reports to the Vice President for Finance and Support Services. The Director administers the university's transportation services program and provides administrative oversight which includes financial statement preparation, supervision and strategic planning, the areas of mail services, university press, duplicating, central supplies, and telephone services. It is contemplated that the areas of oversight could be expanded at a later date based on the success of the new director.

Requirements: B.A. in Accounting, Finance, or Business Administration required, MBA and/or CGA preferred. Minimum of five years of increasing responsible financial administrative experience, preferably in an institution of higher education. Excellent oral and written communication skills are required. Experience in the administration of service-oriented units preferred. Demonstrated commitment to quality, customer service, staff development, diversity and the ability to work in a collaborative manner with various constituencies as administrators, faculty, staff, students and the community are required. The candidate must possess strong and demonstrated skills in spreadsheets-based analysis and have a broad knowledge of computer literature. Salary for this position is $46,796-58,428 per monthly, commensurate with qualifications and experience.

For Consideration: Applicants should send a completed SWTU application, a comprehensive resume, and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwestern University Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Review of applications will begin August 19, 1999, and continue until the position is filled. A non-discrimination policy is in place for applicants in Texas. Review of applications will begin August 19, 1999, and continue until the position is filled. At this time, the University is an Equal Opportunity/Affirmative Action Employer.
Arizona State University West School of Management (SOM) is currently seeking tenure-track faculty members to teach at the undergraduate and MBA levels. The SOM provides an excellent environment for high-quality research and teaching. We offer state-of-the-art facilities and standards of excellence in both research and teaching.

A Bachelor’s in Accounting, as well as a Postbaccalaureate Certificate in Accounting, are offered through the SOM. The Accounting program is separately accredited by the AACSB. The B.S. in Global Business degree provides students with opportunities to concentrate in information systems, marketing, financial management, human resource management, or international studies. Qualify MBA students are attracted to the on-campus evening MBA program, as well as our campus MBA programs at The Scottsdale MBA, those offered at local corporations, and the weekend, web-based MBA. MBA students have the opportunity to participate in a dual degree program with Thunderbird (The American Graduate School of International Management) that allows them to graduate with both an MBA and MIM. The baccalaureate and MBA programs are accredited by the AACSB.

As part of the multcampus vision of Arizona State University, ASU West serves nearly 3,000 junior, senior and graduate students in its modern, growing campus in northwest Phoenix. The full-service campus features a large resource library, state-of-the-art computer-linked classrooms and labs, and a full array of student services.

ASU West faculty are expected to be interested in integrating teaching and scholarship, interdisciplinarity, community collaborations, and demonstrating a commitment to the importance of diversity.

**ASSISTANT/ASSOCIATE PROFESSORS OF ACCOUNTANCY**

**MANAGERIAL & FINANCIAL ACCOUNTING**

**ACCOUNTING INFORMATION SYSTEMS**

**Required Qualifications:** Doctorate in Accounting or related field. In addition to the above, evidence of teaching effectiveness in accounting commensurate with level of appointment, evidence of experience in teaching financial or managerial accounting or accounting information systems, achievement in scholarship, consultation, and evidence of teaching experience and teaching effectiveness at the level of appointment. Evidence of teaching effectiveness is desirable.

**Desired:** Evidence of experience in directing or teaching courses in the human communication process, including research and publication.

**Deadline:** September 30, 2009 or the 30th of each month until the positions are filled.

**ASSISTANT/ASSOCIATE PROFESSORS OF FINANCE**

**FINANCE & RELATED COURSES**

**Required Qualifications:** Doctorate in Finance, Economics or related fields. Evidence of teaching effectiveness in finance commensurate with level of appointment. Evidence of teaching experience, scholarship, consultation, and evidence of teaching effectiveness at the level of appointment. Evidence of experience in directing or teaching courses in the human communication process, including research and publication.

**Deadline:** November 20, 2009 or the 30th of each month until the positions are filled.

**California State University Monterey Bay**

California State University Monterey Bay is committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The University's Vision embraces cultural and linguistic diversity and gender equity; ethical reflection and practice; technologies as catalysts for learning; cross-disciplinary innovative instruction, and service learning. The curriculum is organized around student learning outcomes, is global in perspective, and is sufficiently broad and deep to meet local, regional, and statewide needs, specifically those of isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

**ADMINISTRATIVE POSITION**

**Assistant Vice President for Academic Personnel Services**

(Administrator IV, Job #MBAPS-9916)

Under the direction of the Provost and Vice President for Academic Affairs, this Assistant Vice President for Academic Personnel Services has primary responsibility for planning and coordinating academic personnel matters, supervisors recruitment, appointment, and promotion process for faculty; supervises and administers the faculty collective bargaining agreement; trains faculty and staff on personnel matters; serves as campus liaison from administration to various faculty committees, CSU Chancellor's Office and other CSU campuses, and directs staff in the Office of Academic Personnel.

**Qualifications:** Masters degree and 5 years experience in academic/ administrative personnel; comprehensive knowledge of principles and practices of academic personnel services; ability to develop, implement, and articulate complex personnel policies; Experience in conflict resolution/consultative decision implementation of collective bargaining agreements preferred. Professional preparation beyond Masters degree also preferred.

**FACULTY POSITION**

**Democratic Participation and U.S. Cultures**

(Professor - tenured track, Job #MBDPC-9917)

The Institute for Human Communication, an integrated Humanities department seeks an innovative faculty member for Spring 2009.

**Responsibilities** include teaching, developing, and supervising multiple sections of lower division courses in Democratic Participation and American Cultural Heritages, designing and teaching upper division courses in the Human Communication process, including Seminar in Communication Techniques, and Capstone, mentoring and advising students, contributing to outcomes-based curriculum, conducting innovative research, and linking with surrounding communities and serving on various committees and task forces.

**Minimum Qualifications:** earned doctorate or Ph.D. in American Studies or Political Science with an emphasis in U.S. politics and culture. U.S. Constitution, citizenship and democracy.
ASSISTANT/ASSOCIATE PROFESSOR OF INFORMATION SYSTEMS

Arizona State University West School of Management (SOM) is currently seeking an Assistant/Associate Professor of Information Systems. As a tenure-track faculty member, you will teach in information systems courses at the undergraduate and MBA levels.

The SOM provides an excellent environment for high-quality research and teaching. We offer state-of-the-art facilities and a vibrant teaching load of four courses per academic year. The SOM is especially attractive to students with an interest in interdisciplinary research and teaching.

The B.S. in Global Business degree prepares students with an opportunity to concentrate in information systems, including finance, management, human resource management, and international studies. A Bachelor of Accountancy and Postgraduate Certificate in Accountancy are also available. Quality MBA students are attracted to the internationally focused MBA program, as well as the campus MBA programs run by the School of Management and the College of Business Administration. MBAs, MBAs, and the MIM program are accredited by AACSB. However, the Accountancy Program has received AACSB accounting accreditation.

As part of the multicultural vision of Arizona State University ASU West serves about 5,500 junior, senior, and graduate students in its modern, growing campus in northwest Phoenix. The full-service campus features a large resource library, state-of-the-art computerized classrooms, and a full array of student services.

ASU West faculty are expected to be interested in integrating teaching and research and interdisciplinary collaboration. Full-time appointments are encouraged, with established junior, midcareer, and senior faculty members.

Required Qualifications: Doctorate in information systems or related field, evidence of teaching effectiveness in information systems curriculum, and evidence of public speaking and written communication.

Deadline: September 1, 1999 or until position is filled.

Send: Three complete copies of letters of interest, vita, names of three reference letters, evidence of teaching performance, and evidence of current or recent teaching appointments to the Search Chair.

ASU West School of Management,
P.O. Box 848690, MC 4511, Phoenix,
AZ 85086-7900
AA/EOE

PHYSICS INSTRUCTOR

Physical Science/History of Science

Eugene Lang College, a division of New School University, seeks applicants for a full-time position starting Fall 2000. Teaching Physical Science/Physics and Math to a broad range of undergraduate non-science majors. All teaching is conducted in small-sized classes, utilizing an interactive discussion format that incorporates historical, economic, political, and cultural perspectives. All applicants are expected to be engaged, innovative, and enthusiastic science educators willing to develop and expand the natural sciences program. Computer technology and a small-class teaching style are expected. Applications and letters of recommendation are due by May 15, 2000 to: Chair, Science Department, Eugene Lang College 65, West 133rd Street, New York, NY 10027. Applications should be sent to: Chair, Science Department, Eugene Lang College 65, West 133rd Street, New York, NY 10027. Because we are committed to an educational environment at the forefront of the multicultural world in which we live, women and men of color are particularly encouraged to apply. WIOE

New School University

Division of Student Affairs

San Diego State University seeks nominations and applications for the position of Associate Vice President, Enrollment Management. The Associate Vice President position involves providing leadership at the highest level for all enrollment-related operations on campus, including recruitment, admissions, retention, including the Office of Admissions and Records, Student Outreach Services, the Educational Opportunity Program, the Student Resource Center, Testing, and International Student Affairs.

San Diego State University is the largest of the California State University system with a diverse student population of over 30,000. The university is currently designated a Doctoral University II by the Carnegie Foundation and anticipates meeting the criteria for Research University II status in the near future. Having just completed its centennial year, SDSU offers baccalaureate degrees in 70 areas, masters in 54, and the doctorate in 10. Additional information about SDSU is available at http://www.sdsu.edu.

The Associate Vice President ensures the management of the diverse and essential tasks necessary for managing the university's enrollment plan to recruit and retain high-quality student population. The Associate Vice President must possess a Master's degree in student services, experience in higher education administration, and a strong understanding of enrollment management principles and practices.

The successful candidate must demonstrate previous successful recruitment and enrollment management initiatives, possess excellent analytical abilities and significant operational and financial management experience, demonstrate strong written, oral, and interpersonal communication skills, and be able to work as part of a team.

APPLICABLE/NOMINATIONS: Nominations are welcome. Candidates must apply directly by sending a letter addressing qualifications and interests to the Office of the Vice President for Student Affairs, Search Committee, Associate Vice President, Enrollment Management, San Diego State University, 9500 Campanile Dr., San Diego, CA 92182. Fax: (619) 594-6009, TDD number (619) 594-8057.

SDSU is an Equal Opportunity/Affirmative Action Employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disabilities.
Search Reopened
DEAN
COLLEGE OF ARTS AND SCIENCE

Responsibilities: The Dean is responsible for the academic leadership of the College including, but not limited to, academic programming, the enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development, and evaluation, student enrollment, advising and placements, improvements of physical facilities and equipment, and the allocation of resources. The Dean is responsible for fundraising, for increasing diversity, and support of university-wide goals.

Qualifications: Miami University will consider candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff, and alumni, and to the leadership of the larger community. Desirable qualifications include: earned doctorate in one of the disciplines represented in the College; excellence in teaching, research, scholarship or creative activities; demonstrated commitment to diversity; significant administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the College.

College of Arts and Science: The College has over 500 full-time faculty and more than 2,000 undergraduate students in 18 departments and several interdisciplinary programs on the Oxford campus. There are 60 additional FTE faculty assigned to regional campuses in Hamilton and Middletown, Ohio. The College awards approximately 700 undergraduate majors and 200 graduate students and is the largest of the University's 13 instructional divisions. Graduate degrees are awarded in most departments and eight departments offer Ph.D. All departments and programs are on a two-year program review cycle. The College supports numerous research projects and - in collaboration with the Universitywide Research Office - The Dean assists the College report to the Provost.

Application: Applications should include a letter of application and a resume addressing the qualifications listed above. Applications are invited to provide a preprint, manuscript, and for number of publications. Please also provide three references who will be contacted. All communications and applications should be sent to:

Prof. Karen K. Shaffer
Secretary of the University
101 Roodham Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610; FAX (513) 529-1733

To ensure full consideration, application materials should be received by October 1, 2000. The position will remain open until a well-qualified candidate is identified.

The starting date is negotiable. Miami University offers equal opportunities in employment and education. For more information, visit our Home Page http://miamioh.edu

CAREER ADVISORS FOR GRADUATE STUDENTS

Career and Placement Services at The University of Chicago seeks Career Advisors to collaborate with departmental and divisional staff to develop specialized panels and workshops and advise students on career paths within and outside academia. M.A. in arts and sciences required; Ph.D. preferred (any discipline); minimum 2 years in academic advising or comparable master’s and doctoral experience; demonstrated understanding of career development issues as they relate to master’s and doctoral students in the arts and sciences; junior faculty experience and experience in the business world strongly preferred. Send resume and cover letter, along with salary history to: The University of Chicago, Employment Search, DPCA0707, 956 E. 58th St., Chicago, IL 60637.

THE UNIVERSITY OF CHICAGO
An Affirmative Action/Equal Opportunity Employer

DIRECTOR OF ADMISSIONS/ACADEMIC ADVISMENT

Our Lady of the Lake University with over 3,600 students, of which 55% are Hispanic, located in San Antonio, seeks qualified applicants to direct marketing, recruitment, and retention of undergraduate and graduate students. Supervisor’s degree required. Minimum of 3 years’ prior experience in enrollment and admissions in a university. Bachelor’s degree required. Master’s preferred.

DIRECTOR OF FINANCIAL AID

CLU seeks qualified applicants to plan and lead the University’s comprehensive financial aid program. Applicants will be expected to maintain compliance with federal and state programs. Knowledge of computer systems essential. Supervisor’s degree required. Must have 3 years’ prior experience in a similar position. Requires Bachelor’s Degree. Master’s preferred.

See Web site at www.oluilus.edu http://www.oluilus.edu for full descriptions of both positions. Please submit curriculum vitae and two letters of recommendation to: Mr. R. C. Clark, Director, Career and Placement Services, The University of Chicago, Employment Search, DPCA0707, 956 E. 58th St., Chicago, IL 60637.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

FACULTY POSITIONS IN MANAGEMENT

A tenure-track, Assistant or Associate Professor position in the Management and Marketing Department is anticipated to be available for Fall 2000. Master’s degree (Ph.D. preferred). Resumes and salary history are required. We are interested in candidates with the ability to teach undergraduate classes in both management and marketing. The following faculty positions are also available:

1. General Management/Principles
2. Small Business/Entrepreneurship
3. Business Policy and Strategy

Both AACSB and NASPA members, the School of Business and Public Administration programs candidates shall hold an appropriate degree from an AACSB accredited university. ABM will be considered a companion course to a 3 and 4 sequence. The university teaching experience is a must and a commitment to research. Christmas is a seal at Cal State University, Bakersfield.

Dr. Curt Sillers
Chair, Management and Marketing Department
School of Business and Public Administration
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSU is an EEO/AA employer. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Environmental

CSU Cleveland State University

Visiting Research Director

The Center for Environmental Science, Technology and Policy (ESTP) at Cleveland State University is seeking applicants for the position of Visiting Research Director/Visiting Professor for a term of one year to eighteen months. The position is not guaranteed at this point and is contingent on identification of funding from existing budgets. This individual would be responsible for bringing together research teams and producing successful proposals for significant research funding in one or two focused areas. The areas under consideration include, but are not limited to, Brownfield remediation, urban revitalization and sustainability, urban ecology, environmental education (K-12), environmental health and toxicology, urban environmental planning and environmental risk assessment. A major portion of the responsibilities of this individual will be to bring researchers together and lead larger teams. As such, it is an excellent opportunity for an experienced academic or researcher who would like to explore the possibilities of moving more into administration.

MINIMUM REQUIREMENTS: Ph.D. in any environmental field; tenure granted at 4-year institution, a record of publication in peer-reviewed journals and a track record of attracting research funds in at least one focus area. The successful applicant must have excellent oral and written communication skills.

PREFERRED QUALIFICATIONS: Experience leading large, interdisciplinary research teams, and knowledge of and some experience in environmental policy at the national level.

Applicants should send a resume and letter of interest to: Mark A. Turnio, Director, ESTP, Cleveland State University, 169 E. 22nd St., MC-219, Cleveland, Ohio 44114. APPLICATION DEADLINE: Open until filled. Cleveland State University is an AA/EOC committed to nondiscrimination on the basis of race, gender, or disabilities.
**DIRECTOR OF INTERNAL AUDIT**

**POSITION SUMMARY**

Reporting to the University President, the Director of Internal Audit is responsible for planning, implementing, and administering a comprehensive internal audit program. Major responsibilities include:

1. Create, manage, and provide oversight to an internal audit program at CSUF in accordance with the Standards for Professional Practice of Internal Auditing as published by the Institute of Internal Auditors.
2. Act as liaison for audits conducted by external auditors, including auditors from the offices of the State Controller, State Auditor, OIG, Chancellor’s office, other governmental agencies, and external auditors.
3. Assist internal personnel in responding to external audit reports and coordinate follow-up resolutions.
4. In consultation with the University administration and the Audit Committee, perform periodic risk assessment of internal controls and operations. Develop appropriate annual and long-range work plans for the internal audit department.
5. Plan and execute audits which determine the effectiveness of accounting controls, integrity of financial records, and soundness of internal control operations.
6. Analyze and evaluate audit reports. Audit findings are to include recommendations to resolve internal financial system control weaknesses, improve operations, and maximize revenues and reduce costs.
7. Provide written and verbal communication, as appropriate, of audit findings and recommendations to various levels of management, including the President and other administrators.
8. Provide alternative communications to the Audit Committee and report audit findings to the President and other administrators.
9. Review audit conclusions with the President and other senior administrators as appropriate.
10. Appraise and evaluate audit work in cooperation with internal auditors.
11. Appraise and evaluate internal auditors.

**QUALIFICATIONS**

Bachelor’s degree from an accredited two-year college or university is required. Possession of an appropriate advanced degree is preferred. Possession of either a valid certificate as a Certified Public Accountant or a certificate as a Certified Internal Auditor issued by the Institute of Internal Auditors (obtained by written examination). Minimum of two years of relevant professional experience with significant responsibilities in auditing management systems which has included developing, coordinating, and managing internal audits and analyzing, reviewing, evaluating, and developing management and financial procedures.

Additional knowledge, skills, and abilities required for this position include:

- Experience in auditing government accountability and standards.
- Knowledge of governmental accounting standards (GAAS) and auditing standards for not-for-profit organizations (ASSB).
- Experience in internal control systems and improvements.
- Experience in using computer software packages and computer systems.
- Experience in reviewing and analyzing business systems and procedures and providing recommendations for improvements.
- Knowledge of data and information systems.
- Experience in managing projects.
- Experience in managing resources.
- Experience in investigations of financial fraud and asset misappropriations.
- Knowledge of investigative theories and methodologies.
- Experience in investigative-related work.

**APPLICATION PROCEDURE**

To ensure full consideration, applications must be postmarked by September 15, 1999.

Applications must include:
- A letter of interest summarizing qualifications and relevant experience.
- A current resume and contact information for references. Applications should be directed to: Director of Human Resources, Fullerton, CA 92831-5010.

**FULLERTON COLLEGE**

Fullerton College is an equal opportunity employer and is committed to diversity.

**1598**
VACANCY ANNOUNCEMENT

Search Extended

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

COLLEGE OF EDUCATION-Yiping Wan, Ph.D., Dean

Assistant Dean

Assists Dean in the management of the College by aiding in the determination and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional programs, faculty development activities, research, and overseeing grants.

Qualifications: an earned Doctorate in Education; demonstrated excellence in teaching, scholarship and professional service, direct involvement in K-12 educational settings and in the pre-service and in-service preparation of teachers; knowledge of current reform efforts in teacher education; experience in academic program development, personnel management, distance learning and educational technology, and effective interpersonal, verbal, and written communication.

Cut-off date for Applications: September 30, 1999

New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

In an affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

Director, Division of Neuroscience and Basic Behavioral Science
National Institute of Mental Health
National Institutes of Health

The National Institute of Mental Health (NIMH) is seeking applications for the position of DIRECTOR, DIVISION OF NEUROSCIENCE AND BASIC BEHAVIORAL SCIENCE, a major component of the Extramural Program.

The Director of the Division of Neuroscience and Basic Behavioral Science (DNBBS) will provide leadership in the overall scientific administration of a comprehensive extramural research program in mental health by stimulating the expansion of resources for mental health research both nationally and internationally; and actively participate in determining program priorities and funding levels. The Director, DNBBS, will oversee a budget of approximately $250 million per year and a staff of 55 employees.

As Director, DNBBS, the incumbent will be responsible for the development, direction, coordination, and evaluation of grant programs and activities of the Division. The Division supports a wide range of basic and clinical neuroscience research, genetics and therapeutics research, basic behavioral research, research training resource development, and research dissemination. To further understand the etiology, treatment, and prevention of brain disorders.

The ideal candidate should possess: leadership and management experience in a basic, clinical, or behavioral research program of national standing; a M.D. or Ph.D. degree in Psychiatry, Psychology, Neuroscience, Psychobiology, or related field (or equivalent training); extensive knowledge of and experience in the neurosciences behavioral sciences, or psychobiology and the relationship to mental illness and related brain disorders. Applicants should provide documentation of how they meet the following requirements: 1) Knowledge and ability to lead a scientific program of national and international scope involving neuroscience and basic behavioral sciences. 2) Ability to provide leadership management and vision to a large multi-disciplinary research program of national scope and complexity with extensive managerial and executive level responsibilities.

This position is located in the Headquarters of NIMH in Bethesda, Maryland, and is a tenured/permanent position in the Senior Executive Service (SES). Annual salary range is $110,351 to $125,900 per annum, depending on qualifications. Physicians may be eligible for a Physicians Comparability Allowance of up to $20,000 per year. A recruitment bonus of up to 25% may be available to a non-Federal candidate selected for this position OR a relocation bonus of up to 25% may be available to a permanent Federal employee who must relocate to accept this position, subject to individual approval. The full range of generous Federal benefits, retirement, and vacation are included.

HOW TO APPLY: Applicants must submit a curriculum vitae and resume. Application for Federal Employment, OF-612, or any other equivalent written format that addresses the requirements AND a bibliography. Application procedures and qualification requirements may be accessed on the NIH Web site at http://www1.od.nih.gov/oc/hr/fin/omb/vacancy.htm.

SEND APPLICATIONS TO: Ms. Margot Darby, NIH Personnel Management Branch, 6201 Executive Boulevard, Room 8151, MSC 9661, Bethesda, Maryland 20892-9661 (domestic), U.S. Mail; CRS Rockville, Maryland 20852 (FedEx, UPS, etc.). Applications will also be accepted via e-mail and may be sent to mdarby@mail.nih.gov. If you need further information about this position you may contact Ms. Darby at 301-435-1004.

Selection for this position will be based solely on merit with no discrimination for non-merit reasons such as race, color, religion, gender, national origin, political affiliation, marital status, age, sexual orientation or membership or non-membership in an employee organization.

APPLICATIONS WILL BE ACCEPTED THROUGH SEPTEMBER 30, 1999.

NIH is an Equal Opportunity Employer.
ONONDAGA COMMUNITY COLLEGE

DIRECTOR
Institutional Research and Planning

The Office of the Vice President of Institutional Research and Planning

Under the general direction of the Vice President, the Director manages the Office of Research, Planning, and institutional Research and Planning and is responsible to coordinating support for decision-making for the President and the Vice President through research, policy analysis, and planning activities.

TYPICAL ACTIVITIES INCLUDE:

- Submission of institutional reports to the State University of New York
- Provides leadership in the coordination and preparation of analytical studies and special projects in conjunction with institutional-wide perspectives
- Assists in the development and coordination of budget materials
- Acts as liaison with the State University of New York
- Acts as liaison with the State University of New York
- Serves in a policy advising capacity in the Chancellor's cabinet
- Serves on various committee wide communities

MINIMUM QUALIFICATIONS:

- Masters degree
- Experience in research and institutional research and planning
- Demonstrated ability to analyze and interpret data
- Ability to communicate effectively in writing and speaking
- Ability to manage and prioritize tasks

APPLICATION REVIEW: Begins August 15, 1999 and will continue until the position is filled.

TO APPLY: Interested candidates who believe they meet the criteria should submit a letter of interest with a resume, and three references to the Office of Human Resources, Room 1114, Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2009 and to Deans of Institutional Research, and Planning.

ONONDAGA COMMUNITY COLLEGE

RESEARCH ASSOCIATE:
Center for Puerto Rican Studies

DUTIES: The Research Associate will be required to:

- Focus in one of the following areas: (1) political economy with specific reference to the Puerto Rican labor migration experience, (2) health, education, social welfare, criminal justice and other issues of relevance to Puerto Ricans in mainland communities

The Research Associate is expected to participate in the Center’s short and long range research agenda goals. He/she will be a full-time member of the Center’s Researchers Group.

QUALIFICATIONS: Ph. D. degree required at time of appointment and demonstrated research capability. Bilingual (Spanish/English language skills) highly recommended and fundraising experience desirable. Salary: $27,575 to mid-$50,000 based on qualifications and experience. Application: 1/1/99. Full-time, non-tenure track position. Employment is from year to year up to a maximum of 2.3 years, depending upon financial availability. No regular teaching responsibilities will be assigned.

SEND COVER LETTER AND RESUME BY: October 15, 1999 TO: Jose Del Rio, Center for Puerto Rican Studies, Hunter College, 695 Park Avenue, New York, NY 10021.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ST. LAWRENCE UNIVERSITY

FACULTY POSITIONS IN GLOBAL STUDIES

St. Lawrence University, a liberal arts college with a strong focus on international relations and global studies, is now accepting applications for faculty positions in the Center for Global Studies. The university offers competitive salaries, a comprehensive benefits package, and a supportive research environment.

Candidates are encouraged to submit a complete application package that includes a curriculum vitae, a teaching or research statement, and three letters of recommendation. Applications should be submitted electronically to globalstudies@stlaw.edu. Review of applications will begin on November 1, 2023, and continue until the position is filled.

University of Massachusetts

DIRECTOR, MINORITY ENGINEERING PROGRAM
COLLEGE OF ENGINEERING

The College of Engineering at the University of Massachusetts, Amherst, is seeking a full-time, tenure-track faculty member to serve as the Director of the Minority Engineering Program. The Director will provide leadership and vision for the program and will work closely with the Dean and the College of Engineering faculty to ensure the program's success.

Responsibilities include:

- Developing and implementing strategies to recruit and retain minority students
- Providing academic support to minority students
- Developing partnerships with industry and other organizations to support the program
- Overseeing the program's budget and resources

Minimum Qualifications:

- Ph.D. in engineering or a related field
- Demonstrated experience in diversity and inclusion
- Experience in working with underrepresented minority students

APPLICATION REVIEW: Begins August 15, 1999 and will continue until the position is filled.

TO APPLY: Interested candidates should submit a letter of interest, a curriculum vitae, and a statement of interest to the Search Committee, via email to minorityengineeringprogram@umass.edu. Review of applications will begin on October 1, 2023, and continue until the position is filled.

UMASS
University of Massachusetts

http://www.stlawu.edu
Vice President for Student Affairs
Community College of Philadelphia

Community College of Philadelphia invites applications and nominations for the position of Vice President for Student Affairs. Founded in 1965, the College enrolls more than 18,500 FTEs with an annual budget of approximately $79,000,000. The Community College of Philadelphia is seeking a highly qualified, experienced administrator to assume responsibility for all student services, including:

- Counseling
- Admissions
- Financial Aid
- Records and Registration
- Intercollegiate athletics
- Extra and co-curricular programs
- Career planning and placement
- Testing and assessment
- Student health
- Adult and International Student programs

The successful candidate must be results-oriented and demonstrate strong initiative and student advocacy. The job is demanding, challenging and requires forceful leadership and effective management skills in a complex organization. Other personal qualifications include: vision, creativity, a collaborative style, strong interpersonal skills, and a commitment to a diverse campus environment. A doctorate is preferred; master’s degree required. Community college experience is strongly preferred.

The position is available as of January 1, 2000. A highly competitive salary and a complete fringe benefits package are offered. In making application, candidate must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation and letter of application including salary history, postmarked by September 15, 1999, to:

Chair, Search Committee
Vice President for Student Affairs
c/o Human Resources Office
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Applications will be accepted until position is filled.

As an affirmative action/equal opportunity employer, Community College of Philadelphia actively encourages applications from women and minority candidates.

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Vice President for Academic Affairs
Community College of Philadelphia

Community College of Philadelphia invites applications and nominations for the position of Vice President for Academic Affairs. Founded in 1965, the College enrolls more than 18,500 FTEs with an annual budget of approximately $79,000,000. The Vice President for Academic Affairs is the College’s senior academic officer and has responsibility for academic leadership in a unionized environment, fiscal management and supervision of all academic operations of the College.

The successful applicant should demonstrate ability to provide leadership in the following areas:

- Curriculum development
- Innovative pedagogy
- Instructional technology and distance-learning strategies
- Academic planning
- Budget planning and management
- Policy development
- Management and development of a large professional non-professional staff
- Information and management system utilization
- Facilities development
- Partnerships with schools and community organizations
- Business and industry programming

Personal qualifications include: vision, creativity, a collaborative style, strong leadership and interpersonal skills, and a commitment to a diverse campus environment. An earned doctorate and community college or university teaching experience are required.

The position is available as of January 1, 2000. A highly competitive salary and a complete fringe benefits package are offered. In making application, candidates must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation, and letter of application including salary history, postmarked by September 15, 1999, to:

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c/o Human Resources Office
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Applications will be accepted until position is filled.

As an affirmative action/equal opportunity employer, Community College of Philadelphia actively encourages applications from women and minority candidates.
Director of Auxiliary Services
Cleveland State University

Cleveland State University invites applications and nominations for a Director of Auxiliary Services who is responsible for directing operations of food services, bookstore, parking, campus housing, a 12,000 seat multipurpose arena and a campus smart-card program. Reporting to the Vice President for Finance and Administration, the Director has responsibility for developing annual budgets, goals and performance measures for each auxiliary operation that contributes to the quality of campus life. Requires bachelor's degree; minimum of eight years of progressively responsible management experience in related, complex, self-supporting or for-profit environment; track record of cost effective financial management; commitment to excellent customer service; ability to work at all levels with administrators and other employees in a diverse university community; skill in resolution of complex issues; prior experience in contract development and negotiation; strong leadership skills including a team-based approach to work; excellent interpersonal skills; proficiency in database, spreadsheet and word processing software; and good analytical skills. Master's degree and university auxiliary operations experience preferred.

Cleveland State University is a large, public, comprehensive urban university serving Cleveland and the Northeast Ohio region and enrolling approximately 16,500 students in six academic colleges. The greater Cleveland area with a population approaching 2 million offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Salary in mid/high $70s. Interested applicants should submit a resume, letter of application and three references by September 27, 1999, to: Director of Auxiliary Services Search Committee, CSU, Rhodes Tower Room 1204, 1963 East 24th Street, Cleveland, OH 44114-2440. Cleveland State University is an AA/EEO committed to nondiscrimination. M/F/D/V encouraged.

Director of Multicultural Programs
Oregon Health Sciences University

OHSC seeks a visionary leader to undertake a creative and unique opportunity in the Pacific Northwest. Reporting directly to the Provost, the Director for Multicultural Programs will help the institution reach its goals for diversity, including helping to ensure the success and retention of multicultural students, faculty and staff. This position will have primary responsibility for the development, administration, and coordination of the University's multicultural student recruitment and retention programs. The Director will also participate in the efforts of academic and administrative units in the recruitment of a diverse faculty and staff.

Candidates should possess at least 5 years of direct experience working in the area of Multicultural Minority Affairs, a doctoral degree or combination of formal education and experience equivalent to at least a masters degree. Strong communication and leadership skills, including strong grant writing capabilities, and the ability to marshal both institutional and community resources to support the success of students, faculty and staff. Salary and benefits depend upon educational background and experience. An academic appointment at an appropriate rank at OHSC is possible with appropriate qualifications.

Review of applications will begin September 30, 1999. The position will remain open until filled. Nominations and applications including a resume, curriculum vitae and a letter of intent should be sent to Office of Multicultural Programs: Attention: Patricie Parriss, 1601, 3181 S.W. Sam Jackson Park Road, Portland, OR 97201-3098, (503) 494-1125.

OHSC is an Equal Opportunity/Affirmative Action employer. Minorities and individuals from other protected classes are encouraged to apply.

View our website for a more complete job announcement http://www.ohsc.edu/hr/

COLLEGE OF BUSINESS
FGCU is located between Ft. Myers and Naples, Florida. It is the state’s tenth public university. The College of Business is committed to implementing, supporting and rewarding new and innovative approaches to business learning. Successful candidates will be part of a team environment and the creation of undergraduate and graduate academic programs in the appropriate discipline and related areas.


COMPUTER INFORMATION SYSTEMS, Pos. #10159. Deadline 1/15/2000. Requires: Earned Doctorate or ABD with doctorate expected Summer 2000 from accredited institution, successful experience in teaching undergraduate and graduate information systems, programming; telecommunications and/or networking courses, available August 2000.

APPLICATION PROCESS: To apply submit two packages. One original and one photocopies of each position. Each package must include a letter of interest, curriculum vitae and list of five references postmarked by the deadline date for the position. Additional information about the above positions can be obtained by calling our 24-hour jobline at 941-590-1111 or visiting our website at http://admin.fgcu.edu/hr/index.html. Mail materials to FGCU, HR Dept., Pos. # state the position # for which you are applying. 10001 FGCU Blvd. South. Ft. Myers, FL. 33965-6565.

Foothill College, located in the San Francisco Bay Area, is a community college serving a student body of approximately 15,000. Foothill College is exceptional, diverse, multicultural and exciting.

Currently Foothill College is accepting applications for the position of Vice President. Student Development and Instruction

The Vice President provides vision and administrative leadership for student services in several areas: (1) student support services including counseling, matriculation, admissions and records, and financial aid; (2) Student Activities/Government and Judicial Affairs; (3) high school relations, student outreach and recruitment; and (4) student retention and success/equity.

For application materials contact
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(550) 949-6217
employment@fdaa.edu
www.fdaa.edu/district/hr/employment.htm

First Review Date: September 10, 1996

Vice President
Student Development & Instruction

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12345 El Monte Road
Los Altos Hills, CA 94022
(550) 949-6217
employment@fdaa.edu
www.fdaa.edu/district/hr/employment.htm

First Review Date: September 10, 1996
GEORGE MASON UNIVERSITY LIBRARIES

LIBRARIAN POSITIONS

ARLINGTON CAMPUSS Reference and Instruction Librarian
(2 Positions-Social Sciences, Technology
concentrations preferred)

FAIRFAX CAMPUSS, FENWICK LIBRARY
Humanities Reference/Liaison Librarian
Performing and Fine Arts Reference/Liaison
Librarian

FAIRFAX CAMPUSS, JOHNSON CENTER LIBRARY
Reference and Instruction Librarian
(Science/Technology concentration preferred)

QUALIFICATIONS: All positions require an
ALA-accredited MLS degree; advanced graduate
degree in relevant subject area highly desirable
Other specific requirements for each of the
positions are available by visiting "Employment
Opportunities" on the GMU Libraries Website
http://library.gmu.edu/

APPOINTMENT/BENEFITS: 12 month
administrative faculty appointment. Salary
commensurate with qualifications and experience.
$34,000 minimum. Excellent benefits: health plan
options and paid life insurance; several retirement
plans, including TIAA-CREF; 24 vacation days
and 11 paid holidays; tuition waiver for self

THE UNIVERSITY: George Mason University is
a doctoral-level, state-supported institution in
Northern Virginia with campuses at Arlington,
Fairfax, and Prince William Counties, with an
enrollment of more than 24,000 students and
1,300 faculty. The University Libraries is an active
participant in VIVA-the Virtual Library of Virginia
Project, the Washington Research Library
Consortium, the Association of Southeastern
Research Libraries, and is an associate member of
the Center for Research Libraries. For more
information about the University and its libraries
visit http://www.gmu.edu

APPLICATION: Review of applications will begin
on September 20, 1999. Send letter of application,
resume, and names, addresses, including e-mail,
and phone numbers of three current references
to:

Chair, Position Title Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

AA/EOO

TEACHING-CIS TENURE TRACK

Bryant College in Smithfield, RI, located 15
minutes from Providence and one hour from
Boston, seeks two Assistant Professor level
positions in Computer Information Systems Ph.D
in CIS/MSIS/CS or ABD close to completion,
Teaching experience and a demonstrated record
of continuing publications in refereed journals
required

Ranked among the top three national business
speciality schools by F. S. News and World Report,
Bryant College, a student-centered College, is
AACSB accredited at both the graduate and
undergraduate levels and enrolls approximately
4,000 undergraduates and graduate students.
Letters of interest indicating position applied for,
and a curriculum vita should be sent to the
Human Resources office-R. Bryant College,
1150 Douglas Pike, Smithfield, RI 02917-1284
or e-mail to Dr. Hal Reynolds, Chair, CIS Dept.
at hcre Executive@bryant.edu.

Excellent benefits and AACSCT competitive
salaries

Bryant College is an Equal Employment
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If possible, salary and benefits are very competitive

To apply, please send a letter of interest and a resume to:

Olivet College
c/o Kevin Rabineau
Dean of Community Life
208 More Hall
Olivet, Michigan 49076
Fax (616) 749-1778
E-mail krebaunek@olivet.edu

Olivet College is an equal opportunity employer and does
not discriminate on the basis of sex, race, color, age, religion,
marital status, national origin, sexual orientation, familial status
or disability in any of the programs and activities sponsored by
the College. We especially encourage applications from members of
minority groups. Women and minorities are encouraged to
apply. We are committed to improving our campus environment.

THE UNIVERSITY: The University of Wisconsin-Milwaukee
(1) is a comprehensive urban research university; (2) is located
in an attractive setting near the shores of Lake Michigan, and
only minutes from the center of metropolitan Milwaukee.
(3) This institution offers baccalaureate, masters and doctoral
degrees in twelve colleges and schools serving more than 23,000
students, including 4,500 at the graduate level. The
campus also maintains vigorous outreach, extension
and continuing education programs. Based on a solid
foundation of quality instruction, distinguished graduates
outstanding research and outreach endeavors, UW-
Milwaukee has received increased recognition nationwide
as a Research 1 university. Under new leadership, it is
strategically poised to become a truly eminent public
university, strongly committed to the pursuit of excellence
in teaching, research and outreach services.

QUALIFICATIONS: The Vice Chancellor for Academic Affairs
and Provost is charged with the overall administration of all academic
units including academic support units and technology support
units. Candidates should have a distinguished record of academic
achievement and should qualify for appointment to a tenure track
position within one of the University's academic units. Also, candidates should possess a commitment
to scholarship, and to graduate and undergraduate education.
Candidates should have a proven record of successful administrative
experience and an understanding of the importance of diversity
in higher education. Candidates should possess strong interpersonal
skills and be able to work effectively with a diverse population.

APPLICATION PROCEDURE: Screening of all candidates begins
July 15, 1999 and continues until a qualified candidate is selected.
Letters of application will be accepted until the position is filled.
Please send letter of application, curriculum vitae, and names of three
current references to:

Sherry Altenstein
Chair, Search Committee
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201-0413

Phone: 414.229.6559
Fax: 414.229.6676
Internet: vpspace@wmu.edu

WEB: www.wmu.edu/Depts/HR

The University of Wisconsin-Milwaukee is an AA/EO Employer strongly committed to maintaining a diverse and suppor-
tive environment. We particularly encourage applications from individuals who would enhance and diversify our workforce.

AA/EO
Assistant/Associate Professor
Restorative Dentistry

Temple University has a Presidential and 2 Dean appointments for full-time faculty positions in the Department of Restorative Dentistry, available July 1, 1999. Responsibilities include didactic and clinical teaching of predoctoral and postgraduate (AEGD) students in the disciplines of restorative dentistry, dental materials, and general dentistry. Research/creative activity is encouraged. Applicants should have a strong background in teaching and clinical practice, with evidence of academic accomplishment. Preference will be given to candidates with postgraduate training in dental materials, general dentistry, prosthodontics, and operative dentistry, DMD or DDS degree and Pennsylvania dental license are required. Salary and academic rank commensurate with experience and qualifications. Interested applicants should send a cover letter and curriculum vitae to Temple University School of Dentistry, Room 415-CP, 3223 North Broad Street, Philadelphia, PA, 19140. Minority and female applicants are encouraged to apply. An equal opportunity/affirmative action employer.

OFFICE OF GRADUATE STUDIES

ASSISTANT DEAN

Dartmouth College invites applications for the position of Assistant Dean of Graduate Studies. This position requires a Master's degree and at least 1 year of relevant experience in higher education or the equivalent. The successful candidate will possess excellent verbal and written communication skills, have experience in advising students, preparing/maintaining budgets, be adept at articulating policies, have strong supervisory, and be a strong advocate for graduate education at the department and school levels. The Assistant Dean of Graduate Studies coordinates and manages all aspects of the graduate programs in Arts and Sciences, Engineering, and the Medical School, offering the Master's and Ph.D. degrees in these fields. This individual will manage the Graduate Studies Office, coordinate graduate program registration, administer graduate minors, develop program, and manage various student databases from which reports are prepared.

Interested individuals should submit a letter of application outlining experience and qualifications, a curriculum vitae, and the names, addresses, telephone numbers, and names of three individuals from whom the search committee can contact for letters of recommendation. Application review will begin on September 15, 1997, and continue until the position is filled.

Dartmouth is proud of the College's record in full support of Equal Opportunity/Affirmative Action recruitment at all levels of the university. Thus, applications from women and minority group members are strongly encouraged.

Georgia Department of Technical and Adult Education:

PRESIDENT OF SAVANNAH TECHNICAL INSTITUTE

QUALIFICATIONS: Applicants must possess a master's degree from a nationally or regionally accredited college or university in business, educational leadership, or a closely related field. An earned doctorate is desirable. Must have five years of related administrative experience in postsecondary education or its equivalent. Must have at least three years of full-time professional level experience in educational administration, in the human resource development, and organizational development functions in the college, university, or similar setting. Must possess excellent written and verbal communication skills.

RESPONSIBILITIES: The President of Savannah Technical Institute is the Chief Executive Officer of the Institute and is responsible to the Commissioner, Georgia Department of Technical and Adult Education, for carrying out the policies and mandates of the State and local boards. The President is responsible for the planning, development, and management of the human resource development, and organizational development functions. Must possess excellent written and verbal communication skills.

SALARY: Negotiated in accordance with the Georgia Department of Technical and Adult Education.

APPLICATION REQUIREMENTS: An application, resume, and a composite grade point average are required. Georgia Department of Technical and Adult Education, 1800 Century Place, Suite 550, Atlanta, Georgia 30345. 404-401-3226. Fax: 404-401-7301. Email: dirv@maine.uga.edu. Visit our Website at http://www.taege.org. Deadline for receipt of application: April 1, 1997. Full consideration, application will be terminated immediately.

Plattsburgh State University:

INSTRUCTIONAL TECHNOLOGY SPECIALIST

The Division of Library and Information Services of Plattsburgh State University of New York seeks a well-qualified, service-oriented professional for the position of Instructional Technology Specialist.

Responsibilities: Working with faculty and staff in the design and production of presentations and web materials to support instruction, serving as a consultant to faculty and staff in the Instructional Technology Resource Center, offering workshops on the creation and effective use of technology-assisted presentations and web sites, assisting the Instructional Technology Coordinator in the production of help sheets and online documentation, and coordinating technology projects, and working with divisional program groups in the planning and implementation of initiatives.

Qualifications: Master's degree at least one year of relevant experience in the creation or support of technology-enhanced learning resources and materials.

Salary: Beginning at $32,000 based on experience. Excellent benefits package.

Applications from women and minority candidates are especially encouraged. Plattsburgh State University is an affirmative action, equal opportunity employer.
STATE UNIVERSITY OF NEW YORK
CHANCELLOR

The Board of Trustees of the State University of New York, invites nominations and applications for the position of Chancellor, the chief executive officer of the nation's largest and most comprehensive university system.

The State University of New York is a unified statewide system of 64 campuses committed to serving New York with pride and academic excellence. It includes 30 community colleges, 5 residential colleges of technology, 5 specialized colleges, 5 statutory colleges (4 at Cornell University and 1 at Alfred University), 13 arts and sciences colleges, 4 research universities and 4 academic health centers. The University enrolls over 375,000 students, employs 75,000 faculty, administrators and staff and has 1.6 million alumni and an all funds budget in excess of $6 billion.

Reporting directly to the Board of Trustees, the Chancellor is responsible for the effective management of this complex organization and ensuring that State University students receive an education of the highest quality with the broadest access. This individual will provide the vision and the leadership to take the State University into the next millennium. The Trustees seek a collaborative executive to continue the process of change that is rapidly making the system one of the nation's finest public universities.

The Board of Trustees seeks an outstanding individual to be the Chancellor who has the highest qualities of intellect and character, an established reputation and the credentials appropriate to the leadership of a large public educational system.

The State University of New York System Administration is an E.O.E.A employer. Applications from women, minority persons, disabled workers and or Vietnam era veterans are welcome. Review of applications will begin immediately and continue until a new chancellor is named. Nominations and applications should be sent to:

Nancy L. Cook
Korn/Ferry International
200 Park Avenue
37th Floor
New York, New York 10166
212-984-9451
E-mail: nancy.cook@kornferry.com

EXECUTIVE ASSISTANT

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Pacific Oaks College provides you with superior resources and training in a pleasant, professional setting. We are currently seeking a full-time Executive Assistant to report and work closely with the Academic VP and Dean of Faculty. You will be responsible for all aspects of administrative services, planning and preparation of reports, documentation, budget management, enrollment/registration, academic planning, event planning, and general office duties.

Requirements: Bachelor's degree. Must be proficient in Microsoft Office and have significant experience in the areas of record keeping, correspondence, filing, and clerical duties. Must have strong computer skills and the ability to prioritize work

Please submit your letter of interest and resume to:

Pacific Oaks College
1300 East California Boulevard
Pasadena, CA 91106
Fax: (626) 582-2133
E-mail: hr@pacificoaks.edu

Pacific Oaks College is an equal opportunity employer.

 Please review job listing at least three references by August 29th to Deborah Owen, Dean of Academic Services, Pacific Oaks College & Children's School, 5 Westmoreland Place, Pasadena, CA 91103 3592. 1-213-485-1777 Ext. 1855. E-mail: deowens@pacificoaks.edu

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AAHE
One Dupont Circle, NW, Suite 305
Washington, DC 20036
www.aake.org
Phone: (202) 293-6440 Fax: (202) 293-6073
Email: info@aahe.org

Olivet College
Director of Campus Programs and Events

LISTING: The Director of Campus Programs and Events is responsible for the administration of the student activities program. This position includes advising, supervising and program coordination of student government and programming bodies, such as the Student Alliance Council (SAC), the Student Government Association (SGA), the Student Activities Office (SAO), and the Student Union. This position is responsible for all student activities, programs and services for students through supervision and coordination. This position is responsible for all activities and programs for student services.

To apply, please send a letter of application and a resume to:

Olivet College
c/o Kevin Rehbein
Dean of Community Life
208 Mott Hall
Olivet, Michigan 49076
Fax: (616) 749-1178
E-mail: kr@olivet.edu
Submit a letter of application and a resume to:

Olivet College
1300 East California Boulevard
Pasadena, CA 91106
Fax: (626) 582-2133
E-mail: hr@pacificoaks.edu

Pacific Oaks College is an equal opportunity employer.
The University of Wisconsin-Madison, one of the top ranked research universities in the United States, invites nominations and applications for the position of Dean of the School of Nursing. The university seeks a talented and visionary leader who will lead the school in its mission to meet the research, instructional, and practice challenges of the 21st century.

The School of Nursing has a rich and honored history, dating back to 1883. It is located in Madison, WI, which has received national recognition for its quality of life. The school enjoys excellent collaborative relationships with the other members of the renowned academic health center, including University of Wisconsin Hospital and Clinics, UW Children’s Hospital, University Health Services, UW School of Pharmacy, UW Medical School, Wisconsin State Laboratory of Hygiene, and UW Comprehensive Cancer Center. In addition, a new Health Sciences Learning Center providing interdisciplinary, instructional facilities will be completed in 2003. The school has state-of-the-art research and instructional facilities, excellent resources for research and teaching, a federal grant supporting predoctoral and postdoctoral training, and a network of endowed faculty chairs. Academic offerings include predoctoral, doctoral, master’s, and baccalaureate programs for approximately 180 graduate and 400 undergraduate students, as well as technologically sophisticated outreach programs. More comprehensive information about the School of Nursing can be accessed at http://www.sosw.edu/sosn index.htm.

The dean provides leadership to the school in fulfilling its mission to generate and transmit knowledge basic to nursing practice, to provide quality education that prepares tomorrow’s leaders in basic and advanced professional practice, and to apply knowledge to current professional practice through continuing education, consultation, and research. This mission is congruent with the Wisconsin idea of service to the state as well as to national and international health priorities. As chief academic and executive officer of the school, the dean reports to the chancellor and the provost and leads a tenure track faculty of approximately 20, an instructional staff of approximately 36, and support staff of 46.

Major qualifications for this position include a proven record of administrative skills and successful leadership in higher education, nationally recognized academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison, strong communication and fund raising skills, the capacity to relate effectively to the university administration, faculty, staff, students, and related university units to maintain and improve the quality of undergraduate and graduate instruction, research, outreach education, and public service, and a demonstrated commitment to diversity. The successful candidate will be expected to represent the school through interactions with external groups such as alumni, professional nursing groups, and other health professions.

The position will be available January 2000. Applications and nomination must be received by 8 October 1999 to receive consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of individuals from underrepresented groups. Applicants should include a current curriculum vita and cover letter that describes how their strengths match the qualifications for the position, and what they see as challenges and opportunities in the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who request confidentiality will not be made public. However, the chancellor is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Patricia Becker, PhD, MN, FAAN
Helen Dornette Schulte Professor
Dean Search and Screen Committee for the School of Nursing
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 263-5728

The University of Wisconsin-Madison is an equal opportunity/affirmative action employer.
OFFICE OF INSTITUTIONAL ADVANCEMENT

Plattsburgh State University of New York is seeking successful professionals for openings in the Office of Institutional Advancement. The openings are for full-time Publications and Graphic Designer and a full-time Staff Assistant.

**PUBLICATIONS AND GRAPHIC DESIGNER (PJ#2328-808)**

Responsibilities: The full-time Publications and Graphic Designer will manage and execute multiple projects with varying deadlines in an active news and publications office. The Designer will be responsible for the Design Office of Institutional Advancement publications and other printed materials, including invitations, flyers, campus newsletters, and the quarterly alumni magazine. The position involves producing web pages for Institutional Advancement and service to other areas of the College on a routine basis.

Qualifications: A bachelor’s degree in graphic design or comparable field of study and a minimum of two years professional experience. Knowledge of print, graphic design, and pre-press processes using desktop publishing and content management and proficiency with both PCs and Macintosh computers highly regarded.

Salary Range: $26,383-$35,000

**STAFF ASSISTANT (PJ#2327-808)**

Responsibilities: The full-time Staff Assistant will assist Director of Communications in coordinating the College’s media relations program to obtain recognition for the College on the local, state, national, and international levels. The Staff Assistant will write feature articles about students, faculty, staff, and university departments and programs for various campus publications; develop news releases and take photographs. The Assistant will also work with the Plattsburgh College Foundation and the Alumni Affairs Office in promoting events and development activities. The successful candidate will be expected to work some evenings and weekends throughout the year.

Qualifications: A bachelor’s degree in print journalism or English (writing) and a minimum of two years professional experience working with news media preferred. Demonstrated proficiency in written and verbal communication, interviewing, and time management skills essential. Proficiency in word processing on a PC or Macintosh and photography highly regarded.

Salary Range: $26,383-$35,000

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

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**FERRIS STATE UNIVERSITY**
Big Rapids, MI
Coordinator, Socio-Cultural Holistic Learning and Recreation (Scholar) Program

Responsibilities: Work with other units in University College to develop a comprehensive recreation program for under-prepared and under-represented students, oversee an academic minor, and coordinate and direct a student advisory committee for these students; evaluate student needs and interests; participate actively in and develop new and creative extracurricular programs; and address student concerns.

Qualifications: Bachelor’s degree in higher education, counseling, or student personnel administration. At least two years of work experience with students in a higher education setting is preferred. Counseling, teaching, academic advising, student affairs, experience in program development and implementation. Preferred Qualifications: Prior experience administering a similar program. Review of applications will begin on 12/09 and continue until position is filled. Interested individuals must submit a resume, letter of application, names and phone numbers of three current references, and copies of college transcripts to JOB CODE HIO-040415, Human Resources Development, Ferris State University, 420 Oak Street, Prakker 150, Big Rapids, MI 49307. For more information about Ferris State University please visit our website at http://www.ferris.edu.

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**DIVERSITY PROGRAM DIRECTOR**

Full-time, admin. New position begins Jan, 2000. Reports to President Responsible for development & maintenance of ongoing results-oriented program to achieve goal of composition of faculty & staff reflect-representative population. Engages in local & national networking. Develops community relationships. Assists in recruitment of minority faculty & staff. Assists in the development of a minority training program. Engages in community service. Bachelor's degree required. Strong interpersonal skills, written & verbal communication skills, ability to work well in a team environment and with people of different backgrounds & cultures. Experience in diversity, affirmative action, and multicultural initiatives. Ph.D. in Psychology or related discipline is preferred. Review of applications will begin on December 15, 2000. Please submit resume and cover letter to: Office of Institutional Diversity, Ferris State University, 420 Oak Street, Prakker 150, Big Rapids, MI 49307. Phone: 231-595-4458. Fax: 231-595-6377.
The Chancellor Search Committee of the University of Minnesota, Morris (UMM) seeks nominations and expressions of interest for the position of Chancellor, the chief executive officer of the institution. The new Chancellor is expected to assume duties in the summer of 2000.

A public liberal arts college of 1400 students and 125 faculty, UMM was established in 1889. Its original guiding principles of selectivity, admission, cultural growth, and academic excellence have never changed. The college is recognized for its distinctive mission and its excellent faculty and student body. One of seven public institutions listed by Carnegie Foundation as a national public liberal arts college, UMM is a fully undergraduate institution. As an integral part of the University of Minnesota, it shares its aspirations and strengths. Situated on 130 tree-shaded acres in western Minnesota, the campus is located in the small 15,000 rural community of Morris, 160 miles west of Minneapolis.

The UMM student body is diverse and talented. Approximately half of incoming freshmen have graduated in the top 10 percent of their high school class; the average ACT is 25, and 12 percent of last year’s class were either valedictorians or salutatorians. Sixteen percent of the students are from underrepresented populations. The UMM faculty, an exceptional gathering of individuals from a broad spectrum of backgrounds, cultures, and geographic locations, is dedicated to achieving excellence in both teaching and research. Of the 125 faculty members, 55 percent are tenured and over 21 percent hold terminal degrees in their disciplines.

As the chief administrative officer of UMM, the Chancellor reports directly to the President of the University of Minnesota and is responsible for carrying out campus and University policies, procedures, and planning and for providing academic leadership. The Chancellor also represents UMM to the community, region, Minnesota Legislature, and other governmental groups.

Candidates for the position should possess the following:

- a substantial record of intellectual achievement and commitment to research, scholarship, and creative activity;
- the ability—along with the passion—to persuasively articulate the importance and value of a public liberal arts college;
- the ability to interact effectively and persuasively with a diverse external constituency that includes local farmers, educators, and business people, central administration officers, legislators, University Regents, and potential donors;
- a commitment to a diverse student body, faculty, and staff, and a record of practicing the principles of affirmative action and equal opportunity;
- a record as a successful fund-raiser with alumni, major donors, and foundations;
- a sensitivity to all aspects of institutional marketing that will enable the candidate to provide the vision to strengthen enrollment management, enhance community relations, and work effectively with the regional and national media;
- a proven record as an entrepreneurial academic leader and fiscal manager;
- the proclivity to be open and accessible to faculty, staff, and students, and the ability to work effectively within the framework of shared governance;
- an earned doctorate or equivalent terminal degree in the candidate’s area of study.

Nominations, expressions of interest, and applications should be sent to:

Dr. Eric Klinger, Chair
Chancellor Search Committee
University of Minnesota, Morris
600 East Fourth Street
Morris, Minnesota 56267

Applications should include a letter addressing the criteria noted above, a resume, and a list of references. The search committee will begin the review of candidates on October 1, 1989. Dr. Edward A. Lewis of the Academic Search Consulting Service in St. Paul will assist in searching the position. Inquiries may be directed to him at 651-328-5911.

Please visit our website at www.mnr.umn.edu for more information.

The University of Minnesota is committed to the principle of non-discrimination in access to its programs, facilities, and employment. An individual may file a complaint alleging discrimination with the University’s own procedures or with the U.S. Equal Employment Opportunity Commission.

To request disability accommodations, please contact the chancellor’s office at (612) 625-3914.

Dean of Students
The University of Wisconsin-Madison
1111 N. State Street
Madison, WI 53706

Professor Hardin Coleman
Dean of Students Search and Screen Committee
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-5943
Fax: (608) 265-5728

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**Honduras—Crisis and Opportunity**

Chinese symbol for crisis also signifies opportunity. Hurricane Mitch has created a crisis in Honduras, one that presents an extremely powerful educational opportunity for mutually beneficial partnerships between Hispanic-serving institutions and diverse Honduran institutions and organizations. More than 6,600 persons have been killed, many others are missing, and 1,400,000 are homeless. Others live in temporary shelters. An estimated 200,000 houses must be constructed. This year’s banana crop is completely lost. It will take years to know how extensively the plantations and agriculture in general have been damaged. Factories that make clothes for export, mainly to the U.S., have been flooded. Two-thirds of the bridges and many highways are destroyed and must be rebuilt.

On the positive side, emergency aid from charitable gifts is pouring in. According to John Chater, coordinator of Partners for the Americas and founder of the Mexican and Honduran Conservation Corps, “Most people have access to good clothing and basic food. Most people are picking themselves up and starting to work rebuilding their lives.” But Charles Krause said on the Jim Lehrer News Hour, “...Honduras has been stabilized. But the internal injuries are so great and the twin opportunistic infections of incompetence and corruption are so prevalent in situations like this one—especially in Central America—that rebuilding the country might prove even more difficult than the initial relief effort.”

According to Peter Heffron, assistant country director for CARE-Honduras, “The displaced people I spoke with are very frustrated. However, action is being taken to identify land, plan low-cost communities, organize self-help housing, and establish mechanisms for payment by the displaced in order to become homeowners. The problem is that all this activity is not being communicated to the people in the shelters and they are not being sufficiently involved in all the planning. The next priority is income-generation and agricultural production so that people can survive on their own as soon as possible. Lastly—and these are all concurrent in real life—water sanitation, and basic health services need to be restored.”

Honduras faces an enormous crisis—immediate challenges and perhaps 15 to 20 years of rebuilding. Chater says that rebuilding is under way. “Contrary to popular belief, and the publicity campaigns of relief organizations, people are very good at taking care of themselves. Local leaders are emerging and local people are working together to solve their problems. ...a vivid example of what happens naturally in a community when ‘professionals’ stand back and are not present and people take charge.”

The challenges and the local leadership offer major opportunities for service and learning for Hispanics and others in U.S. colleges and universities. The wide-ranging social, economic, and political problems cut across many curricula and courses, departments, schools, and colleges. A few leap to mind: engineering schools can help redesign infrastructures; nursing and public health schools can address sanitation, nutrition, and basic health care; human, social, and psychological services programs can help address feelings of hopelessness, frustration, and anxiety. Education schools can help make the education system a key player in economic and social recovery. Architectural schools and departments can help design low-cost buildings, parks and public spaces. Political science and public policy programs can help strengthen citizen involvement in decision making. Computer science programs can help business, government, schools, nonprofits, and others make sound judgments about appropriate technologies and provide the assistance required for their effective use.

A good first step would be to have students themselves search for information about how they could help. They could start by using the internet and the Web. They could contact nonprofits currently involved in relief efforts—the American Friends Service Committee, CARE, Partners for the Americas, OXFAM.

The Universidad Autonoma de Honduras, in Tegucigalpa, can provide useful information and provide a focus for creating ongoing collaborative activities. Its students are now required to do community service—helping clean up debris, counsel hurricane victims, and so forth. A faculty member and a small group of students could travel there, with institutional support or their own money, to assess needs appropriate to their interests, expertise, and learning objectives, or to make connections and explore potential arrangements.

But it is critical that service learning students understand a basic perspective, says Chater. “An important role for foreign volunteers is to let people know that they care and that they are there to support and share ideas, but initiative, direction, and leadership must come from the community. Typically, past volunteers from the Peace Corps and other organizations often lacked this understanding. They tended to take charge and the community became followers. Such projects fail when the volunteers leave. Hispanic volunteers can play an important role in a variety of situations. They can make great contributions, if they learn, before coming, that people—even those suffering from a devastating hurricane—can solve problems and become leaders.”

Heffron makes a similar point: “The simple act of working side-by-side with people who are rebuilding their homes, water systems, and so forth, might in fact be more than enough for U.S. Hispanic faculty, staff, and students. The focus should be on empathizing, sharing, and physical work, not on technical expertise, organizing, or otherwise ‘saving’ poor Honduras. By joining the effort in this way, Hondurans will feel a sense of empowerment and camaraderie rather than paternalism, which is already becoming too prevalent in the aftermath Mitch.”
THE HISPANIC OUTLOOK IN HIGHER EDUCATION

A YEAR IN REVIEW

Vol. IX
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*The Hispanic Outlook in Higher Education*
A Capitol View

Inequality Even in the Computer Age

BY GUSTAVO A. MELLANDER

"Fourteen of North America's largest research universities plan to work together to market their distance-education efforts through a central directory of the World Wide Web listing all of their on-line programs."

As the Class of 1999 enters the real world, graduates are getting a lesson in economics that is putting smiles on many of their faces. The demand for college graduates with degrees in computer science, electrical engineering, and other technical fields is outpacing the supply.

Thus begain two feature articles recently in the respected Chronicle of Higher Education. The message in both was clear and identical: Technology is part and parcel of higher education, and those who master it can tap into superior education, and those who major in its arcane realities will be well rewarded by our society.

Not much of a surprise to any of us. We have known that those students of ours who have earned competence with computer technology have been sought after even those entering stand academic professions find it useful to be computer literate. And many have done just that. That's the good news.

The Bad?

There has been for quite some time a growing concern among Washington policy makers that minorities, Hispanics and others, were being left out of the computer revolution. And to be left out of that revolution condemns you to second- or even third-class citizenship.

Given the Digital Divide, several concerned government agencies have been studying that issue for years.

A new federal study conducted by the Commerce Department shows that while minority groups are gaining access to computers and the internet, a dramatic separation exists nonetheless. Blacks and Hispanics are at a definite disadvantage. Data show that they are less than half as likely as non-Hispanic whites to feel comfortable with computers or to have access to them. Thus very few log on to the net from home, work, or school either for work or for pleasure.

The study, the third and most comprehensive to be conducted by the Commerce Department over the past three years, reinforces a grim reality. It is a stark one, minority groups are increasingly at a disadvantage in competing for the best entry-level jobs in the country, those jobs are defined by the marketplace and reserved for those who have a knowledge of computers and a comfort level with and an eagerness to explore the mysteries of the internet.

New Findings

The study also contained some new findings that add considerable complexity to the ongoing debate about how race, income level and location affect access to the technology. It also provides a road map of what might be expected for the early decades of the next century.

Among the Findings

- **Ethnic realities.** Among families earning $5,000 to $15,000 per year more than 32 percent of Whites owned computers. But only 19 percent of Blacks and Hispanics at comparable income levels had computers at home.

  Adding injury to insult, that gap of 13 percentage points has actually widened from eight points five years ago. And this all transpired at a time when the price of entry-level personal computers plunged. So the "cost" of computers cannot be pegged as the predominant reason for the disparity.

- **Societal realities.** Children in single-parent households have far less access to computers and the internet than do those in two-parent households.

  The chasm becomes deeper for children from broken homes and its effects multiply in minority households.

  A child in a two-parent White household is nearly twice as likely to have internet access as a child in a one-parent White household. The disparity is even greater between single-parent and two-parent minority households.

- **Geographic realities.** Does it make any difference where one lives? Strangely enough, it does. And there are a few surprises. The highest distribution of computers in households in the United States is found in large rural, cold-weather states. A tip-off: many of these areas have pockets of high technology industries and jobs.

  The lowest distribution is in southern states where poverty and education troubles still reign. A breakdown of western and Southwestern states that would have given us insight into Hispanic areas was not available.

  Strangely enough, outside of the South and Appalachia, New York State was at the bottom of the list.

Bottom Line

For Hispanics to succeed, they must feel comfortable with and knowledgeable about computers and the internet, and all of the mysteries that lie within.

The study was directed by Larry Irving, the Assistant Secretary of Commerce for communication and information. He noted, "It is positive that we doubled the number of computers and internet access for African Americans and Hispanics over the past four years and it is great that we have seen a decrease of 50 percent in one year for use of the Net by minorities.

But he added that it is alarming that we still have a gap of three times among the races in internet access, and that we have a long way to go.

Well said. Now what can each of us do at our college to move toward equal access?

And on a personal level, what would be our Christmas present for us to buy our children?

Dr. Mellander is a professor of computer science at George Mason University.
A Guide to The Hispanic Outlook
Volume IX

Whether your area of interest is the arts or community colleges or health, or whether you are simply looking for a good book to read of special interest to Hispanics, or are in the mood for a provocative "opinion piece," or want to "catch up" on what's been happening at Hispanic-oriented conferences, or want to be inspired by Hispanic success stories, or are looking for resources for your students who are in need of financial aid, or are hoping to adopt new teaching strategies in your classroom,... whatever you might be looking for, we believe you will find something of value in the pages of The Hispanic Outlook in Higher Education.

We recommend that you begin by quickly perusing all of the subject headings to familiarize yourself with the index organization. Then zero in on a particular category, where you will then find articles listed in chronological order.

ADMISSIONS
LSAC (Law School Admissions Council) Study Confirms Success of Minority Law Graduates: Landmark Research Refutes Myths
A Law School Case Western Reserve University Admission Primer: For Students and Faculty
The Impact of Computerization on the GMAT (Graduate Management Admissions Test).

AFFIRMATIVE ACTION
Affirmative Action: An Anachronism in Higher Education (José J. Soto, Southeast Community College)
The Chill Is On: Conservatives Attack Race-Based Admissions

THE ARTS
R frighteous Anger and Spanish Harlem: Two Latino Art Exhibitions at Rutgers University, New Jersey
Investing in the Power of Words: Graduates Praise Oregon Writing Program
Dominican College of San Rafael Celebrates Latino Art and Film: Rivera, Hidalgo, Valdés, and More.
Diego Rivera: Art and Revolution: Cleveland Museum of Art Premieres Retrospective
Grupo Teatro Tuctu Enriches Classrooms: Sparks Debate at University of Georgia.
Hispanics and the L.A. Opera: Plácido Domingo in Top Post Next Year.

EL GRECO AND A New Building Meadows Museum at Southern Methodist University
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The Cuban Stories of Luis Martínez-Fernández: Rediscovers Own History While Researching Another.
Esther Madriz: Compassionate Criminologist: University of San Francisco Professor Interviewed by HO.
Ecology Textbook Breaking Publisher's Records: University of New Mexico Author (Manual C. Molles Jr.) Talks About His Work.

AWARDS
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First Annual Hispanic Outlook Scholarship Award Recipients Verónica García and Lourdes Rebeca Perdomo
McGraw Prize to Marcopos Alfredo G. de los Santos and Paul A. Elster: Outstanding Partnership Cited
BOOK REVIEWS

- The Squatter and the Don by Marfa Amparo Ruiz de Burton. Reviewed by John Wagner, Angelo State University. 12/04/98. P. 36.


- Muddy Cup: A Dominican Family Comes of Age in a New America by Barbara Fischkin. Reviewed by Johnne D. Spargamin, State University of New York-Geneseo. 01/08/99. P. 34.


- Books in Spanish for Adolescents by Isabel Schon, California State University-San Marcos. 02/26/99. P. 32.

- Books in Spanish for Children by Isabel Schon, California State University-San Marcos. 03/12/99. P. 34.


- Students as Researchers of Culture and Language in Their Own Communities ed. by Ana Azen-Roberson and David Blumke. Reviewed by Ivanna del Pozo Youngstown State University. 04/09/99. P. 38.


- The Memories of Viva California by Gabriela Limon. Reviewed by Gloria Duarte Valverde, Angelo State University. 05/07/99. P. 35.

- The Shape of the River by William G. Bowen and Derek Bok. Reviewed by Manuel Valles, Arizona State University-West. 05/21/99. P. 41.


- Todas somos un ser rei en by Rosa Marfa Britton. Reviewed by Humberto Lopez Cruz, University of Central Florida. 07/16/99. P. 34.


- Longtime Favorite Books: Recent Spanish Renditions for Adolescents by Isabel Schon, California State University-San Marcos. 08/13/99. P. 36.

- Hispanics and Books: Recent Books for Adolescents by Isabel Schon, California State University-San Marcos. 08/27/99. P. 38.


- Community Colleges


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- Telementoring the Young One-on-One. Q&A and Subject Data on Tap. 10/23/98. Pp. 20-22.


- DIVERSITY


- Diversity a Major Theme for College Board: Given Priority to Conference and Beyond. 10/23/98. Pp. 5-7.


- Caring Initiatives at Race Reaches Out at San Jose State University. 09/10/99. Pp. 20-22.

- FACULTY


- The Consummate Student Faculty Profile. Luis Gomez University of Michigan. 01/29/99. Pp. 28-29.


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The University of Texas at Brownsville and Texas Southmost College. 07/30/99. Pp. 17-19.
University of Rhode Island Building a Multicultural University. 09/10/99. Pp. 17-19.
Prepares for Thaw in Relations: Broad-based Florida International University Programs Building Bridges.

LANGUAGE

Language Program Mus Calis: Enhanced by Music, Dance at University of Miami

St. Augustine College: Pioneer in Bilingualism: Student Population 92 Percent Hispanic

Prop. 22” Declimates Bilinual Ed in California: But One District (Oceanside Unified) Shows Improved Test Scores.

LEADERSHIP


Seeking a Supreme Court Seat: HBA (Hispanic National Bar Association) Heads Drive for Representation.

Making a Profound Contribution (Claudio Grossman. Dean. Washington College of Law American University): “Mas importante es el camino que la posada” (Don Quixote).

The Heroes’ Hats of Ninfa Segarra. NYC (New York City) Deputy Mayor Serves 1st on Board of Ed.

Jorge Klor de Vaca: Changing the Rules. Anthropologist Turns Futurist at University of Phoenix.

Latina Community College Presidents’ ForumTalks with the Women CEOs (Ramos, Martinez, Mejia, Rovin, Romo and Renteria)

Dolores Fernandez: Compassionate Catalyst Heads Hostos Community College (NY) Renaissance.

Hispanics in the Congressional Hill: In the Lead on Education.
05/21/99. Pp. 16-17.

On the Move with Dr. Martha Medrano: Outstanding Leader. Hispanic Center of Excellence.

Native Son to Lead UT-San Antonio: Ricardo Romo Goes the Distance.

The Shared Success of Adelina Mancos. Award-winning Artist.


Latino Studies Journal (Founded by Felix P. Madilla. Long Island University-C.W. Post) Seeks to Tell Latina Success Stories.

MEDIA JOURNALISM/TELEVISION

Courageous, Comprehensive, and Compassionate Reporting. Columbia University Awards Cabot Prizes.

Training Tomorrow’s Journalists.
07/02/99. Pp. 8-10.

Media: A Minority Perspective: Out, In, and Behind the Scene.

Media Women in Media.

Pulling No Punches. Editorial Cartoonist (Michael Ramirez) Hits Hard and Direct.

Americanos: Latino Life in the United States (Exhibition cosponsored by Time Warner and Edward James Olmos, book co-authored by Olmos and Lee Charbonneau) Debuts at Smithsonian.

Opportunities for Hispanics in Communications: Strong Preparation a Must.

ORGANIZATIONS

Carribean Foundation Goes West: New President, New Location, New Agenda.

Diversity A Major Theme for College Board: Given Priority at Conference and Beyond.

Toward a Common Vision of Equity and Diversity: National Community College Hispanic Council.

Juan Andrade: Sowing Power Seed by Seed. The U.S. Hispanic Leadership Institute.

Changing the Face of Business. Consortium for Graduate Study in Management.

K. Kellogg Foundation Funds Cultural Change: Catalytic Grant to CCNY (City University of New York) Fueling Research.

Diversity, Humanity, & Sisterhood: Charleston Conference Warm and Welcoming.

The National Hispanic Leadership Institute.

Ford Fellowships for Minorities: Major Role by National Research Council.

Association of Governing Boards of Colleges and Universities.

SIMBA (Society of Hispanic MBAs. [Master of Business Administration].) Executive Pipeline: In Order to Better Societies.

Showcasing the Best and Brightest: American Association for Higher Education Hispanic Caucus at the Smithsonian.

Prescriptions for More Hispanic Doctors. (National Hispanic Medical Association).

Good News for the Friends of Diversity: The Leadership Alliance at Brown University.


OUTLOOK ON WASHINGTON COMMENT BY GUSTAVO MELLINGER

Getting Children to Value Education.
09/19/98. Pp. 4.

Washington Honors Teach Development Programs.

How to Achieve Diversity on Our Campuses.

Grants, Children, and Migrant Education.

ERIC Digests: Endless Fountains of Information.

College Education: The Ticket to the Middle Class.

Schools, Computers, and the Internet: The Future Is Here.

Preventing Reading Difficulties.

Grants and Student Loans for FY99.
01/08/99. Pp. 4-5.

Seminars and Institutes for Teachers.

Two Trends in Teacher Education.
02/12/99. Pp. 4.

Population Shifts and Strategy.

College Opportunities for Everyone.
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Diversity, Social Change.

Financial Aid Guidance for College Students.

Sources (Web sites) You Can Access.

Americanos: Latino Life in the United States (Exhibition cosponsored by Time Warner and Edward James Olmos, book co-authored by Olmos and Lee Charbonneau) Debuts at Smithsonian.
05/21/99. Pp. 11.

Good News for the Friends of Diversity: The Leadership Alliance at Brown University.

Information Unlimited (reference to reports from the National Center for Education Statistics).
07/02/99. P. 5.

Business Leaders Address Math & Science Deficiency.
07/16/99. P. 5.

Technology Solutions for Education Organizations (reference to the National Center for Education Statistics' Technology at your Fingertips).
7/30/99. P. 5.

First-Generation Students.
08/13/99. P. 5.

America's Love Affair with Science (reference to the National Science Foundation's biennial report to Congress).

Inequality Even in the Computer Age (reference to Commerce Department study).
09/10/99. P. 5.

PERSPECTIVE

The Biased Depiction of Dominicans: Director (Silvio Torres-Saillant, Dominican Studies Institute, City College of City University of New York) Denounces Press.

Bilingual Education: Some Reflections on Prop. 27.
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An Afternoon with Edward James Olmos: Empowering the Young (Patricia Hanson).
01/08/99. p. 9-11.

Clinton's Record in Higher Education: Long-Term Lobbyist (Terry Harde, ACE) Shares Views.

Latinos and the University of San Francisco: An Insider (Luis Murillo) Views Diversity Efforts. Shares Views.

It's Time to Focus on Outcomes: Veteran Educator (Leo Chavez, Football-De Anza Community College District) Proposes New Emphasis.

Graduate Education: Past, Present, and Future: A Turn-of-the-Century Assessment (Gustavo A. Meller, George Mason University).
05/07/99. Pp. 6-8

Choosing Between the Languages of Oppression and Liberation (David Abalos, Seton Hall University, N.J.)

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Mexican Border Residents Attending UTEP (University of Texas at El Paso): Controversial but Effective Program.

University of Colorado-Boulder Developing Latino Student Leadership: LSUH (Louisiana State University Hispanic Leadership Institute) Program Under Way.

Culture, Collaboration, and Caring: Michigan State University and University of Guanajuato, Mexico: Partners in Nursing Education.


PUNTO FINAL!—appearing on each issue's back cover.

Answering the Call (Betty Castor, President, University of South Florida).
01/08/99.

Shaping Destiny: Hands On (Juan Lopez Garriga, University of Puerto Rico-Mayaguez).
01/29/99.

How to Recruit and Retain Latino Faculty (Robert Davison, George Mason University).
02/12/99.

Latino Stereotyping: The Continuing Disgrace of Our Nations School Books (Barbara U. Cruz, University of South Florida).
02/26/99.

Empowerment of Hispanics Through Information Literacy (Kathleen de la Peña McCook, University of South Florida).
03/12/99.

Toward Cross-Border Partnerships (Enrico Zarazuela, University of Texas at Brownsville-Texas Southmost College).
03/26/99.

Toward Meaningful Mental Health Services for Latinos (Mario Hernandez, University of South Florida).
04/09/99.

Educational Prospects for Latinos Post-Affirmative Action (Carlos Munoz, Jr., University of California-Berkeley).
04/23/99.

Latinos, Hunger, and Nutrition (David Himmelgreen, University of South Florida).
05/07/99.

Going Where We Have to Go (Alexander Gonzalez, President, California State University-San Marcos).
05/21/99.

The Unnecessary Ugly American Abroad (Ardis Hanson, University of South Florida-Tampa).
06/04/99.

Did Someone Say "Technology"? (Armando A. Arias, Jr., California State University-Monterey Bay).
06/18/99.

Latina/Chicana Superwoman: Have You Seen Her? (Ludia Ledesma-Reese, Skagit Community College).
07/16/99.

Counseling Hispanics: Advice for Helpers (Morgan Jackson, American University and George Mason University).
07/30/99.

Ending Student Segregation (Dennis Blieg, University of South Florida).
08/13/99.

Honduras-Crisis and Opportunity (Arthur Chickering, Vermont College of Norwich University and University of Massachusetts-Boston).
08/27/99.

Teaching History, Cuba 101 (Alejandro de la Fuente, University of South Florida).
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RANKINGS

The 1998 H&H Publishers' Picks: Colleges and universities offering outstanding opportunities to Hispanic students.

Hispanic Outlook's Top 50 Community Colleges for Hispanics.

Hispanic Outlook's Top 100 Colleges and Universities (overall bachelor's, master's, and doctoral degrees awarded to Hispanics: by academic program, bachelor's degrees awarded to Hispanics: and Puerto Rico rankings).

RECRUITMENT

Texas Law Schools Back New Preparatory Institute: Designed to Increase Minority Enrollment.

Answering the Call: Edinboro University of Pennsylvania (Edinboro University of Pennsylvania) Blueprint for Hispanic Recruitment.

Awakening the Dream: LA Works and UMS Collaborate to Inspire At-Risk Youth.

REPORTS


(ACE) VP Héctor Garza on Diversity.

Ups & Downs: Hispanic Enrollment: Many Small-Schools Reporting Gains.


SCHOLARSHIP

Fannie Mac Spreads MBAs at University of Florida.


University of New Mexico Boasts Two Truman Scholars: Melendres and Montoya Garner Prestigious Awards. 03/12/99. Pp. 8-10.


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"How Much Poverty Can Democracy Endure?" (Oscar) Arias Speaks at Chapman University, Orange, Calif. (with comments on Arias by Vice President and Dean of Students Joseph Kertes). 07/30/99. Pp. 6-11.

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Hispanic Headliners in Kansas Families (Gabriela Amada Vega) and Faculty (Lidia González) a Garden City (Community College Kansas). 11/06/98. Pp. 22-24.


Aaron Gutierrez, First Student to Join Board of Trustees (Eastern Washington University). 11/20/98. P. 27.


New Teacher (Yazmin Perez) of a Mission: Dropout Gives Encouragement She Never Got. 02/26/99.


Latina (Mirna Vallejo) Takes Paris Prize: Houston CC Student Wins Design Contest. 06/18/99. P. 32.


SURVEYS

Latino Attitudes More Liberated than Most Hispanics (University)
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Borough of Manhattan Community College
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William Paterson University
Community College Transfers: A California Perspective

TAE Agreement to Start Bearing Fruit with SDSU

By Omoro Suarez

With San Diego State University (SDSU) headed for overcrowding reminiscent of the late 1980s, SDSU President Stephen Weber and the region's community college leaders are taking action to ensure that SDSU's growth will be consistent with available resources and that community college transfer students will be accommodated.

California's 100 community colleges, which already serve more than 1.5 million students, are also planning for growth and sympathize with SDSU's situation. An additional 350,000 students are projected to enroll in California's community colleges by 2005, a date that is literally just around the corner. Within the Grossmont-Cuyamaca Community College District, we'll continue to prepare our 40,000 students for transfer, basic skills acquisition, and new and enhanced careers, but our facilities will be stretched very thin. SDSU, the largest of the California State University campuses, also has more than 30,000 students. It receives about 2,500 transfer students each year, with more than 60% percent coming from the local community colleges. Typically, a third of all baccalaureate degree recipients are transfer students from the eight San Diego County community colleges.

How will our growth affect SDSU? And what mechanisms will be in place for SDSU to accept local students who transfer from San Diego and Imperial County community colleges?

On June 10, community college chancellors and presidents and SDSU president Stephen Weber signed a TAE agreement (Transfer Admission Guarantee), effective Fall 2000, that will ensure access to SDSU for local community college students who meet the new requirements. The unprecedented agreement recognizes SDSU's special responsibility to potential students, including a declared major at the time of admission to SDSU, need for remediation, a minimum of 60 transferable units, and a grade point average of at least 2.60 in those units. Historically, students at Grossmont College and Cuyamaca College do as well or, even better, than students who begin their college careers at SDSU. By the time they are ready to transfer, they have conquered deficiencies, have study habits in place and a solid educational foundation, and have developed their educational goals.

The SDSU agreement is similar to the guarantee already in place between our colleges and the University of California at San Diego (UCSD). President Richard Atkinson says that one of the best ways to entice UCs through a community college is the same is true for SDSU.

The TAE agreement is the second agreement between SDSU and the Grossmont-Cuyamaca Community College District.

Tracking Progress of Transfer Students

Two years ago, we signed a data-sharing contract that established a framework for exchanging information about our transfer student while protecting their privacy right. The cooperative research was viewed as an opportunity to joint monitor student outcomes. It was also encouraged by state and federal pressures for increased accountability at all levels of educational accountability that would rely heavily on accurate data and informa...
tion. Ideally, this would include data across institutions, meaning that those sending students (community colleges) and those receiving students (four-year colleges and universities) would need to cooperate at a new level. In creating our data-sharing contract, we needed to overcome traditional impediments such as different computerized systems, mistrust, distinct institutional missions, and concerns about confidentiality. The anticipated benefits and the commitment of the Grossmont-Cuyamaca Community College District and SDSI successfully transcended these barriers.

The projected advantages of data-sharing included the ability to obtain accurate counts of transfers and to assess the level of preparation. Because there had been no systematic study, community college transfer students were subject to mistaken assumptions about their preparation and their performance after transfer. With data-sharing, we would be able to track the results of placement and assessment and to review articulation class by class.

We believed the data would assist both institutions in program review and would be helpful in complying with accountability and accreditation requirements. In short, the data-sharing would help us understand the potential consequences of various educational actions by providing insights not previously available.

The agreement enables SDSI and our college district to obtain information about our transfer students' performance in specific course work as they move through SDSI. We will know far more precisely than ever before how they perform, by specific courses, majors, and departments. We will know if they dropped out or changed majors.

With this information, we will be able to evaluate student progress and to assess ways in which the education we offer at both the community college level and the upper-division level at SDSI can be improved. Adjustments in our instructional programs are likely.

While we already know that our students generally maintain their approximate GPAs after they transfer to SDSI, more specific information has not been available. Now, after just one year under the data-sharing agreement, we are using the first round of information in our community college program review process in mathematics, these actions ensure that no data can be traced back to individual students.

Data-sharing is a clear indication of our commitment to constantly improve education and services.

**Partnership for Excellence**

Another example of such a commitment is the California community colleges compact known as The Partnership for Excellence. Governor Gray Davis has highlighted the Partnership as a model of educational accountability.

"After just one year under the data-sharing agreement, we are using the first round of information in our community college program review process in mathematics, English, philosophy, psychology, and economics." Omero Suarez, Chancellor, Grossmont-Cuyamaca CCD

In exchange for additional funds over a three-year period, the community college system agreed to specific student and performance outcomes in the areas of transfer, degrees and certificates, course completion, workforce development, and basic skills.

In the Grossmont-Cuyamaca District, 1998-99 Partnership for Excellence funds are being used to improve math and English labs that support transfer preparation, expand tutoring opportunities, increase classroom and lab technical support, and develop more flexible curriculum options so that courses can be offered in formats such as open entry, open exit, very short (1-2 weeks), and semester long. Measuring results making improvements and continuous improvement are challenges that will be addressed with additional Partnership funds.

According to California State University (CSU) Chancellor Charles Reed, admission of community college transfers is one of CSU's highest priorities. The SDSI TAG agreement takes positive action to recognize this. Data-sharing agreements will bring the two higher educational systems closer together. The Partnership for Excellence is our commitment to perform all three elements - the TAG, data-sharing, and the Partnership - reflect our commitment to high standards, continuous improvement, and specific outcomes.

Dr. Omero Suarez, chancellor of the Grossmont-Cuyamaca Community College District, El Cajon, California, has served as deputy chancellor of the City Colleges of Chicago; president of East Los Angeles College; and founding president of the Valencia Campus of the University of New Mexico. He has held faculty positions in Oklahoma and Nebraska.

Dr. Suarez earned his Ph.D from the University of Oklahoma in the administration of higher education.
The University of Houston-Downtown, El Paso Energy, and "Project GRAD"

BY JANE THIELEMANN
A faculty member of the Dept. of Urban Education at the University of Houston Downtown

For the second consecutive year, the U.S. News & World Report has named the University of Houston-Downtown (UHD) as the most diverse regional liberal arts college in the western United States. With a student enrollment profile of 32 percent Hispanic, 28 percent African American, 12 percent Asian, 26 percent White, and two percent International, UHD has recognized that a university setting must be a place where all students are accepted and encouraged as they strive toward achieving a college degree. Recruitment and retention of an increasingly diverse student population is a constant challenge for an urban campus such as UHD. The demographic shift in the populations of many urban high schools in Houston has resulted in a large percentage of minority students who either drop out of high school or graduate underprepared for the academic demands of university coursework. Many of these students are of Hispanic origin and live only a short distance from UHD.

The University has had plans to meet the challenge of preparing these neighboring high school students for future university enrollment through involvement in an innovative educational collaborative. This collaborative, Project GRAD (Graduation Really Achieves Dreams), has linked UH-Paso Energy, Houston Endowment, the University of Houston-Downtown, and the Houston Independent School District in an educational reform effort that has a growing record of success.

Created under the guidance of Houston's Jim Ketselsen, former chief executive of Tenneco, Project GRAD now stands as a promising model for the nation's urban schools. The program was designed to encourage students who attend Jefferson Davis High School, located in Houston's socioeconomically disadvantaged north side neighborhood, to graduate from high school and attend college Jefferson Davis High School, a predominantly Hispanic (89 percent) urban high school near downtown, was chosen for this project because it was one of the worst performing schools in the Houston Independent School District. The collaborative partners created a multifaceted program to change the educational achievement and expectations of the students, teachers, and community of Jeff Davis High by working with students from elementary school to college.

Project GRAD provides students with academic and social service support throughout their elementary, junior high, and high school years in order to enhance each student's academic growth. With the help of its collaborative partner, El Paso Energy, Project GRAD helps students move successfully through the educational pipeline to college by offering college scholarships of $4,000 for each graduate of Jefferson Davis High School. To date, the academic changes in the Project GRAD schools have been remarkable.

Positive Results

An evaluation of the collaborative efforts to date indicate success in achieving established long-term goals. Statistics indicate that Jefferson Davis High School has doubled the rate at which its graduating seniors pursue a college education. In addition, recent figures reveal a decline in the dropout rate at Davis High School from 10 percent in 1988 to 5 percent in 1993, and a further decline to 3 percent for the 1994-1995 school year. Last year, 23 students graduated from Jefferson Davis High School, a 5 percent increase over graduation rates from 1984-1985. Furthermore, the number of college-bound graduates from Davis High School receiving the scholarship has grown each year. From 1993, 10 of 104 (9 percent) Class of 1992 graduates to 14 of 23 graduate for the Class of 1998.

Results from the elementary and junior high schools, which feed into Jefferson Davis High School, are also positive. Test scores for student Marshall Middle School revealed that 7 percent of the students passed grade-level math tests compared with 21 percent in 1995. Recent results from Ryan Elementary School reveal that 91 percent of the students passed the Texas Exit Exam, compared with 5 percent in 1995.

Years of Dedicated Collaboration

Although results have not been achieved quickly, the collaborative partners have remained involved for over a decade in order to change the dismal educational achievement once found at Davis. Just 10 years ago, the students of Jefferson Davis High School dropped out at a rate of almost 30 percent a year, fewer than 10 percent of the graduates went to college, and few, if any, actual completed college. In efforts to combat these conditions in 1989, Ketselsen, acting CEO of Tenneco, began a scholarship program and mentoring program for Davis students. The core of the partnership included the provision for adult mentors and tutors for the Davis students. The school
proximity to Tenneco's corporate headquarters facilitated the volunteerism effort. The partnership established a set of primary goals to address student problems including:

- improving classroom attendance
- boosting academic achievement
- increasing graduation and college-bound rates
- providing training to facilitate workforce entry and
- encouraging parental involvement.

In an attempt to respond to this persistent concern about poor academic preparation, the partnership soon expanded in 1990 to include the University of Houston-Downtown. The university established a summer academic enrichment program for Davis students that would boost the academic skills of students preparing to enter college.

University Involvement

During the summer, the collaborative program offers students the opportunity to attend the Jesse H. Jones Academic Institute on the University of Houston-Downtown campus. The Institute offers students intensive academic training by faculty in a technologically enriched university setting. Attending the academic institution is an eligibility requirement for the $4,000 scholarship offered by El Paso Energy.

Students attending the academic institute at the University of Houston-Downtown take courses in reading, writing, math, science, chemistry, or biology, and receive training in the use of computer software and science lab equipment not found on their high school campus. Many students work with graphing calculators and interactive math software programs. Writing students are taught computer-aided word processing and editing. Physics students work with lasers and optical benches, air tracks, sliding-rod and spring range finders. Biology students conduct labs in cellular transport, DNA replication and protein synthesis. Chemistry students conduct labs that require the development and application of analytical reasoning skills. The program also offers science students a chance to take field trips to the botanical gardens and the science and space museums in the Houston area.

The university experience works to reduce apprehension about college by acclimating students to campus life. Students who successfully complete the institute receive a $1,500 stipend from El Paso Energy and may then choose to spend the rest of the summer employed in the summer job component of the program sponsored by Communities in Schools, Elmo Montes, a Jefferson Davis High School graduate and Tenneco Presidential Scholarship recipient, states that "The Jesse Jones [summer institute] program prepared me for college classes. The teachers expected a lot from you. They made you reach out and think. It gave me an opportunity to know what college is all about."

Program Expansion and Change

By 1992, further expansion and changes were needed. The scholarship program was not having an impact on the dropout rate of Jefferson Davis High School. Soon, Project GRAD began to add components to the program for elementary and middle school students in order to enhance the social and academic development of students before they reached high school. One of the most important components, "Communities In Schools," provided social services for students to help students seek affordable health care, substance abuse counseling, and/or job training. Other components, "Success for All Reading," a reading program that required an intense daily session of reading and "Move It Math," a manipulative (interactive) math program, were added to enhance academic achievement of the elementary students who would eventually attend Davis High school. Another change occurred when Tenneco moved its corporate headquarters to Greenwich, Connecticut, ending its sixteen-year involvement with the collaborative group. However, a new sponsor, El Paso Energy, was quickly achieved—one that has announced its financial commitment to the scholarship program.

The University of Houston-Downtown also expanded its commitment to students of Davis High School in 1994 by offering a $1,000 per year matching scholarship to each of the El Paso Energy Scholars who choose to attend UHD. A large majority of El Paso Energy Scholars attended the University of Houston-Downtown and receive the El Paso Energy Scholarship as well as the matching UHD scholarship. The academic success of Jefferson Davis students entering UHD as scholarship recipients is of central concern to the university. These students have been nurtured academically by the collaborative partners, and their graduation with a baccalaureate degree would be the capstone for the program. In a continuing effort to retain these students, UHD is now seeking funding for the development of a learners' community, an integrated campus support structure for entering students. Although the program will target Jefferson Davis scholars, opportunities will be extended to the larger UHD diverse first-year student population as an initiative to improve academic services institutionally.

Establishing Future Success

The increasing large number of minority students in urban high schools who drop out or arrive on college campuses underprepared will contribute to the growing disparity between the demands of a technologically driven workforce and the educational attainment of America's youth. In the 1998 President's Report to the Community, UHD President Dr. Max Castillo remarked, "Our ability to provide the educated workforce we will need to remain the world's top economic power will be determined by our access in expanding access to higher education."

UHD extends unique opportunities to the students of Jefferson Davis High School, whose future success will provide the foundation for the continued economic growth and cultural development of this expanding metropolitan Houston area. Dr. Arthur K. Smith, chancellor of the University of Houston System, remarked, "These types of partnerships are making a difference for our schools and our citizens, and I can think of no more important responsibility for our universities—particularly those of us in metropolitan areas." UHD is committed to providing students from the large and growing minority population with the opportunities to pursue the economic and intellectual advantages that only higher education can offer.
Enrolled in the University of Rhode Island's College of Nursing, master's degree candidate Cristina Delossants was awarded the $1,500 Robin Gaines Memorial Scholarship last April at the New England Regional Black Nurses 23rd Annual Spring Conference in Randolph, Massachusetts. "Cristina has good clinical experience, strong academic ability, and a commitment to serving disadvantaged people," says Norma Jean Schmieding, who nominated Delossants for the award. This is a very special recognition for Delossants, whose parents immigrated to the United States from the Dominican Republic never learning to speak English. "I want to work with disadvantaged people because I know how much support they need to better their situations," Delossants reports.

A one-time high school dropout, Delossants worked hard to turn her life around, first earning her general equivalency diploma. She went on to earn associate's and bachelor's degrees in nursing while accumulating impressive clinical experience. Of special merit is her work in addressing HIV infection and AIDS prevention. Delossants works full-time at Women and Infants Hospital, where she provides nursing outreach services on the Providence Family Van. An isolated success story? Not at all. The University of Rhode Island (URI) is "building a multicultural university"—one success story at a time.

President Robert L. Carothers puts Cristiana's personal achievement into perspective, noting, "I say to every new class of freshmen coming into the university that they will have to learn to lead, manage, and even inspire people who are in profound ways unlike themselves. Our long range goal here is to build the skills among our students, faculty, and staff that individuals will need to help our community, our multicultural state, and our multicultural nation succeed in our global economy. There is no issue more critical to our future." For building multiculturalism one individual at a time, The Hispanic Outlook honors the University of Rhode Island. Dr. Carothers, Cristiana Delossants, and every student, faculty, and staff member who are essential in this building process.

URI knows full well that throughout the Northeast and the nation, public institutions of higher education have been grappling with the issue of how to bring greater diversity into their communities. Through various efforts focused on the recruitment and retention of students, faculty, and staff, and through program and curriculum development, and outreach into the Rhode Island public elementary and secondary schools, the University of Rhode Island has been working to build a more diverse community. For example, as part of this effort, since 1992 the University has responded to student-driven requests that the administration has found to be consistent with its overall goals to develop a more diverse community of educators and learners. Two such organizations—the Black Student Leadership Group in 1990;
Honor Roll Facts in Brief

INSTITUTION
University of Rhode Island

LOCATION
Undergraduate Admissions
Green Hall
8 Ranger Road
Kingston, RI 02881
(401) 874-7100

ESTABLISHED
1892

UNIVERSITY OF
RHODE ISLAND

ENROLLMENT
10,708 undergraduates, 3,611 graduate students

HISPANIC ENROLLMENT
33 percent undergraduate

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$4,752 In-state residents

FACULTY
665 (13.8 percent multicultural, 17 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Business
Engineering
Natural Resources
Marine Science
Pharmacy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Students Association
Multicultural Student Services
Señoritas Latinas Unidas Sigma Lambda Upsilon

INTERNET ADDRESS
www.uri.edu

international awards, scholarships, and fellowships

Building a multicultural university requires construction of in
forms. In April 1999, the University appointed former Civil Rights lea
Dr. Bernard LaFayette as a Distinguished Scholar-in-Residence at URI
He is an authority on nonviolent social change and non-violence ed-
cation. Currently president of the American Baptist College in Nashvil
Dr. LaFayette will work with URI's proposed new Center for Nonviol
tide and Peace Studies, and help the Center and the University move in
leadership role in nonviolence education nationally and internation
ly. He arrived in June 1999 and will serve a three-year term at the University. In the fall of 1998, URI opened its new $1.55 million Multicultural Center in the heart of the Kingston Campus.

The Multicultural Student Services staff works on a broad range of issues that empower members of the community and nurture values such as mutual respect, cooperation, and teamwork. The staff offers counseling on academic, career, and social matters. The Multicultural Student Services staff sponsors programs and seminars for multicultural students. The Multicultural Student Center is also a gathering place for leisure, meetings, and workshops. Staff for the Center has been increased by two professional positions—a new coordinator has been hired, and an assistant director position is in the process of being filled.

Students of all backgrounds arrive at the University of Rhode Island to find more than 100 undergraduate and 85 graduate degree programs, a wide variety of clubs, expert faculty, and a beautiful seaside location. URI is located in the historic village of Kingston, near the ocean and only six miles from Narragansett Bay, and a host of major beaches in the southern part of the state. URI was founded in 1892 as a land-grant college. Because of its unique location, the University has developed a strong marine program and was named a Sea Grant college in 1971, and it was also designated an Urban Grant Institution in 1995. The University of Rhode Island is one of only eight institutions nationwide to have all three of these designations. In addition to strong marine programs, URI is also well known for its programs in pharmacy, engineering, business, nursing, physical therapy, and natural resources. The University was chartered as the state's agricultural school in 1888. The Oliver Watson farm was purchased as a site for the school, and the original farmhouse, now restored, still stands on the campus. The school became the Rhode Island College of Agriculture and Mechanic Arts in 1892, with the first class of 17 members graduating two years later. In 1909, the name of the college was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951, the college became the University of Rhode Island, by an act of the General Assembly.

URI's 1,200-acre rural Kingston campus is a handsome mix of ivy-covered buildings and contemporary architecture. Just 30 miles south of Providence, URI is within easy reach of Newport, Boston, and New York City by automobile or public transportation. The 10,708 undergraduate students and 3,611 graduate students come from all over the world, contributing to a wealth of cultural and ethnic experiences on campus. More than 300 international students represent 47 different countries. Eighteen percent of the 1998 first-year-student class graduated in the top 10 percent of their high school class. Forty-two percent of undergraduates live on campus (60 percent in residence halls and six percent in Greek houses). Other students commute from home or nearby communities. There are 19 residence halls.

In addition to the Kingston campus, the Alan Shaw Feinstein College of Continuing Education is housed at the University's new Providence Campus. It provides continuing and professional education for adults by offering flexible hours and a wide variety of degree and certificate programs. At the W. Alton Jones Campus in West Greenwich, more than 10,000 school children each year learn about the environment on 2,500 acres of woods, streams, and ponds. Throughout the year, while environmental researchers use the campus as a natural "laboratory," corporate executives, professional organizations, and others take advantage of the location for conferences and training programs. The Narragansett Bay Campus is home to URI's highly acclaimed Graduate School of Oceanography, one of the top five oceanographic institutions in the country. Here too is the Ocean Technology Center that joins researchers with government and industry to promote development of ocean-related technologies. The University also provides outreach and education activities for teachers and school children at the Coastal Institute, also on campus. This is where one will find a nationally sponsored hands-on exhibit, "Living on the Edge," that brings an understanding of coastal ocean science and its social implications to broad audiences.

The University's library collection of 1,090,000 bound volumes and 1,510,000 microforms is housed in the University Library in Kingston, at the Alan Shaw Feinstein College of Continuing Education in Providence, and in the Pell Marine Science Library on the Narragansett Bay campus. The latter was designated a National Sea Grant Depository in 1971. Over the last decade, URI has invested more than $163 million in new facilities and major rehabilitation efforts. An additional $170 million in projects will get under way in the next five years. The university is planning to build an 8,000-seat, $436 million Convocation Center, and a separate $73 million ice skating facility. Financing for the Center will include $15 million in private gifts, $18 million in state funding, and $106 million in revenue bonds. The ice facility will be funded through revenue bonds. A $29-million-dollar five-year technology initiative has led to the installation of fiber-optic cable and other systems at URI. The initiative has provided high-speed data connections to every room in the residence halls. With a $350,000 federal grant, the University will be connected to the "next generation" internet by 2002.

One of the reasons that the region's top high school students are choosing URI is the Centennial Scholarship program, an initiative that rewards superior academic performance with four-year renewable scholarships, from $8000 up to full tuition. Since the Centennial Scholarship program was started by URI President Garofoli during URI's Centennial year in 1992, hundreds of stellar students have been accepted to and have graduated as Centennial Scholars, building diversity as surely as the campus constructions build structures of bricks and mortar.
Initiative on Race Reaches Out

Promising Practice at San José State University

Gabe Reyes first stepped onto the grounds of San José State University 36 years ago as a budding first-year college student. In his first days as an undergraduate, he took notice of the environment, of the students who sat beside him in class each day. It was an observation that still resonates today.

"When I came here in 1963," Reyes says, "there was very little diversity. I left two years later to join the military; and when I came back in 1970, there was a lot more involvement with ethnic communities trying to gain access to San José State."

I've seen tremendous increase in the diversity of students, and not only of Latino students.

The scene continues to evolve, a portrait that shifts not only because of the increasing variety of faces of students but because of a new climate on the 15+-acre campus in the heart of California's Silicon Valley. Much of that change is due to work that Reyes now oversees under the guiding hand and direction of San José's relatively new college president.

San José State was recently recognized for its comprehensive plan to reform the campus and unfold a welcoming mat of sorts to students of all ethnicities. Called the Campus Climate Plan, the initiative focuses on creating a nurturing and effective climate for diverse student populations.

President Clinton's Initiative on Race has cited the program as a Promising Practice, and it is now included on the initiative's Web site. Such practices include community-based and national efforts across the country that are orchestrated to improve race relations. Judith Winstan, executive director of the Initiative on Race, said in her

That is a goal to which Robert Caret ascribes. The plan was brainchild, imagined when he visited the campus more than 1 years ago after applying to become its new president.

"I was reading newsletters, newspaper articles and meeting people on campus during interviews and trying to encapsulate what the campus needed, and it was creating a climate that gave people a real sense of opportunity. That's what people say," Caret says Caret. "Being part of something they want to be a part of and feel the build was critical."

The seeds of an idea planted. Shortly after winning his savings in the campus, Caret started arranging retreats with key players on campus and virtually who wanted to sign up for 10 or 15 minutes to talk about what they were doing and what they thought the new president should be doing.

Around this time, Sar experienced several trouble students involving racism, epithets, racial derogatory flyers being distributed, physical confrontations and name-calling. The school officials readily concede, had not adequately prepared to address these issues, and so it has sought a system to combat these issues more effectively.

Caret created the Climate Office and assembly
member committee, rather large as committees go but one that served simply to throw out ideas and compile a master list of ideas, what members felt could be done to improve the campus environment in all corners of college life.

From there, the committee was whittled down to a core group of 20, including students, staff, faculty, and administrators. "We wanted to make sure we represented different perspectives," says Reyes, who had switched hats from a role as the director of the school's Educational Opportunities Program to become the group's chair and assistant to the president for Campus Climate.

I had been doing a lot of work in the area of support services," he adds. "And providing access to students from disadvantaged communities. I saw a change in the climate and the growth in diversity on campus.

Over the next year and a half, the group developed strategies to make everyone feel a part of the institution, Reyes says. Members focused on everything from the curriculum, safety issues, staffing, and student life to job training, technology, and links to the community and to other schools.

The committee examined the schools atmosphere, its shifting enrollment demographics, and its needs. The type of student has changed dramatically since it was founded in 1987, the first institution of higher education on the West Coast. Then, it was designed to train teachers for percent are Filipino and 57 percent are Hispanic. 139 are listed as other.

"First of all, I want to be an excellent educational institution," Caret says, "but also a place where people enjoy coming, whether they are students here or employees. I want them to feel good about what's happening during the day, to feel good about their experiences here.

Much of the work designed to achieve that goal can be found in a brochure produced by the committee, one that details the groups recommendations, policies, and guidelines on how to combat racial and ethnic discrimination and steps to stop harassment intimidation and threats.

The institution began to implement the recommendations in 1997, but not all at once. "We prioritized individual recommendations," Reyes says. "There are 10 goals all together, and numerous recommendations within each one. It will take up to three years to phase in all of the reforms."

The 10 key goals, which are spelled out on the school's Campus Climate Webpage at <www.sjsu.edu>, touch upon all facets of college life.

Goal One, for instance, seeks to "create a campus climate that values diversity." Goal Three opts to "recruit, hire, and retain culturally diverse employees across all levels and areas of the University, regardless of funding source"

annually sponsors about 10 to 15 symposia, presentations, performances, and panels. There is a Diversity Week, coordinated with the International Food Fair, and there are new activities designed to break down the barriers between the administration and the student body.

Activities such as a President's Roundtable, Coffee with Caret, Study Breaks with Caret, and Ke Lunches.

"We usually get between 10 and 20 people," says Todd Brown, who becomes a senior this fall and has helped arrange the student get-togethers with Caret. He talks with the president, and asks any questions in a straightforward way.

Brown is one of the president's six student interns, positions created under the project to bring students closer to the administration.

"It's a positive that the students are able to talk to the president of the university about exactly what they feel." Brown says. "It opens up communication between the president and the student body, and it allows the students to actually meet him and shake hands, eat lunch, have some refreshments."

The encounters have been eye-opening for Caret as well. They give him a chance to learn what concerns his charges. "There is no way for me to get intimately involved with all of the students, but if we meet five times a semester, that could be 500 or 600 students that keeps me going.

Work hasn't solely focused on making the climate more palatable based on ethnic con
"The main focus here is to let communities know that we are sensitive to their issues and that we are responsive to their needs."

President
Robert L. Caret

cerns, but has also looked at other forms of diversity, for example, students who are disabled, students who are gay or lesbian. There are "Access Tours" to assess accessibility for students with disabilities. And the Campus Climate Office has opened a multicultural center which links different groups.

There has also been much greater attention paid to safety issues. University police, administration, staff, and students walk the campus and identify areas of concern: potential danger spots, areas that are poorly lighted, areas where students don't feel safe.

"Students stop and say, 'This is what we see. I was walking from a night class the other night, and I felt very intimidated to walk down this one walkway because there's a lot of these bushes here. We don't know what's going on on the other side,'" Brown says.

"The president has been very receptive, he has been happy to answer any questions on current issues on the campus, and he doesn't give us the run-around."

Because of the earlier racial episodes, the school made antibias initiatives a top priority, and the Campus Climate program immediately appointed an Emergency Response Team and unveiled procedures that spell out supervisors' personnel duties for responding to incidents.

No longer, according to university officials, would anyone on campus attempt to sweep things under the rug.

The university also has assembled several ethnic community advisory councils to improve communications with the major ethnic communities that San Jose serves. And it has provided more professional development so that faculty can promote a culturally sensitive education.

For example, the University now provides workshops on instructional strategies for second-language and nontraditional learners and training on cooperative learning. It also offers training in people skills so that faculty can address difficult topics and hone their communication skills.

Administrators and students say that although the Campus Climate program still has a long way to go, they have witnessed tangible effects even in its infancy. There haven't been any more troubling racial confrontations on campus. Students communicate more with the faculty and administration. And more people of color now hold management roles.

Says Brown: "Students are getting along, there isn't a lot of racial tension. I have noticed a lot of change for the positive. I have learned how to interact with different types of students of different backgrounds."

That sentiment warms the archi-
Motivating the Disengaged Student:

Part 1: Facilitating Effective Engaging Classroom Discussion

On many college campuses, faculty members are talking about how different students are today from decades ago. Usually, the conversation is a kind of complaint about unmotivated, under-prepared students who do not actively engage the course material or participate in class. This dialogue is relevant to an important part of a teacher's mission: getting students motivated to learn.

In a previous article (Hispanic Outlook, 8/27/99), I discussed the importance of motivating the disengaged student and how the classroom learning environment, including classroom dynamics and design, can be used to motivate these students and to keep our already motivated students with us. Statistics show that many of our students do not complete the degrees they started out to earn. I am particularly concerned about Hispanic American students, who have the lowest completion rates of any minority group in America. However, the pedagogical strategies mentioned in Part 1 and in this article are aimed at capturing all students.

Of course, we worry less about students who are enthusiastic, read their assignments, sit up front in the classroom, participate, and are motivated to do well. We need to reach the students who, maybe for myriad reasons, are unmotivated, disinterested, and uninvolved. We often observe their disengagement in their absences and in their latenesses, in where they choose to sit in the classroom, in their lack of participation in class, and in their lack of preparation in terms of the readings for the course.

This article will focus on running an effective classroom discussion as a strategy to engage more students with the course material.

Students must feel that their instructor respects them as people and as students. We must convey that respect not only by what we say in class, but also by our tone of voice, by our facial expressions, our eye contact, our body language, and our posture.

An effective classroom discussion can achieve so many of our goals. When students participate in classroom conversation, they become actively engaged with the course material. Through a process of listening, questioning, hypothesizing, and responding, students voice their struggles with the content. As Ellis Hertzog Gillespie stated, "Student confusion surfaces and is clarified. Problems are articulated and potential solutions generated. Students become engaged with the material, their interest and curiosity aroused. Opinions are challenged." 1

And all of this contributes to the development of critical thinking skills, which is one of our major goals as educators. In response to the question of why use classroom discussion, Donna Munde offered a list that included: to clarify concepts, to promote critical thinking, to promote active listening skills, to help students develop the skills of formulating and exploring ideas and opinions, and to learn from our students. 2 McKeachie says that if we faculty expect students to integrate, apply, and think, we should give them the opportunities to practice these skills in the classroom.
Of course, we must also recognize that some students simply will not participate in class. Some of these students are excessively shy or might even suffer from social phobia. Students have a right not to participate verbally if they choose: we shouldn’t assume that nonparticipation means that they are not engaged and are not learning.

Many instructors have discovered techniques that don’t work in promoting effective discussions. Attempting to begin a rich discussion with the questions “Are there any questions?” or “Do you understand?” is a strategy that will probably fail. The result is usually dead silence. I am reminded of the movie *Ferris Bueller’s Day Off*, in which the high school teacher stands in the front of the room after posing such a question, and keeps repeating, “Anyone? Anyone? In the movie, this is met with the kind of lack of responsiveness that is one of our worst nightmares.

As discussed in Part I, classroom design and dynamics are critical variables affecting the level of responsiveness in our classes. Without an atmosphere of trust, safety, and connection, our attempts at leading rich classroom discussions are bound to fail short. There are very many ways, both verbal and nonverbal, to promote the kind of atmosphere in which students will be willing to participate. First and foremost, students must feel that their instructor respects them as people and as students. As instructors, we must convey that respect not only by what we say in class, but also by our tone of voice, by our facial expressions, our eye contact, our body language, and our posture. Even when students sometimes make ignorant remarks, we must be stellar diplomats. We must find ways to correct the information by re-framing it while not diminishing our students. We must help students maintain their dignity in front of their classmates even when we do not dignify their comments.

In one of my own graduate courses in a large lecture format, a student asked the professor a question. The professor responded, “Who cares?” No one, apart from the professor ever spoke in that class again.

How can we foster a climate that promotes participation? When students speak in class, we can use numerous ways to reinforce their efforts. We can preface our response by saying, “Yes, that is the kind of question that has troubled the researchers.” Or another reinforcing response would be “Good point,” or “Interesting question!” You must vary your reinforcers, they must be used moderately, and they must be sincere, or they could be perceived as condescending.

Using students’ names in class is also very reinforcing. For example, you might bring up a point or a question made by a student earlier in the class. “As Maria suggested earlier…” The emphasis on classroom atmosphere is based on the realization that students are people first and learners second. Their ability to learn is dependent on their levels of self-esteem and on how comfortable they feel in our classes.

Although some instructors are very good on their feet, and are able to facilitate an excellent discussion on the spot, most of us would benefit from some careful planning. Colleagues make a distinction between a structured discussion with the instructor playing a strong leadership role and a less structured discussion with the instructor playing more of a facilitator role. The type of discussion depends on what the discussion is designed to do. Strong instructor leadership is needed if there are specific points that need to be addressed.

According to Gillespie, the language of our questions should stimulate higher levels of critical thinking such as comprehension, analysis, application, evaluation, and synthesis. Our questions would be quite different: What are the distinguishing characteristics of? What do you think would happen if? On the other hand, if the goal of the discussion is problem solving, brainstorming, or to get students to share their opinions, the instructor would play the role of facilitator.

Planning a discussion involves deciding what material you want to cover within the class session and what questions you could ask that would tap that material. Frederick offered some suggestions for starting a discussion. He proposed that we identify goals/values of the assignment and create relevant questions prior to or at the beginning of the class. He says we can sometimes break students into small groups for a discussion with clear instructions, a time limit, and some form of accountability.

I believe it is also necessary for us to clarify what our objectives are for the class session so we can assess the quality of the discussion. Of course, one of the exciting aspects of a class discussion is that we are never really sure what turns might take. Often, we need to be flexible enough to let go of our original agenda if what we see happening in class is worthwhile. Planning also involves deciding how to set up the room so that it is most conducive to conversation. It is also important to get your students prepared to discuss the material.

As mentioned earlier, one of our biggest dreads of running a discussion is that we will ask a question and no one will respond. Many of us are very uncomfortable with the silence. We need to accept the silence and not necessarily call on the first student with his or her hand up. Research has shown that
with each second we wait, there are more students who become prepared to speak. It is important to pull into the discussion the students who usually are not the first ones ready to respond. One way to ensure that more students will be ready to respond is to ask students to write their responses to your question. Not only does this draw more students into the discussion, but it gets everyone engaged with the material, and even improves the quality of the verbal responses in the discussion.

Once a discussion is under way, as the facilitator, we should try to get students responding to each other. The temptation is strong for us to respond to students' questions and comments but that is a surefire way to limit student participation. Students are often more persuaded by their classmates' perceptions and opinions than by ours, and sometimes students do remarkable good jobs at correcting and challenging the ideas of their peers. Part of letting this happen involves changing our perceptions of our role in the classroom as the imparter of information to the facilitator of learning. As facilitators, we need to pay attention to nonverbal cues we are getting from students and be responsive to them. For example, if one section of the class has been particularly quiet, we might say, "We haven’t heard from this part of the class. Would anyone from this section like to address that point?"

If we see a side conversation taking place, we might try walking into that part of the room and standing close to the talkers. Maybe we even need to ask one of the talkers a question. Gillespie says that as facilitators of an effective discussion, we will be required to think quickly on our feet and sometimes to redirect the flow of the discussion. When it is necessary, we will have to find ways to have misinformation corrected, and to help students to more fully and accurately elaborate their ideas. She offers us the essential ingredients for success in using discussion as a strategy—"an acceptance of the importance of discussion opportunities for effective learning, a belief in the potential of all students to learn, and a willingness to give students some responsibility for their own learning.

REFERENCES


* Gillespie, KD

CHAIR
Department of Mass Communication
Southwest Texas State University

Southwest Texas State University invites applications and nominations for the position of Chair of the Department of Mass Communication to begin on or before August 1, 2000. The chair provides leadership for a department of 17 faculty members who instruct 400 majors and 1,500 minors in six sequences of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication and the Bachelor of Science degree in Communication. The department has established and the department is currently exploring an MFA degree. The chair is responsible for the administration of the department, which also includes the management of faculty and staff, including hiring, evaluation, and budgeting.

Candidates should have an earned doctorate relevant to the programs offered by the department. The candidate should have an outstanding record of teaching, scholarship, and professional service consistent with appointment to the rank of full professor. The candidate should have a history of working collaboratively with faculty and other members of the academic and professional communities, and have a record of sustained productive research and publication and previous administrative experience in higher education is desirable.

Review of applications will begin September 30, 1999, and will continue until the position is filled. Applicants should send a letter of application addressing their philosophy of mass communication education, vita, and names and phone numbers of three references to Dr. Barbara Lyman, Chair of Search Committee, Department of Communication, Southwest Texas State University, 601 University Drive, San Marcos, TX, 78666 (BLO101 swt.edu).

Southwest Texas State University, founded in 1949, is a publicly supported coeducational university. With an enrollment of 21,000 students, the university is the state's third-largest institution of higher education. Southwest Texas State University consists of seven schools and thirty-four instructional departments offering a wide range of degrees at the bachelor and master's level.

Southwest Texas State University is an Equal Opportunity/Affirmative Action Employer.
The Community College: Quality, Affordability and Receptivity

BY GERALD BAZER

In essence, what the community colleges across the country provide is a vast number of opportunities for local citizens to better themselves.

An Owens Community College Perspective

How to afford to send our children to college remains a critical concern of all parents. Coupled with this is the demand that they receive a quality education. When the family is Hispanic, an additional concern is the receptivity of higher education institutions to minority groups.

What many parents might not realize is that there is a higher education institution that can provide affordability, quality, and receptivity. In fact, there are 1,400 of them within easy access of students across the country. That institution is the community college. And it is the community college each year that enrolls a larger number of Hispanic students than does either the private or public four-year college and university sector.

Uniquely American, the 1,400 two-year community colleges constitute one-third of our higher education institutions. Located in all 50 states, the community college often has been cited by American higher education experts as our most important contribution to the history of higher education. And as opposed to our taking from other countries models for our four-year colleges and universities, the community college model has been adopted in countries from Canada to China.

As prolific as community colleges are and despite their presence since the early 1900s, many in the general public are unfamiliar with what a community college is and does. Some believe that the two-year college is in a holding pattern until it adds on the final two years to become "real good." (Regardless of my thirty years at several two-year colleges, even my own relatives ask me when my present college will acquire the junior and senior years.) It is the purpose of this essay to familiarize the general public (and my relatives) with this vital American institution.

The fascinating aspects of community colleges center on the students and the types of programs and services provided. But first, consideration of the functions and structure of community colleges is needed together with some additional data.

Attending the 1,400 community colleges are more than two and one-half million students, more than one-third of all college students. Hispanic students number over 300,000 of the total enrollment. From 1985 to 1990, there has been an increase of more than one million students. Projections into the 21st century depict continued growth while many four-year institutions remain flat or, in fact, lose enrollment.

That students are attracted to these numbers is testimony to the functions provided. For example, transfer programs equivalent to the first two years of a bachelor's degree are acceptable by four-year and paraprofessional careers in engineering, business and computers, public service, health, and industrial technologies: student services including counseling, advising, and athletics; training and retraining in partnerships with area business and industry for 21st-century jobs; a plethora of community services to enrich local communities; and developmental education for students requiring improvement in basic academic skills.

Community colleges enable students to enroll in small classes that are taught by faculty selected and rewarded for teaching excellence. The graduate teaching assistant is an unknown at community col-
leges. Students find at community colleges flexible instruction and scheduling with courses offered through a variety of approaches, including internet courses and telecourses, and scheduled around the clock, weekends as well as weekdays to accommodate busy adults. They also find that faculty and staff are concerned with carefully assessing student learning and specific outcomes and with ensuring that students seeking employment or transfer are successful. A growing number of community colleges even provide students a written guarantee that if not placed appropriately, or if they do not successfully transfer, they can take additional courses at no cost. Finally, while students benefit from open entry for any high school graduate, certified exit can only be achieved after a demonstration of academic excellence.

With reference to faculty, it should be noted that Hispanic faculty members constitute a larger percentage of the faculty at community colleges than at any other institution, although there still is room for improvement. Nevertheless, the structure of community colleges ensures each college meets the academic demands and needs of the surrounding communities. This is generally achieved through mutual support from the community college governance body and the locally elected or appointed board of trustees entrusted with the interests and needs of their local constituents.

With the above as background, who is the community college student, and what is a sampling of programs and services found around the country?

A composite might be the best way to depict the community college student, yet we err if we do not recognize that open entry brings with it a vast diversity of students.

The composite community college student is close to thirty years old; works full- or part-time; has family responsibilities that could include care of children, a spouse, or parents; commutes to and from college; receives financial aid; attends part-time; belongs to a racial or ethnic minority group (more likely at four-year colleges); and, despite many encumbrances affecting college study, is determined to be successful and reach a better position in life.

Student diversity can be depicted in several ways, but perhaps two will suffice. Attending class together are the eighteen-year-olds fresh from high school graduation and the sixty-year-olds wishing to learn anew. Attending college also is the student with the opportunity to have attended many more visible colleges taking advantage of honors programs and honor societies prevalent at most two-year colleges.

It is also valuable to consider a few of the many leaders who are alumni of community colleges. H. Ross Perot, CEO and one-time presidential candidate; James McDivitt, astronaut; Ray Marshall, former Secretary of Labor; Robert Gibson, astronaut; Solan Archbold, CEO at Black and Decker; Benjamin Cavetano, governor of Hawaii; Carole Tara, Pulitzer Prize-winning photographer; Charles Hemenue, U.N. ambassador; Davide Shine, director of East African Affairs for the U.S. State Department, Jim Lehrer, public television newsmen and editor; Gwendolyn Brooks, poet laureate of Illinois, and Shawntell Smith, 1996 Miss America.

Turning to specific programs and services, the expected need not be emphasized here. Naturally, community colleges offer programs in accounting, electronics, dietetics, business, liberal arts, etc., and services such as counseling and advising. Instead, emphasis here is on what might not be expected—nursing programs across the country that educate greater numbers of registered nurses than does any other sector of education; a program in map reading; emergency Spanish for an inner city’s taxi drivers; a collaborative to develop family histories with community college students; elementary school children, and senior citizens; automotive programs partnering with the big three auto makers where the degree awarded is in computers and electronics; the ability to earn an entire degree at home through internet courses and tele courses; training for firefighters transmitted interactively from a campus classroom directly to several fire stations, allowing firefighters to remain on duty; courses teaching American Sign Language for prospective interpreters for the deaf; Canadian Studies with an emphasis on international trade and business; and an architectural and building program with a final student project to plan and build a home for a rural housing.

Community colleges also offer dental hygiene programs that provide the local community minimum cost dental care; the opportunities for high school seniors to earn their high school diploma while simultaneously enrolled in college for college-credit courses; lecture series, open to the public, bringing world leaders, including U.S. presidents, to campus; tutoring of fourth graders by community college honor students for the national “Read America” initiative; adopting elementary school programs that oversees the academic progress of elementary youngsters straight through college; a variety of programs geared toward the preparation of women for professions formerly barred to them; a humanities program that produces a literary magazine on an interactive CD-ROM; and a “Small Satellite Project” that allows one community college to fly experiments on one of NASA’s space shuttles.

In essence, what the community college across the country provides is a vast number of opportunities for local citizens to better themselves. Hispanic parents, as they consider quality, affordability, and receptivity when assisting their children in choosing a college, should look seriously to the community colleges.

Gerard Bazer, dean of the Division of Arts and Sciences
Gorostiza to Lead Rutgers-Camden Rand Institute

Felipe J. Gorostiza was appointed director of the Walter Rand Institute for Public Affairs at Rutgers University's Camden campus.

The Rand Institute will use the intellectual resources of Rutgers-Camden to develop programs that support and improve the social, economic, and physical infrastructure of southern New Jersey.

Gorostiza intends to "build awareness of New Jersey as a place for growth."

He has a bachelor's degree from New York University, a master's from Brown University, and a doctorate from the University of Pennsylvania.

Ferrier at Our Lady of the Lake

Maria Hernandez Ferrier, executive director of City Year San Antonio, recently joined the Our Lady of the Lake University (Texas) Center for Leadership Studies faculty as a visiting distinguished professor. During her one-year appointment, Ferrier will teach, conduct research, write, and consult with graduate students in the leadership studies program.

"I am honored and humbled to serve my university," said Ferrier. "Our Lady of the Lake University represents academic excellence, personal support, and hope for the future."

Ferrier has a bachelor's degree and a master's from Our Lady of the Lake University, and a doctorate from Texas A&M University.

Diaz, Velez, and Bentch Named Fulbright Scholars

St. Mary's University (Texas) Professors Gwendaelyn Diaz (l.), Alejandro Velez (r.) and Sue Bentch were selected William Fulbright Scholars for international educational and cultural exchange during the 1999-2000 academic year.

Diaz will teach U.S./Latino literature at the Catholic University of Argentina and literary theory at the University of Buenos Aires. Velez will teach a course at the Universidad de la Sabana in Bogota, Colombia, focusing on economic aspects of interest to lawyers. Bentch will teach a legal ethics course at the Riga Graduate School of Law, a new school opening this fall in Riga, the capital of Latvia.

Goldsmith Receives National Award

Pima Community College (Ariz.) instructor Barclay C. Goldsmith received an Excellence Award from the National Institute for Staff and Organizational Development (NISOD).

Based at the University of Texas-Austin, NISOD emphasizes the importance of teaching excellence in community colleges. The Excellence Award recognizes professional educators across the country who teach to ensure maximum student learning.

Goldsmith is known for his passion, devotion, and endless creative energy in the theater arts. He has furthered the community's historic Hispanic roots through plays directed and produced in both Spanish and English.

Hinojosa Wins Salazar Award

Maria Hinojosa, host of Latino USA, a production partnership of the Center for Mexican American Studies and KRT-FM radio at the University of Texas-Austin, won the 1999 Ruben Salazar Award from the National Council of La Raza (NCLR). Hinojosa, a CNN correspondent, was presented the award at the NCLR Annual Conference in Houston.

Named in honor of a journalist killed by a policeman's tear gas projectile in 1970 while covering a Chicano march in East Los Angeles, Calif., the Ruben Salazar Award is given annually to an individual who has dedicated his or her life to promoting a positive portrayal of Latino historical, political, economic, and cultural contributions to U.S. society.

Hinojosa has hosted Latino USA since its debut in 1993.

Amador New President of California Community College CEOs

Dr. Sherrill Amador, president of Cuyamaca College, began a one-year term as president of the Chief Executive Officers of the California Community Colleges. Amador heads the 12-member board of directors elected by community college chancellors, superintendents, and presidents.

Amador brings more than 20 years of administrative experience to her leadership role on the board. She recently completed her term as president of the Southern California Community College Chief Executive Officers, and is also vice-president of the board of directors of the East
Garner Regional Chamber of Commerce.

Amador has a bacheo's degree from San Diego State University, a masters from Azusa Pacific College, and a doctorate from the University of San Diego.

**Navarro Organizes Idea Exchange**

A high-level delegation of Chicano/Latino academics, students, journalists, and civic leaders traveled to Cuba for a historic exchange of ideas organized by Armando Navarro, professor of ethnic studies at the University of California-Riverside.

Scholars from both countries met for an unprecedented three-day conference in July at the Centro de Estudios sobre Estados Unidos, located at the University of Havana. "The Chicano/Cubano Experiences: Yesterday, Today, and Tomorrow" examined the historical, cultural, sociological, and political differences and similarities between Cuban revolutionary experiences and those of Chicanos/Latinos in the United States.

"We have relations with Vietnam. We have relations with North Korea. We have relations with Communist China," Navarro said. "Where is the fairness in continuing to turn our backs on Cuba?"

**Minority Medical Students Receive Fellowships**

The Bristol-Myers Squibb Foundation and National Medical Fellowships, Inc. have selected 26 medical students as fellows in the Fellowship Program in Academic Medicine for Minority Students.

These fellows are among the nation's most gifted minority medical students, said Avian Manning Fox, president of National Medical Fellowships, a not-for-profit organization that administers the program. "By awarding these fellowships, we hope to provide these medical students with research experiences that encourage them to choose careers in academic medicine."

Among the fellows are Eduardo Mili (1), University of Iowa; Gilberto Hernandez, University of California; Jose Maza (2), University of California—San Francisco; Rene M. Ramirez-Lugo (3), Albany Medical College; Fidencio Saldana, Harvard University; Alejandro Sanchez (4), University of Southern California; and Sal S. Sandoval, University of Texas-Houston.

**Gómez Retiring after 23 years**

Dr. Luis Gómez, who began working for the San Bernardino Community College District (Calif.) in 1970 as a counselor and became president of Crafton Hills College (CHC) in 1990, is retiring July 31.

Gómez became assistant dean of student services at CHC in 1987 at San Bernardino Valley College, he held various counseling positions and initiated a Minority Advancement Program for middle school students at risk of dropping out. He previously taught at California State University-San Bernardino and was a teacher and counselor at San Bernardino High School. In the mid-1970s, he taught math in Cal State's Upward Bound program.

Gómez has a bachelor's and master's degree from Cal State-San Bernardino and a doctorate from the University of Southern California.

**Gutierrez and de los Santos Receive Awards**

Awards were handed out by the Hispanic Caucus of the American Association for Higher Education (AAHE) during AAHE's annual conference. Among them:

Dr. Kris Gutierrez, associate professor in the Division of Urban Planning, Curriculum and Teaching and Policy Studies at the University of California—Los Angeles, received the award for Outstanding Latino/a Faculty in Higher Education.

Gutierrez researches the literacy practices of urban schools.

A special tribute was awarded to Dr. Alfredo de los Santos, Jr., vice chancellor for student and educational development at Maricopa Community Colleges. He is responsible for articulation, curriculum, faculty, student, business and workforce development, international education, and external resource development.

**Castanhos Heading U.S. International University Teacher Education**

Janet Castanos has become director of teacher education at United State International University (USIU) in California. An educator for 24 years at the elementary, secondary, and university levels, Castanos taught at USIU for seven years, becoming an associate professor of education.

As director of teacher education, she oversees USIU's teacher credentialing program as well as the Cross-Cultural Language and Academic Development emphasis, which prepares teachers for the multicultural-multilingual student population; and the university-teacher intern program, which encourages underrepresented minorities to enter the teaching profession.

**Ramos Elected to National Community College Board**

Dr. Sylvia Ramos, president of Houston Community College (HCC) Southeast Texas, was elected to a three-year term on the board of directors of the 1,200-member American Association of Community Colleges (AACC). HCC-Southeast is one of five region colleges comprising the HCC System.

A national Kellogg Foundation Fellow.
Ramos is immediate past president of the National Community College Hispanic Council, an AACC affiliate organization. She has contributed to the Texas Association of Chicanos in Higher Education and the Mexican American Task Force on Higher Education, and is on the board of the Houston Hispanic Chamber of Commerce.

**University Women Association Elects Gómez**

The California American Association of University Women (AAUW) elected Sharon Gómez membership vice president at its state convention in San Diego.

Gómez, an educational administrator and counselor active in AAUW at local and state levels since 1991, in 1994 received a national AAUW award for her diversity program. For 20 years, Gómez has demonstrated her commitment to education issues through her work on university campuses and more recently with a U.S. Department of Education program (Upward Bound) emphasizing recruitment and preparation of East Los Angeles at-risk high school students and military veterans for college.

**Camacho-Gingerich Recognized**

Dr. Alina Camacho-Gingerich, chair, committee on Latin American and Caribbean studies, St. John’s University (N.Y.), was selected as one of “The Many Faces of Queens Women.” an exhibit sponsored by Newsday and also shown at the Jamaican Center for Arts and Learning. The exhibit celebrates women who have made outstanding contributions to the Borough of Queens.

Camacho-Gingerich is a leading scholar on Latin American literature and civilization and author of numerous scholarly articles and reviews.

**University of South Florida Newsmakers**

In response to increasing faculty interest in Latin America, University of South Florida (USF) interim library director Derrie Perez has launched an initiative to better reflect this area of study in the library’s collection, programs, and staff. Perez plans to start a librarian exchange program with the University of Puerto Rico, and to enhance the visibility of Hispanic culture and heritage through displays, publications, and programs.

Twelve USF medical students, accompanied by College of Medicine Professor Eduardo Gonzalez, spent their spring break in Cuba, delivering medical supplies, touring health care facilities, and seeing patients. Medical student Alex Palomar was amazed to witness the dedication and caring manner of doctors working under primitive circumstances.

**San Antonio College Launches Bilingual Engineering Program**

The National Hispanic Bilingual Engineering Program (NHBEP) was launched at San Antonio College (SAC) in Texas with engineering exhibits, a panel discussion featuring NHBEP Director Margaret Bennett, and a national videoconference. The purpose of the organization is “to increase the number of Hispanic bilingual engineers in the United States and strengthen existing programs in mathematics, science, and cultural engineering,” said Henry Rosales, program representative at SAC.

Six SAC students had received scholarships to study in the program in Puerto Rico at the time.

**Venta New Business Dean at Loyola**

Loyola University-Chicago (Ill.) appointed Dr. Enrique R. “Henry” Venta dean of the School of Business Administration.

“Loyola has a rich tradition in Chicago’s business community,” said Venta. “I look forward to using our school’s strength—faculty and research expertise—to offer specific academic programs that the market is currently demanding.”

Venta’s new responsibilities include fundraising and alumni relations; overseeing curriculum development, administrative services, and graduate programs; and developing corporate and community-based partnerships.

Venta has a bachelor’s degree from the University of Puerto Rico, and a master’s and doctorate from Northwestern University.

**Portland Community Offers Small Business Development Program**

Despite his eye for detail, talent for design, a master’s degree in architecture, and a resume bursting with a global list of accomplishments, interior design master Ernesto Garcia knew he needed help in packaging it all into a successful venture.

“When it came time to select a computer and the software that was best for my kind of business, I didn’t know anything,” said Garcia.

Last September, he turned to the Portland Community College (Ore.) Small Business Development Center, where he has been learning about the mechanics required to run a business.

Thanks to the program, Garcia, a native Argentinean, put himself in a position to open his first Ernesto Garcia Interiors store.
Minority Scholars Visit Penn State

Nine minority scholars visited Penn State University this summer as part of the university’s Scholars in Residence Program for Minority Faculty.

The visiting scholars were Catherine Castron, Dillard University; Antonia Reyes Galbraith, School of Visual Arts; Carlos V. Rodriguez, University of Albany; writer M. Young, Brian H. Roberts, Clarion University of Pennsylvania; Mercedes Garcia Perez, University of Puerto Rico; Jose A. Gonzales, Puerto Rico’s University of the Sacred Heart; Celente Morales-Melendez, Pontifical Catholic University of Puerto Rico; and L. Erskine Sandford, former prime minister of Barbados.

High School Researchers at Texas A&M-Kingsville

At Texas A&M University-Kingsville this summer, high school science teacher Thelma Quintanilla-Hernandez, who received her master’s degree from Texas A&M University-Kingsville, worked with three Upward Bound high school students—Amanda Morgan, Lorinda Gonzalez, and Karina Zepeda—on snake venom profiles in a project designed to provide an educational stepping-stone to make it easier for high school students to progress to a four-year university and on to post-baccalaureate programs in the health professions and health sciences.

The students were part of Project Interton, a satellite program from the University of Texas-Houston Health Science Center. Project Interton was supervised by Kingsville biology professor Dr. John T. Perez, who coordinated the activities with Dr. Gilbert A. Castro (picture), of the University of Texas-Houston.

Instructors Immersed in Bicultural Literature at Texas-San Antonio

The University of Texas-San Antonio Mexican-American Studies Department presented “Territorial Borderlands: Summer Institute for the Inclusion of Mexican American and Latino Literature and Culture in the Classroom in the U.S.”

Funded by a National Endowment for the Humanities grant, 25 school teachers from across the nation had received fellowships to gather at UTSA for a month of intensive study. The institute immersed participants in cultural literature and culture. They, in turn, will share their knowledge with their home classrooms.

Louis Mendoza and Ben Olguin were institute instructors. Mexican American authors Sandra Cisneros, Rudy Yana, Pat Mora, Carmen Efolloa, and Luis Rodriguez gave presentations, as did Sheila Contreras, Angela de Hoyos, Nicolas Kanellos, and Cristina Garcia.

Brazilian Women’s Soccer Team at Montclair

While preparing for the recent Women’s World Cup soccer tournament in the United States—won by the U.S.—the national teams from Australia, Brazil, and Denmark held several practices on the campus of Montclair State University (MSU) in New Jersey.

Pictured here, MSU President Dr. Susan A. Cole (third from left) met with members of the Brazilian World Cup team and their coach before practice at the university’s soccer stadium.

This year’s Women’s World Cup attracted the largest crowds ever to view a women’s sporting event in the United States.

In the News at Madonna University

Adina Golember, assistant professor of Spanish at Madonna University (Mich.), was among more than 4,200 faculty consultants from high schools and universities across North America who participated in the annual reading and scoring of the College Board’s Advanced Placement Examinations. Golember was selected to evaluate the Spanish discipline of the Advanced Placement reading.

Madonna University and Vasco de Quiroga University in Morelia, Mexico, have signed an agreement to facilitate a student and faculty exchange program between the two institutions. Pictured here are (l. to r.) Salvador Monroy, Mexican Consul, Detroit; Sr. M. Franciscene, president, Madonna University; Raul Herrera Vega, rector, Vasco de Quiroga University.

News via LaGuardia Community College’s The Bridge, by students

• LaGuardia Community College (NYC) business administration major Manuel Colon, former president of the social organization Latinos Unidos, was elected student governor. Colon, who hopes to start his own business one day, strives to get Latinos at LaGuardia to recognize one another.

• LaGuardia held Multi-Cultural Appreciation Week in recognition of the college community’s many diverse cultures. The festival featured an international art exhibition, arts and crafts, ethnic foods, music, poetry, and dance.

• The Student Center for Women is currently looking for male and female students for ideas and discussions. Around since 1992, the center provides counseling, offers workshops, and welcomes men interested in women’s issues.

University of North Texas Hosting Graduate/Professional School Day

The University of North Texas (UNT) will be hosting the annual Graduate/Professional School Day Oct. 5.

Located in Denton, Texas, 30 minutes north of the Dallas-Ft. Worth International
Airport. LNT enrolled more than 25,000 students last fall, about 20,000 as undergraduates. LNT offers bachelor's and master's degrees and doctorates in multiple fields divided among the Colleges of Arts and Sciences, Business Administration, Community Service, Education, Library and Information Science, Music, Merchandising and Hospitality Management, and Visual Arts.

To register for Graduate/Professional School Day, call (940) 565-3945.

1-TEACH Program at Chapman

The federal DOE's Office of Bilingual and Minority Language Affairs funds a grant supporting Project 1-TEACH at Chapman University in California. Chapman's 1-TEACH, directed by Dr. Chersi Valdez, moves paraprofessionals into the ranks of teachers, who make a difference in the lives of English Language Learners. As 1-TEACH participants become teachers, program officials look to an intergenerational cadre of bilingual parents, community members, and secondary bilingual students, to "try on" teaching, first as volunteers, with some moving on to become paraprofessionals and eventually moving into coursework toward a teaching credential.

Language and Culture Center at East Tennessee State

ETSU's Language and Culture Research Center at East Tennessee State University (ETSU) is making an effort to help the region's growing Hispanic population with cultural and translation opportunities.

Upper-level students of the ETSU department of foreign languages who are fluent in Spanish recently offered a translation service to assist Hispanic agricultural workers with such seemingly simple tasks as filling out driver's license applications, understanding the phrases used to purchase a car, and finding a physician.

"We've started a dialogue between native Spanish speakers and native English speakers where the long-term effort will be to integrate Hispanics into the established community," said Dr. Ardus Nelson, chair of the foreign language department.

Columbia University Awards Cabot Prizes

Three journalists have been selected by Columbia University's Graduate School of Journalism to receive the 1999 Maria Moors Cabot Prizes for courageous, comprehensive, and compassionate reporting on Latin America. Special citation will be presented to the founder of an independent Cuban news agency and an American newspaper publisher for their efforts to promote a free press.

Jorge Zepeda Patterson, editor-in-chief of the Mexican daily newspaper Público; Linda Robinson, Latin American bureau chief of U.S. News & World Report; and Juan Tamayo, Latin American correspondent for the Miami Herald, will be presented their prizes on Sept. 20.

James McClatchy, publisher of McClatchy newspapers; and Raul Rivero, founder and president of Cuba Press news agency, Havana, Cuba, will receive citations.

Texas-San Antonio Launching Young Scientists

The University of Texas-San Antonio Preparatory Engineering Program (PREP) offers achieving students an educational jump-start on math and science careers. About 1,300 area junior and senior high school students are enrolling in the opportunity this year.

"PREP aims to promote students' interest in math, science, engineering, and technology and to provide students with the basic skills needed to pursue those careers in college," said Kathy Lewis, PREP assistant coordinator. "It's really a pipeline into math and science." The program recruits talented students and emphasizes offering opportunities to minorities.

Ivan Villegas, 20, completed PREP and spent time as a PREP assistant. He is to attend San Antonio College.

New York University Hosts Hispanic Physicians

New York University's Robert F. Wagner Graduate School of Public Service provided 20 Hispanic physicians from across the country with a week-long intensive learning experience about federal and state health policy. The conference was part of the year-long Leadership Fellowship program of the National Hispanic Medical Association, a nonprofit organization of licensed Hispanic physicians in the United States.

Will Leads Whittier College

Katherine Hales Will, former provost and professor of English at Kenyon College (Ohio), in July became Whittier College's (Calif.) 13th president. She is the first woman to lead Whittier College in its 112-year history.

Will has a bachelor's degree from Rufts University and a master's and doctorate from the University of Illinois-Champaign-Urbana.

More than 20 percent of Whittier College's student body is Hispanic—one of the highest percentages among the 13 independent colleges in California.

Fernandez Presides over Hostos Community College

Dr. Dolores M. Fernandez, nationally recognized expert in bilingual education, teacher training, and curriculum development, became president of Hostos Community College (N.Y) in July.

Fernandez graduated cum laude from Nassau Community College, has a bachelor's degree from the State University of New York-Old Westbury, a master's from Long Island University-C.W. Post College, and a doctorate from Hofstra University.

Eugenio Maru de Hostos Community College is the only City University of New York college to offer a bilingual approach to higher education. By the year 2005, Hostos will have established a full articulated dual-language model in all of its degree programs.

Hispanic Scholarship Fund Receives $50 Million Grant

The Hispanic Scholarship Fund (HSF) has received a landmark $50 million grant from Lilly Endowment Inc., one of the nation's largest private foundations. The grant represents the single largest amount ever pledged to a Hispanic organization.
According to HSF President and CEO Sara Martinez Tucker, the grant will provide critical funding for both aspiring and existing Hispanic college students in all 50 states and Puerto Rico, dramatically increasing the number of Hispanics who earn college degrees. HSF, the oldest Hispanic scholarship organization in the United States, has a stated goal to double the percentage of Hispanics earning college degrees by early in the next century.

HSF has awarded more than 86,000 scholarships totaling $88 million since its founding in 1975 under the leadership of Martinez Tucker. HSF has become one of the largest Hispanic organizations in the United States and is poised to become one of the most important forces in educating the country's youth.

**Mestas to Become Michigan-Flint Chancellor**

Juan E. Mestas, deputy chairman of the National Endowment for the Humanities, will be the University of Michigan-Flint’s next chancellor, effective Sept. 20.

University of Michigan President Lee C. Bollinger said that Mestas “brings to the position of chancellor tremendous administrative skills, a strong sense of academic quality, and a deep commitment to higher education and its public purposes.”

Mestas has a bachelor’s degree from the Universidad de Puerto Rico and a master’s and doctorate from the State University of New York-Stony Brook.

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**Publications**

**Las aventuras de Don Chipote, o, cuándo los pericos mamen**

by Daniel Venegas

Originally published in 1928, this book weaves an entertaining story embodying the phenomenon that made this nation great—immigration. This little-known classic of American literature tells the tale of a green-born who abandons his plot of land (and a shack full of children) in Mexico to come to the United States and sweep the gold up from the streets.

March 1999

170 pgs.
ISBN 1-55885-252-2
$12.95 paper
Arte Público Press
(800) 633-ARTE

**Odisea del Norte (Spanish version)**

**Odyssey to the North (English version)**

by Mario Bencastro

Showing both the heartbreak and the humor of life in a strange culture, award-winning author Mario Bencastro creates a caring portrait of a Central American immigrant. Calixto, as he seeks not only work, but safety from unjust persecution in his homeland.

This book was translated to English by Susan Gertshbach Raszyn.

May 1999

195 pgs.
ISBN 1-55885-266-2 (Spanish)

**Misunderstood Caudillo: Miguel Ydgoras Fuentes and the Failure of Democracy in Guatemala**

by Roland H. Ebel

This book deals with the period of Guatemalan history between the U.S.-backed overthrow of the Arbenz regime in 1954 and the establishment of the civil-military national-security state in 1970.

1998

576 pgs.
ISBN 0-7618-0888-4
$64.00 cloth
University Press of America
(800) 462-6420

**Political Conflict and Constitutional Change in Puerto Rico: 1985-1992**

by Alfredo Montalvo-Barbot

The analysis of the constitutional development of Puerto Rico has been dominated by two major perspectives: political gradualism and classic colonialism. This book provides an alternative view that recognizes the role of social conflicts and social contradictions in the development of the constitutional laws of Puerto Rico.

1997

476 pgs.
$99.95 cloth
University Press of America
(800) 462-6420

**The Post-Boom in Spanish American Fiction**

by Donald L. Shaw

What happened in Spanish American fiction after the Boom? Can we define the Post-Boom era?
Boom? What are its characteristics? How does it relate to the Boom itself? Is Post-Boom the same as Postmodernism or something quite different? Author Donald Shaw traces the emergence of a different kind of writing that began to displace the Boom in the mid-1970s.

Structures of Power: Essays on Twentieth-Century Spanish-American Fiction

Terry J. Peasley and Peter Standish, eds.

The many faces of power—political, personal, and social—of the late 19th and early 20th centuries are explored in these essays by specialists in modern Spanish American literature. Because the authors reveal just how complex and diverse issues of power can be, these essays significantly broaden an already lively debate.

Underground River and Other Stories

by Inés Arredondo

Set at the beginning of the 20th Century in the tropical western Mexican state of Sinaloa, the stories collected in this book focus on female subjectivity. Author Inés Arredondos stories are printed in English for the first time.

1996
120 pgs.
ISBN 0-8032-5924-1
$12.00 cloth
University of Nebraska Press
(800) 258-8728

The Defiant Muse: Hispanic Feminist Poems from the Middle Ages to the Present

Angel Flores and Kate Flores, eds.

This book offers 80 poems by Spanish and Latin American poets from 12 countries. The poems are presented in their original languages alongside a new English translation.

Ella Price's Journal

by Dorothy Bryant

This novel of women's consciousness unfolds as a series of entries in the journal of Ella Price, a suburban California mother and housewife who has decided to attend college for the first time at the age of 35. What she learns inside and outside of class will leave her irrevocably changed, and force her to make painful but empowering choices.

Hispanics in Congress: A Historical and Political Survey

by Maurilio E. Vigil

This book is a concise overview of the presence, activism, and overall contribution of Hispanics in the U.S. Congress, the most important policy-making institution in American government.

Alvar Nunez Cabeza de Vaca: His Account, His Life, and the Expedition of Pánfilo de Narváez

by Alvar Nunez Cabeza de Vaca

This three-volume boxed set—translated and edited by Rolena Adorno and Patrick Charles Pauzi—presents Cabeza de Vaca's account of the doomed Narváez expedition during the early 1500s. It offers an isolated glimpse of areas of today's coastal Texas and northeastern Mexico that would not be visited again by Europeans for over 150 years as well as the earliest eyewitness description of the North American bison.

The Art and Politics of Bolivian Cinema

by José Sanchez-H

In Bolivia, politics have always shaped art, particularly when it comes to film. This book presents Bolivia's most significant filmmakers largely in their own words.

1990
140 pgs.
ISBN 0-7914-1825-7
$25.00 paper
University Press of America
(800) 451-6240
VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Improper Conduct: Castro's Cuba

This program tells the stories of 28 Cuban exiles, from all walks of life—writers, dancers, painters, doctors, laborers, and students—all victims of their homeland's oppression. The program provides a history of Cuba under Fidel Castro's leadership, focusing on the regime's dissidents and free speech.

(112 min., color)
Item #FHH 6290

Isabel Allende: The Woman's Voice in Latin-American Literature

Isabel Allende, the most recent Latin American novelist to beseige the world literary stage—and the first Latin American woman—describes the emotions that inform her fiction and the events that set them in motion.

(60 min., color)
Item #FHH 4290

The Conquest of Mexico

This program provides a portrait of Cortez and his world, of the New World as seen by a handful of Spaniards, and of the civilizations of Mesoamerica before they were discovered—the world of the Mayas and Aztecs, the nature of Aztec religion and politics. It describes the Battle of Mexico and how and why Montezuma lost—and why the descen
dants of the Aztecs speak Nahuatl today.

(55 min., color)
Item #FHH 762

Victim of Two Cultures: Richard Rodriguez

In this program with Bill Moyers, Fulbright scholar Richard Rodriguez explains his opposition to bilingual education and talks about his experience growing up in America as the son of immigrants; he also discusses the differences between Mexican and American cultures.

(60 min., color)
Item #FHH 4980

CONFERENCES

Elon College: Challenge Response

September 23-25
This national multidisciplinary conference focuses on rethinking key issues in college learning: The Role of the Academic Major, The Impact of Technology on Teaching and Learning, The Challenge of Connected Learning, and The Changing Role of Students and Faculty.
At Elon College in Elon College, N.C.
Contact: Web site, <www.elon.edu/ckr99>

Popular Culture Association and American Culture Association—Latin American Congress

September 29-October 2
In Puebla, Mexico.
Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://ferns.puc.udlap.mx/congress>

CUPA National Conference and Expo '99

October 3-6
CUPA (College and University Personnel Association) will hold its national conference and expo for vice-presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.
Contact: Rebecca Mangan. (202) 29-0311 ext. 38; e-mail, <manean6@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5
Study USA-Mexico '99
October 7-9
The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.
Contact: Charlotte Adams. (503) 351-9600; e-mail, <kivaeexpo@mindspring.com>.

USHLC—National Conference

October 7-10
The 17th Annual United States Hispanic Leadership Conference (USHLC): "Taking Responsibility: Making Latinos Count in America's New Majority." Sponsored by the U.S. Hispanic Leadership Institute (USHLI), the USHLI program focuses on empowerment, unity, pride, diversity, and community. At the Hyatt Regency McCormick Place in Chicago, Ill.
Contact: USHLI. (800) 490-5151; e-mail, <ushli@adi.com>.

SACNAS—National Conference

October 7-10
Society for advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.
Contact: SACNAS. (503) 490-0070; e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina—"The Minority Student Today"

October 10-13
Conference on recruitment, retention, and success of the minority student today.
Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education: in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or 2260; e-mail: <conf@uwsc.edu>; Web site: <www.sc.edu/conted/msi.htm>

**Austin Community College - Telelearn'99**

October 10-15
Telelearn'99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 435-1773; e-mail: <pretty_f@email.msn.com>; Web site: <www.sinclair.edu/community/ltc>

**Online Learning '99 International Conference and Performance Support '99 Exposition**

October 17-20
The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reid or Walter Speer, (212) 966-0024; Web site: <www.lakewoodconferences.com>

**National MultiCultural Institute - Annual National Conference**

October 21-24
The 14th annual conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity; human resource management; education; and conflict resolution. At the Hyatt Regency Washington on Capitol Hill. Washington, D.C.

Contact: Institute; (202) 483-0700; e-mail: <nmci@nmci.org>; Web site: <www.nmci.org>

**National Higher Education Conference on Students of Color**

October 2-3
"The Learning-Centered Environment: Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers. Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1740; e-mail: <cniford@aol.com>; Web site: <www.collegesurvival.unity.com>

**ACE: Educating a Nation (VII)**

October 28-30
The American Council on Education's Division of Access and Equity Programs Office of Minority in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-3995; e-mail: <clache@ace.nche.edu>; Web site: <www.acenet.edu>

**NSH MBA–National Conference and Career Expo**

October 28-30
The National Society of Hispanic MBAs' 10th annual event, this year on the theme of "Elevate beyond Excellence: Face the Challenges." Closing plenary speaker: Ray Suárez, host of *Talk of the Nation*. At the Adam's Mark Hotel and Colorado Convention Center. Denver.

Contact: phone, (214) 267-1622; e-mail: <info@nsmba.org>; Web site: <www.nshmba.org>

**HACU–13th Annual Conference**

October 30-November 2

Contact: phone, (210) 692-3805; Web site: <www.hacu.net>

**USC ROSSIER SCHOOL OF EDUCATION**

**DEAN OF THE SCHOOL**

The University of Southern California is inviting applications and nominations for the position of Dean of the Rossier School of Education. This School is one of the University's seventeen professional schools. The School's primary mission is to redefine excellence in urban education through its focus on the educational needs of students from kindergarten through graduate school. In September, 1998, the School received a $20 million endowment grant to support its urban educational mission, one of the largest gifts ever given to a school of education.

More than 940 students are presently enrolled in the Rossier School of Education. Programs offered include an undergraduate minor and graduate-level degrees of Master of Science, Doctor of Education, and Doctor of Philosophy in three academic divisions: Learning and Instruction; Counseling and Psychology; and Educational Policy, Planning, and Administration. The School has approximately 45 full-time faculty.

The University seeks a visionary leader with a strong background in and a demonstrated commitment to urban education. As the academic leader and chief administrative officer of the Rossier School of Education, the Dean reports directly to the Provost of the University. The responsibilities of this position include: fostering excellence in the School's education and research programs; fiscal planning and management; short-term and strategic planning; faculty recruitment; and leading the School's fundraising efforts.

Nominations and applications should include a letter describing the candidate's qualifications for this position, a curriculum vita and names, addresses and telephone numbers of three references. These materials should be addressed to Dr. Marilyn S. Flynn, Chair, USC Rossier School of Education Dean Search Committee, Office of the Provost, ADM 202, MC 4019, University of Southern California, Los Angeles, Ca 90089-4019. The materials can also be sent by fax to: 213-740-1782 or by e-mail to strppol@usc.edu. Review of applications and nominations will begin immediately and will continue until the position is filled. USC is an equal opportunity educator and employer.

The University of Southern California is an equal opportunity educator and employer.
Book Review

by Eduardo Mendieta


Democracy, remarked the great U.S. social philosopher G.H. Mead, is institutionalized revolution. One could add that what makes democracy revolutionary is its core institution, citizenship. Citizenship makes possible the empowerment, nurturing, and growth of social agents capable of communal self-legislation. Without citizenship, social actors remain mere subjects to a supreme legislator, never citizens—equals before others, enactors of the law of the land.

As subjects under an external legislator, persons live under heteronomy. As citizens under a self-legislated lawfulness, persons live autonomously. This autonomy can never be impaired, lest democracy be betrayed.

At the same time, citizenship is what prevents democracies from imploding or from tearing themselves apart. For it is citizenship that mediates democracy’s centrifugal drive towards homogenization, the drive to think that only those who are sufficiently alike can come to the same kinds of decisions. And it is e’citizenship that mediates democracy’s centripetal drive towards heterogeneity, the drive to think that it does not matter who you are as long as you participate in the process of forming a general will.

Democracies are threatened when people begin to think that only those who like themselves can possibly live under the same law, and their primary directive becomes how to keep pure. A democracy remains creative, promising social hope, when what becomes important is how to empower persons to participate in resolving its problems and actualizing its goals, so their directive becomes how to be ever more inclusive. For the former, the primary goal is to remain the same, unchanged; for the latter, the primary goal is to become different, to change.

These are some of the lessons I learned from this outstanding book on citizenship. Flores and Benmayor have put together in this handsome volume (books are also aesthetic experiences) the results of more than a decade of engaged research within Latino communities across the U.S., from New York to California, the cooperative work of members of the Latino Cultural Studies Working Group.

I say “engaged research” because in all cases here reported, the writers were activists, participants, co-subjects in some of the activities here construed as a Latino cultural citizenship. By this term, the editors and working group members mean: that citizenship that emerges from the cultural activity of Latinos engaged in projects of identity-claiming and remembering. Cultural citizenship is that unique type that emerges when culture is made to interpret and mediate citizenship, and when the living out, the enactment of citizenship, transforms self-images and imaging.

Claiming citizenship is a way of becoming both oneself and someone else whom one can then claim as one’s own product and project. For the Working Group, cultural citizenship means that culture suffuses citizenship, while citizenship allows one to claim culture.

Citizenship, in this wonderfully written and lived meditation on human dignity, turns out to be more than an institution of rights. It is a form of life that serves as the hermeneutical horizon that makes the quest for rights at all thinkable. It is in this way that we can understand how it is that citizenship, as a right to community, is also a right to culture. This right to culture is fundamental to the very maintenance of citizenship. Without this culture, citizenship is a remote and unfathomable activity.

But this book is about a Latino cultural citizenship, by which the editors and working group whose research comprises most of this book mean that there is a unique type of Latino cultural activity that has informed their claiming of citizenship. Latinos do have a unique culture determined and mediated by language, religion, food, certain types of civic arrangements and praxis. Latino cultural practices, icons, furthermore, have been impacted by specific historical experiences with the U.S.

Latinos have diverse, yet unified, historical experiences of colonialism, imperialism, neo-colonialism, etc. Some crossed the border; and others were crossed by the border, in Anzaldúa’s aphorism. Some were “Americanized” before they ever dreamed of fleeing North, to the U.S., to use Alejandro Portes’ expression. The bulk of the book, in fact, is devoted to chronicling, describing, recording, re-membering the many ways in which Chicanos, Mexicanos, Puerto Ricans, Central American refugees have claimed citizenship through claiming civic and social space for their identities. Some struggles were labor struggles. Others were struggles for rights to their language, and this literacy in their mother tongue.

The book is also a beautiful story about human struggle, solidarity, and social hope. This last point is particularly important. The book illustrates eloquently and without equivocation the ways in which subject peoples empower themselves, claim recognition, thus transforming citizenship. The Latino modalities of being have determined significantly the ways in which they have reactivated while transforming citizenship. It is in this sense that this is truly a book about Latino citizenship.

At the same time, Latino cultural citizenship is a token of something to which all citizens can and must make a claim: cultural citizenship. We can also talk about an Asian cultural citizenship, and so on, that is, many ways of living out cultural citizenship.

In light of this, the book makes it almost impossible to hold the complementary beliefs that citizenship is impaired by culture and that culturally marked social agents are hindered to exercise citizenship.

A right to culture is a fundamental right in the calendar of the rights that make up citizenship, but it is this culture that prepares us for citizenship. This is not a contradiction, but a dialectical tension.

Eduardo Mendieta is assistant professor of philosophy and associate director of the Center for the Study of Latinos in the Americas (CELSA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
Fellowships for Biological and Biomedical Sciences

The Howard Hughes Medical Institute announces the 2000 competitions for fellowship programs that support training in fundamental biological and biomedical research. Awards, based on international competitions, focus on research directed to understanding basic biological processes or disease mechanisms. Fellowships may be held at academic or nonprofit research institutions.

**Predoctoral Fellowships in Biological Sciences**

Up to five years of support for full-time graduate study toward a Ph.D. degree in cell or developmental biology; genetics or molecular biology; immunology or microbiology; mathematical biology or epidemiology; neuroscience or physiology; structural biology or biochemistry, or related fields. Applicants must not have completed the first year of postbaccalaureate graduate study in biology. Application deadline: mid-November

**Postdoctoral Research Fellowships for Physicians**

Three years of support for training in fundamental research subsequent to at least two years of postgraduate clinical training and no more than two years of postdoctoral research training. Application deadline: early December.

**Research Training Fellowships for Medical Students**

An opportunity for medical students in the United States to explore a burgeoning interest in fundamental research. Support is awarded for one year of full-time fundamental research in a laboratory at the student’s medical school or another institution (except NIH in Bethesda, Maryland). Application deadline: early December

**Research Scholars at the National Institutes of Health**

Under this joint HHMI–NIH program, medical students in the United States spend an intensive year in research in the intramural program at NIH in Bethesda, Maryland. Residence is provided at the Cloister on the NIH campus. Application deadline: early January.

**2000 Program Announcements and Applications**

For Predoctoral Fellowships:

Howard Hughes Medical Institute
Office of Grants and Special Programs
Department AJ100
4001 Jones Bridge Road
Chevy Chase, MD 20815-6789
United States of America
Telephone (301) 215-8988
Fax (301) 215-8988
E-mail fellows@hhmi.org
www.hhmi.org/fellowships

For Other Programs:

Hughes Fellowship Program
Fellowship Programs Unit
National Research Council
2101 Constitution Avenue
Washington, DC 20418
United States of America
Telephone (202) 334-2872
Fax (202) 334-3419
E-mail infofell@nas.edu
http://fellowships.nas.edu

The Howard Hughes Medical Institute, an Equal Opportunity Employer, welcomes applications from all qualified candidates and encourages women and members of minority groups to apply.
VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government’s leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $2,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 12 weeks as paid employees in NIH research laboratories. They are assigned mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

Can demonstrate a deep interest in pursuing a career in biomedical research.

Can demonstrate being from a disadvantaged background.

Have a GPA of 3.5 or better and are in the top 5% of your class.

Are a U.S. citizen or permanent resident.

Are enrolled in a degree seeking line at an accredited institution.

This is a special opportunity for special students.

For more information, contact: UGSP
http://ugsp.info.nih.gov
E-mail: usgs@nih.gov
Phone: 301-594-7699
TTY 1-888-352-3601

EDUCATION AND ACCESS COORDINATOR (Staff Assistant)
New WORLD Theater
Fine Arts Center
The University of Massachusetts/Amherst's Fine Arts Center seeks an Education and Access Coordinator for New WORLD Theater.

The individual appointed to this position is the primary coordinator of community-based projects and educational activities such as symposiums, talk-backs, workshops, and community-artist dialogues that complement New WORLD Theater’s season performances. New WORLD Theater’s central focus is the presentation and production of works by playwrights of color.

Qualifications: A bachelor’s degree in Arts Administration, arts education, American or ethnic studies, or related field plus one to three years experience in arts administration, community organizing, and/or arts marketing. The position requires excellent communication and writing skills, and experience in organizing events and working with diverse populations.

Hiring Salary Range: $26,600 - $33,200. Normal hiring range: $26,600 - $29,900

Twenty-five percent of this position is grant-funded; continuation of 25% of the appointment beyond 6/30/2001 is contingent upon funding.

Please submit a cover letter, resume, and 3 letters of reference, no later than October 1, 1999 to: Search #05471, Employment Office, Room 167, Whitney Administration Building, University of Massachusetts, Amherst, MA 01003-8170.

Indiana University invites applications for the Minority Faculty Fellowship Program for the summer 2000 and the academic year 2000-2001

Indiana University invites individuals nearing the completion of the doctorate or who have completed the Ph.D. or comparable graduate degree within the last four years to apply to the Minority Faculty Fellowship Program. The purpose of the program is to introduce African American, Latino and Native American scholars to the Bloomington campus. The program provides these fellows experience, professional diversity, and the opportunity to teach and conduct research at one of the top universities in the country. Some fellows have subsequently been offered tenure track positions at various Indiana University campuses.

Applicants can be considered for summer 2000 and for the 2000-2001 academic year fellowships. Summer fellows teach one class during the first six weeks or the second eight weeks of the summer sessions and academic year fellows teach one or more classes during the fall and spring semesters. The fellowship package includes a $3500 stipend in addition to a salary equivalent to that of an Indiana University faculty member of the same rank.

Interested candidates should submit an application by phone at 812-855-0854 by electronic mail at mffp@indiana.edu or by writing to the Minority Faculty Fellowship Program, Memorial Hall West 108, 1021 E. Third Street, Indiana University, Bloomington, IN 47405-4701. Applications can be submitted electronically at http://www.indiana.edu/~mffp.

Interested candidates must complete an application and submit it along with a complete electronic file of supporting documents including: a letter of interest, a resume, a list of publications, a teaching statement, and three letters of reference. These deadlines are necessary in order to provide departments and schools ample opportunity to evaluate applications and to set a timetable for all candidates. Applications will be accepted until the positions are filled.
ITHACA

ASSOCIATE
PROVOST/DEAN OF
GRADUATE STUDIES

Ithaca College invites applications and nominations for the position of Associate Provost/Dean of Graduate Studies.

The Associate Provost/Dean of Graduate Studies reports to and assists the Provost in academic planning and gives direction to new faculty development programs, provides leadership to graduate chairs and those in graduate programs, shares the graduate committee, and represents graduate programs in various policy making groups. The Associate Provost/Dean of Graduate Studies works directly with the deans and faculty on new program development, supervises the College's program review process, and provides staff support to the Provost as needed. In carrying out these responsibilities, the Associate Provost serves as a member of the Deans' Council, Senior and cabinet officers, and a member of the Academic Policy and Curriculum Committee, the all-college academic policy and curriculum review body, and the all-college budget committee.

Qualifications for the Associate Provost/Dean of Graduate Studies position include the ability to provide strong academic leadership, demonstrated administrative skill at the level of associate dean or above or at either a comprehensive or more complex academic institution, experience with faculty development programs, knowledge of and experience related to graduate education, commitment to a "team" approach in administration, significant involvement in curriculum development, successful teaching and scholarship performance experience, an earned doctorate or appropriate terminal degree, and well-developed interpersonal skills. The salary for the position is competitive and commensurate with credentials and experience.

Ithaca College is a comprehensive, residential college in New York State, and serves approximately 5,600 undergraduate and 350 graduate students with a full-time faculty of 490. The institution is comprised of the schools of Business, Park School of Communications, Health Sciences and Human Performance, Humanities and Sciences (the largest unit), and Music (the oldest unit). Located in the culturally rich and scenically beautiful Finger Lakes region of central New York, the College offers an excellent selection of undergraduate and graduate degree programs in a distinctive blend of liberal and professional education.

Review of applications will begin immediately and continue until the position is filled. The successful candidate should be able to assume the position in January 2000 or as soon thereafter as possible. Please submit a letter of application, a complete and current vita and the names and addresses of three professional references to:

Associate Provost/Dean of Graduate Studies Screening Committee
601 William A. Scholler, Special Assistant to the Provost
Ithaca College
350 Job Hall
Ithaca, NY 14850-7012

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups, including persons with disabilities, minority veterans and women, are encouraged to apply.

RARITAN VALLEY
COMMUNITY COLLEGE

President

The Board of Trustees of Raritan Valley Community College (RVCC) invites nominations for the position of President. The President is the Chief Executive Officer of the College and reports directly to its fourteen-member governing board.

RVCC has garnered six national awards over the past five years for excellence in faculty instruction, innovative new courses, distinctive leadership, integrating technology into instruction and offering international resources to the business community. It has set national precedent by freezing tuition for five consecutive years including the '99 - '00 academic year. The College recently opened the Advanced Technology Communication Center, serving as a conduit between the college and the business community, and a new Science and Technology Laboratory Complex is set to open in early 2001.

The College's 1999 - 2002 strategic plan focuses on establishing RVCC as a Regional Higher Education Center, collaborating with other colleges and universities to offer baccalaureate and graduate degree programs on campus.

RVCC is a bi-county college in New Jersey, supporting both Somerset and Hunterdon counties. Somerset and Hunterdon counties continue to be identified in the top ten for the fastest growing and wealthiest areas in the country. Located in North Branch, New Jersey, the 240-acre suburban rural campus is sixty minutes from both New York City and Philadelphia. It offers 73 associate degrees and certificates to a student body of over 6,000 and customized training programs and non-credit courses are taken by over 5,000 corporate employees. RVCC can be located on the web at www.raritanval.edu.

The position will remain open to nominations until a select list of candidates is put forward for final consideration by the Board of Trustees; however, the search committee, comprised of students, faculty, staff, community members and trustees, intends to begin its screening of candidate files by the end of October. Nominations should be addressed to:

Dr. John McGuire
Chair, Presidential Search Committee
C/O College and Community Relations
Raritan Valley Community College
PO Box 3300
Somerville, NJ 08876

Robert Moran and Shelly Weiss Storbeck of the A T Kearney Education Practice are assisting the Board and Search Committee in this search, and interested parties are also invited to contact them: A T Kearney, Inc., Education Practice, 333 John Carlyle Street, Alexandria, VA 22314, Phone: 703.796.4637, Fax: 703.915.1782

Raritan Valley Community College is an affirmative action, equal opportunity employer. It actively seeks and encourages nominations from women and members of the underrepresented population.

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1-800-687-6000 • www.tamuk.edu
DIRECTOR OF STUDENT ACTIVITIES

Candidate will provide leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Reports to the campus Dean for Student Services and is responsible for developing and administering programs for new freshman and currently enrolled students.

Master's degree required: degree in Student Personnel Administration, Counseling, Student Development, Higher Education or a related field. Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Strong managerial and supervisory skills with the capability to establish priorities and function as a leader; manage multiple budgets with excellent computer, communication and interpersonal skills; ability to relate to an ethnically diverse college community

Salary: commensurate with education and experience with excellent benefits. Starting Date: ASAP. Application Deadline: 10/08/99

Applicants should reference position number (60-69) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcripts, and (4) list of three professional references (names, addresses and telephone numbers) to:

Judy Chastony
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

Georgia Perimeter College

UNIVERSITY OF MARYLAND

Executive Director
Distributed Learning

The Office of Continuing and Extended Education (OCEE) is seeking a team-oriented visionary with the technological expertise to excel in this important, newly created position. Under the general direction of the Associate Provost and Dean, the Executive Director, Distributed Learning (DL) will develop strategies to support and expand faculty interest and participation in the use of DL programs which are consistent with the strategic mission of the university and its colleges. The Executive Director will be the primary contact in OCEE for developing the required technological links to provide continuing education (CE) programs at a distance and will interface with offices on campus that provide web-related technical services, and other academic and administrative student support service units.

The Executive Director will lead the start-up development, course conversion, and management of credit and non-credit programs offered through a variety of media. Responsibilities include identifying strategic opportunities in DL, establishing and maintaining partnerships that increase electronically-mediated CE, and coordinating web-based curriculum development and delivery across campus. The successful candidate must have demonstrated ability to build relationships with campus academic and administrative units, and with industry, government agencies, and non-profit representatives.

As a senior executive within OCEE, the Executive Director is also expected to demonstrate leadership and to fund a capacity for mentoring staff. This function is critical because the organization is creating a culture of excellence in program consultation, quality and access and establishing a concrete expression of the University of Maryland's expanded CE mandate.

Required: a thorough understanding of computer and DL technologies with experience in both web-based and satellite delivery start-ups, the ability to coordinate and negotiate with academic units, experience developing partnerships and working with DL vendors, knowledge of issues facing adult learners, experience with budgeting and financial management, supervisory organizational, interpersonal, analytical, planning, and written and oral communication skills. A master's degree, preferably in instructional design or a related field, and five years progressively responsible experience in higher education are required. A doctorate is preferred. Success in obtaining external funding through grant proposals is desirable.

Send resume and letter of interest with names of three professional references to:

Rosemary Blunck
2103 Rockord Armory
University of Maryland
College Park, MD 20742-5321

For best consideration submit application materials by September 15th, 1999.

The University of Maryland is an equal opportunity, affirmative action employer.
LOYOLA LAW SCHOOL

Loyola Law School, Los Angeles (ABA and AALS, 1957) receives applications and nominations for Dean of the Law School. The position commences July 1, 2000. Loyola is dedicated to excellence in teaching and legal scholarship. As a Jesuit institution, it seeks to produce lawyers who in their practice of law and commitment to public service demonstrate the highest standards of personal integrity and professional ethics. The Law School has approximately 1,335 day and evening students (40% minority) and 65 full-time faculty (60% women), of all backgrounds and faiths. Loyola has a strong commitment to public interest, including a mandatory pro bono service requirement. It houses four on-campus centers - the Cancer Legal Resource Center, the Center for Conflict Resolution, the Disability Mediation Center, and the Western Law Center for Disability Rights. Loyola operates summer programs in Beijing, Bologna, and Costa Rica. It plans to offer a Master's in Taxation starting in Fall 2000. The Law School, located near downtown Los Angeles, has one of the largest private law library collections in the western United States and is situated on a stunning campus designed by internationally acclaimed architect Frank Gehry. The Law School is part of Loyola Marymount University. The Dean reports directly to the University President. Candidates should have strong academic credentials, be members of the bar, possess scholarly, administrative and leadership abilities, and have at least five years' experience on a law faculty. The Law School welcomes applications from minorities and women. Send an application consisting of a letter and resume (or nominations) to:

Prof. Christopher May, Chair
Dean Search Committee
Loyola Law School
919 S. Albany St.
Los Angeles, CA 90015-0019

Screening of applications begins in September. Applications will be accepted through October 15, 1999. For more information, visit the School's web site at http://www.lls.edu.

SPEECH/LANGUAGE SPECIALIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Make assessments, analyzes and classifications of students' communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language deficiencies. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators, and the child study team and participates in the planning of educational programs for children with communication disabilities.

Required: A Master's Degree in Speech-Language Pathology from an accredited institution. New Jersey Speech-Language Specialist certification or license.

Application: Submit a letter of application, resume, official transcripts, certification, work experience and names, addresses and telephone numbers of at least 3 professional references.

NEW JERSEY CITY UNIVERSITY

Mr. Dennis Paparella, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07306
(201)900-3138

Applications must be received by September 27, 1999.

EXECUTIVE DIRECTOR

HOUSTON ALLIANCE
FOR MINORITY PARTICIPATION (AMP)

Responsibilities: Develops, plans, coordinates activities of a 5-year multi-institutional NSF-sponsored program to increase numbers of baccalaureate degrees granted to underrepresented minorities in science, math, engineering and technology in the greater Houston and San Marcos areas. Maintains communication among institutions and committees, organizes meetings, oversees recruitment, database, website and Learning and Information Center maintenance, and coordinates fundraising. Promotes the program with the local school district, university faculty, corporate and institutional media representatives, and the public. Responsible for budget oversight and prepares reports as required. Writes educational grant proposals to support scholarships. Ensures thorough documentation, evaluation, and dissemination of AMP outcomes. Attends all meetings of the inter-institutional Steering Committee and the Governing Board. Occasional travel by car is necessary. Reports to the Project Director and Co-Director.

Requirements: An earned doctorate in one of the following disciplines: natural sciences, mathematics, engineering or Computer-literacy competent in database management. Knowledge of and sensitivity to issues related to minority undergraduate education at least five years' experience in program management, excellent interpersonal, communications, public speaking writing, and administrative skills. Demonstrated success in procuring funding through grant writing.

Review of applications begins October 1, 1999 and will continue until filled. A letter of application, vita and contact information for three professional references should be sent to:

Dr. John Bear
Dean, College of Natural Sciences and Mathematics
University of Houston
4800 Calhoun
Houston, TX 77204-5502

The University of Houston is an equal opportunity affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

For more information about the University of Houston, visit our web site at http://www.uh.edu.
Sedimentology/Microbial Geology

The Department of Geology and Geography invites applications for a tenure-eligible position starting August, 2000, at the rank of assistant professor. The successful candidate will be expected to teach at both the undergraduate and graduate levels in geology and geoscience, supervise student theses, and to establish a productive research program in their field of expertise. The Department offers Bachelor of Arts and Bachelor of Science degrees in Geology, and Masters degrees in Geology and Environmental Science. Active participation in the University's interdisciplinary Masters program in environmental science is required. Candidate will be expected to foster interaction with ongoing research in paleoecology, carbonate sedimentology, geochemistry and structural geology. In addition to the general employment requirements defined above, the applicant will be expected to teach courses in their field of specialty and occasional courses in sedimentary geology, environmental geology, and computer applications.

An earned Ph.D. in the geosciences is required at the time of appointment. The successful applicant must have an emphasis in sedimentology with a focus on microbial processes and/or other biogenic interactions in the genesis of sediments or rocks, and must be strongly field oriented. Proficiency in the integration of these studies with the interpretation of the global sedimentology record and/or sedimentology processes is required. Qualified applicants must have demonstrated successful teaching experience, and excellent communication skills.

Applications should submit letter of application addressing qualifications and experience, curriculum vitae, description of teaching and research interests, selected copies of relevant publications, evidence of teaching excellence, transcripts of academic work, and the names of at least three professional references (include postal and E-mail addresses) to:

Dr. Collette Burke, Chair
Department of Geology
Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0027

The department will begin evaluating applications as they arrive and continue until the position is filled. For full consideration, complete application packages must be received no later than November 1, 1999. The successful applicant will demonstrate a commitment to diversity and the diverse populations of Wichita State University.

Wichita State University is an AA/EOE. Women and minorities are encouraged to apply.

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Director, Division of Neuroscience and Basic Behavioral Science
National Institute of Mental Health
National Institutes of Health

The National Institute of Mental Health (NIMH) is seeking applications for the position of DIRECTOR, DIVISION OF NEUROSCIENCE AND BASIC BEHAVIORAL SCIENCE, a major component of the Extramural Program.

The Division of Neuroscience and Basic Behavioral Science (DNBBS) will serve as the major program in the study of mental health; to stimulate the expansion of resources for mental health research that are both nationally and internationally; and actively participate in determining program priorities and funding levels. The Director, DNBBS, will oversee a budget of approximately $250 million per year and a staff of 50 employees.

As Director, DNBBS, the incumbent will be responsible for the development, direction, coordination and evaluation of grant programs and activities of the Division.

The Division supports a wide range of basic and clinical neuroscience research, genetics and therapeutics research, basic behavioral research, research training and resource development, and research dissemination, to further understand the etiology, treatment and prevention of brain disorders.

The ideal candidate should possess: leadership and management experience in a basic, clinical, or behavioral research program of national standing; a M.D. or Ph.D. degree in Psychology, Psychiatry, Neuroscience, Psychobiology; or related field (equivalent training); extensive knowledge of and experience in the neurosciences behavioral sciences, or psychobiology and their relationship to mental illness and related brain disorders. Applicants should provide written documentation of how they meet the following requirements: 1) Knowledge and ability to lead a scientific program of national and international scope involving neuroscience and basic behavioral science; 2) Ability to provide leadership and manage one to a large multi-disciplinary research program of national scope and complexity with extensive managerial and executive level responsibilities.

This position is located in the Headquarters of NIMH in Bethesda, Maryland, and is a tenure/permanent position in the Senior Executive Service (SES). Annual salary range is $110,351 to $125,900 per annum, depending on qualifications. Physicians may be eligible for a Physicians Comparability Allowance of up to $20,000 per year. A recruitment bonus of up to 25% may be available to a non-Federal candidate selected for this position. A relocation bonus of up to 25% may be available to permanent Federal employees who relocate to accept this position, subject to individual approval. The full range of generous Federal benefits, retirement, and vacation are included.

HOW TO APPLY: Applicants must submit a cover letter, resume, application for Federal Employment, OF-612, or any other equivalent written format that addresses the requirements AND a bibliography. Application procedures and qualification requirements may be accessed on the NIH Web site at http://www1.od.nih.gov/ohrm/hrinfo/ses/vacancy

SEND APPLICATIONS TO: Ms. Margot Darby, NIMH Personnel Management Branch, 6001 Executive Boulevard, Room 8154, MSC 9651, Bethesda, Maryland 20892-9651 (local phone: 301-443-1000; FAX: 301-443-1094; E-MAIL: mdarby@nih.gov).

Selection for this position will be based solely on merit, with no discrimination for non-merit reasons such as race, color, religion, gender, national origin, political affiliation, marital status, disability, age, sexual orientation or membership or non-membership in an employee organization.

APPLICATIONS WILL BE ACCEPTED THROUGH SEPTEMBER 30, 1999.

NIH is an Equal Opportunity Employer
Bentley College, the Business School for the Information Age, is developing ground-breaking curricula for the 21st century based on the full integration of information technology throughout our business curriculum, in support of the learning process and in course content. In Fall 1999, we will begin to matriculate students in our highly innovative Information Age MBA and other technology-focused degrees - in areas such as Accounting Information Systems, Information Age Marketing, Human Factors in Information Design, and Global Financial Analysis. Also, beginning in the Fall, our undergraduates will begin a sequential, cross-disciplinary, and information technology-intensive business core curriculum. Recently, the Trustees created special new tenured positions for faculty members able to provide leadership in continuing the development of pedagogically advanced information technology programs and centers.

We have information age facilities that complement our program offerings. At the Hughey Center for Financial Services, Bentley students hone their skills in one of the very few trading rooms in an academic setting in the nation. Hands-on, state-of-the-art opportunities will soon be available in our Marketing Technologies Showcase lab and in the College’s new Accounting Center for Electronic Learning and Business Measurement. An additional high technology academic building is under construction.

CONTINUING SEARCH
TRUSTEE PROFESSORSHIP

Bentley has recently hired new Trustee Professors and seeks another to be appointed for Fall 2000. Recent articles in Fortune and CIO Magazine highlight Bentley’s emergence as the technology-focused business school in the country. We seek an outstanding individual, poised to provide leadership in interdisciplinary information technology teaching and scholarship, who would thrive in our environment of continuing growth. Trustee Professors are asked to participate extensively in curriculum/program development. Their teaching load is one course per semester and they receive College resources such as summer grants and graduate assistant support.

We anticipate that candidates for this special position will currently be Assistant or Associate Professors who, if appointed, will enter Bentley with tenure. The initial term of appointment as Trustee Professor is for five years and is renewable. The Trustee Professor will be appointed in a traditional business department such as Accountancy, Computer Information Systems, Finance, Management, Operations Management, or Marketing. The ideal candidate will demonstrate scholarly interests in both information technology and one or more of these departments and disciplines.

For best consideration, apply by 11/15/99 to: Dr. H. Lee Schorff, Vice President for Academic Affairs, Bentley College, 175 Forest Street, Waltham, MA 02452-4705.

Candidates will be considered until the position is filled.

Visit our website at: www.bentley.edu

Bentley College is an equal opportunity employer building strength through diversity and welcome applications for under-represented groups.

For other employment opportunities, call our 24-hour Job Hotline at (781) 891-2889.

Manchester Community-Technical College is the largest of Connecticut’s Community Technical Colleges. MCTC is in the process of building a state-of-the-art $26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000. MCTC is seeking candidates for the position of:

Instructor of Accounting/Finance

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mctc.commnet.ct.us or call (860) 647-5153.
Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than October 11, 1999

ECE-AAMF
PRESIDENT
Central Washington University

Central Washington University is poised to make major advancements in providing distinctive educational experiences that bring value and opportunity to a diverse student population. The University seeks a leader of exceptional academic credentials and experience who can provide the vision and energy to effectively mobilize the strengths and talents of the University community to create a future that is consistent with its academic purpose.

ACADEMIC PURPOSE: The University is committed to teaching as the means to facilitate learning. All members of the university community support a relationship between teacher and student which makes them both partners in learning, scholarship, research, creative expression and the application of knowledge to solve human and societal problems.

ACADEMIC CREDENTIALS AND EXPERIENCE: The minimum qualification is an earned doctorate from an accredited institution of higher education.

IDEALLY, LEADING CANDIDATES SHOULD DEMONSTRATE A STRONG RECORD OF: Teaching, scholarship and service in academic rank that is commensurate with a faculty appointment at the associate or full professor level; effective leadership at a level comparable to an academic dean or above; leadership based on consensus building and shared governance, commitment to undergraduate and graduate education at a student-centered institution.

KNOWLEDGE AND COMPETENCIES THAT ENCOMPASS: Academic planning and program development; current issues in public higher education; enrollment management; institutional strategic planning and budgeting; instructional technology; support for the value of diversity; securing resources to advance academic purpose.

LEADERSHIP CHARACTERISTICS: Personal and professional integrity; commitment to the academic purpose of the University; ability to establish and maintain effective student, faculty and staff relations; capacity to facilitate relations within the community, state and region; ability to promote the University through political processes; effective interpersonal and communication skills.

UNIVERSITY PROFILE: Central Washington University is one of six state-assisted, four-year institution of higher education in Washington. A regional comprehensive university, CUW offers baccalaureate and graduate degrees in more than 90 academic programs. Throughout its history, the University has distinguished itself in many ways, most notably through its quality teaching and academic programs, its student-centered orientation, and its commitment to research, outreach and provision of lifelong learning opportunities to the citizens of Washington. The University is comprised of the College of Arts and Humanities, College of the Sciences, College of Education and Professional Studies, and School of Business and Economics. CUW's 383 faculty have compiled an impressive record of teaching, scholarship and service.

Current enrollment is approximately 8,100 students, about 92 percent of whom are undergraduates. Roughly 6,700 students attend classes on the Ellensburg campus with another 1,400 upper-division students enrolled at the University Centers located in Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee and Yakima. Through these centers, CUW has taken a leadership role in the state in providing educational opportunities for place-bound citizens.

CUW has been rated for three consecutive years in the top 100 "Best Buys" among colleges and universities in the United States. The University is governed by an eight-member board appointed by the Governor. The University budget is approximately $110M, and its current enrollment is approximately 5,477.

COMMUNITY PROFILE: The main campus is located in Ellensburg, a city of 15,000, situated east of the Cascade mountains in the Kittitas Valley, which is known as one of the finest living environments in the Pacific Northwest. Ellensburg's downtown, a thriving collection of restaurants, shops and galleries, is a national historic landmark recognized for its Victorian architecture. Ellensburg is accessible to a variety of outdoor recreational activities, cultural events and historical attractions from Yakima and the Columbia River basin to the south and to Wenatchee-Leavenworth and the northern Cascade mountains to the north. The city is a two-hour drive from Seattle, a major cultural center of the Pacific Northwest. For in-depth information about Ellensburg, see www.ellensburg.wa.com

NOMINATION/APPLICATION INFORMATION
Applications and nominations should be directed to:
Dr. Roger Fouts, Chair
Presidential Search Committee
Office of the President
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926-7501

Applications should include a letter of interest, detailed vita and the names, addresses, and phone numbers of five references. Screening begins on October 1, 1999, and continues until the position is filled. See www.cwu.edu for more information.

CUW is an AA/EEO/Title IX Institution • 1111 500-560-3321

DEAN
College of Human Resources and Family Sciences

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Human Resources and Family Sciences.

The University of Nebraska is an AAU, Research 1, land-grant institution with a distinguished tradition of teaching and research in the major disciplines. With a current enrollment of approximately 23,000 undergraduate and graduate students, it is designed as the principal research and graduate institution in the state.

The College of Human Resources and Family Sciences has three departments: Family and Consumer Sciences; Nutritional Science and Dietetics, and Textiles, Clothing and Design. The College includes 50 faculty, 850 undergraduate and 108 graduate students, housed on two campuses.

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building and maintaining institutional linkages and a national reputation for excellence for the College. Applicants must hold the doctorate or other appropriate terminal degree. The successful candidate must have strong experience in teaching, research and/or outreach/extension and administrative experience in budget, planning, and personnel matters. A comprehensive position announcement is available on the Web site or from the address listed below.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Dean Richard Durst at 402-472-9349 for assistance.

The position begins as soon as possible. The University will begin screening applications on October 4, 1999, and continue until an appointment is made. Nominations are welcomed and applications, including letter of interest, vita, and contact information for at least three references who can speak to the candidate's current expertise, should be sent to HRF Search Committee
Dean Richard Durst, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

CONTACT INFORMATION
Tel: 402-472-9349
Fax: 402-472-9429
E-mail: quakerlin@unl.edu

http://www.unl.edu/hr/www/agency/hrf/dean.html
DEAN
COLLEGE OF HUMANITIES
http://www.mps.ohio-state.edu/humdean/

The Ohio State University invites nominations and applications for the position of Dean of the College of Humanities. The Dean is the chief administrative and budgetary officer of the College and reports directly to the Provost, the chief academic officer of the University.

The College is at the core of the University's goals of promoting academic excellence and improving the quality of the student experience. Many of the College's programs are highly ranked in their disciplines. The College's undergraduate and graduate programs are central to the University's instructional mission. The Ohio State University is a major research institution and the leading university of the state's higher education system. It is located in the state capital Columbus—a growing but highly affordable metropolitan area of about 1.5 million people Columbus is a wonderful place to live and work. (http://columbus oh us)

Nominations should be received by September 15, 1999, and, in order to guarantee full consideration, applications should be received by October 8, 1999. Applicants should send a letter, a curriculum vitae, and the names and addresses of at least three references to:

Robert Gold, Chairperson
Search Committee for College of Humanities Dean
154 Denney Hall
164 West 17th Avenue
Columbus, OH 43210

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans and individuals with disabilities are encouraged to apply.

MATHMATICS PROFESSOR

The State University of New York, Buffalo State College seeks three mathematicians to teach a typical course load of 9 hours, grow professionally through scholarly activities such as doing research, writing grants, and submitting publications; assist in the continuing development of our programs; participate in departmental/college committee work; and advise students. The individual may teach undergraduate mathematics, graduate mathematics education, and undergraduate and graduate mathematics research courses; supervise student teachers; evidence of effective teaching ability; potential for scholarship (including good oral and written communication skills); and knowledge of current issues of mathematics education.

Required: Ph.D. or Ed.D., specializing in mathematics education. With a strong background in mathematics; ability to teach undergraduate and graduate mathematics education courses; and evidence of effective teaching ability; potential for scholarship (including good oral and written communication skills); and knowledge of current issues of mathematics education.

Preferred: Certification experience teaching school mathematics; experience with using computer/calculator in the classroom; and interest in middle school mathematics teaching.

Review of applications will begin September 30, 1999 and continue until the positions are filled.

Send resume, vitae, and three references to:

Dr. Tom Giamborre, Chair
Mathematics Department
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222

Buffalo State College is an affirmative action, equal opportunity employer. The college serves nearly 11,000 students and offers 155 undergraduate and graduate programs.

DISTRICT DIRECTOR OF GRANTS

ID19-35610 - Woodson Campus, The District Director of Grants provides an overview of grants development for the College by working with campuses to determine annual and long-term goals and objectives for writing and obtaining grants. The Director of Grants researches and identifies grant sources and changes in the grant and funding requirements, communicates grant opportunities, and develops an annual status report detailing grants written and obtained. The Director of Grants must communicate effectively with the Campus Directors and College Committees included in the Executive Committee.

The Director must be able to identify strategies that support grant development to help achieve the College mission and goals. The Director works with College personnel to identify needs; coordinates College-wide grant development activities; monitors the award and evaluation of grants; and provides assistance in training campus personnel in guidelines for preparation of proposals and budgetary procedure; develops plans for identification of resources for implementation of grants; and assists project personnel in the resolution of special problems and grant refunding. The Director provides overall coordination of grant program administration and performs other duties as assigned. Req: Master's degree in Business or Public Administration, Finance or related field. 5 Years of professional experience in education, training or grant program administration. Ability to work in a multi-ethnic/multi-cultural environment. Must possess excellent verbal and written communication skills. The ability to work well under pressure is essential. Salary: $41,202 to $45,924 with Liberal Employee Benefit Program. Closing Date: Open until filled.

Formal application is required. Call: (305) 237-2050 for application and instructions. For special accommodations, contact the FL Relay Service TDD 1-800-955-8771. MDC/EOE (equal opportunity employer).

SARAH LAWRENCE COLLEGE

Sarah Lawrence College seeks applicants for a full-time, tenure track position in political theory, with an additional teaching interest in contemporary European politics. The position starts in September 2000. The successful applicant will have conducted research and teaching in an area of Political Theory from the Renaissance to the present. Those applicants with special interests in the philosophy of history, democratic theory, and human rights are especially encouraged to apply, although all specializations are welcome. The successful candidate will also be able to teach an occasional course in any area of contemporary European politics. Interested candidates should send current vita, three letters of recommendation, a letter describing intellectual interests and two course descriptions; and writing samples to:

Janet Held, Secretary/Political Theory Search
Sarah Lawrence College/Bronxville, NY 10708

THE UNIVERSITY OF TULSA
DIRECTOR OF ADMISSIONS AND FINANCIAL AID
COLLEGE OF LAW

The Director of Admissions and Financial Aid is primarily responsible for directing all aspects of the College's Admissions and Financial Aid Office. The position involves admissions, marketing, and administrative and need-based scholarships. The Director must also work with faculty members, alumni, and the relevant organization departments within the University, as well as with accreditation organization and prospective students. The Director must also work with the University's Student Financial Services Office to assure students receive information and appropriate assistance to receive loans and other financial aid. Some travel is required.

Minimum qualifications: a college degree, administrative experience, excellent communication and interpersonal skills, computer literacy, and the ability to organize and prioritize multiple tasks. A law degree and experience in admissions, special law school admissions, and preferred qualifications.

For more information about the College of Law visit our website at www.utulsa.edu/law.

The University of Tulsa, an Equal Opportunity/Affirmative Action Employer, is committed to diversifying its faculty and staff. Members of underrepresented groups including persons of color, people with disabilities, women, and veterans are strongly encouraged to apply. The position will be available October 15, 1999. Applicants will be accepted until the position is filled. To apply, please forward a letter of application, resume, and names, addresses, and telephone numbers of three references to:

The University of Tulsa, Office of Personnel Services
600 South College Avenue
Tulsa, Oklahoma 74104-2713
FAX: (918) 631-2110

DEAN
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Montclair State University is a comprehensive public university offering a broad range of programs to approximately 13,000 undergraduate and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Montclair State University offers degrees in more than 70 major areas of study and seven degrees at the Master’s and Doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 150 distinguished scholars and more than 3400 students, The College of Humanities and Social Sciences provides a rich variety of programs leading to the Bachelor of Arts and Master of Arts degrees. The College is the largest of the six schools and colleges at Montclair, and is organized into 15 departments and programs. These programs include: Anthropology; Classics; General Humanities; Communication Sciences and Disorders; English, French, German and Russian; History; Legal Studies; Linguistics; Philosophy and Religion; Political Science; Psychology; Social Work; Spanish and Italian; and several interdisciplinary programs including African American Studies, Women’s Studies, and Latin American and Latino Studies. The College is home to a number of other programs including the Psychoeducational Center, the Institute for the Advancement of Philosophy for Children, the Center for Archeological Studies and the Humanities Institute.

The College has successfully combined a traditional focus on liberal education with programs at both the undergraduate and graduate level that fulfill specific career objectives. The Dean, who is appointed by the President and reports to the Provost/President for Academic Affairs, serves as the chief academic and administrative officer of the College. The Dean will be expected to make intellectual and administrative contributions to the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development. The successful candidate will position the College in the framework of a shared academic governance. The Dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting, and development of faculty. She/he will be responsible for effectively representing the College at the campus, alumni, and external communities, and to provide leadership in the pursuit of the external resources required to augment State appropriations. The Dean will be a key member of the University’s core leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University to foster collaborations and partnerships across the campus.

QUALIFICATIONS: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, the candidate should possess:

• a commitment to excellence in teaching, learning, scholarship, and the application of knowledge
• a record of successful administration in higher education and a broad understanding of the trends in higher education
• a demonstrated record in the acquisition of external resources
• a thorough understanding of current needs in the humanities and social sciences
• experience with a demonstrated commitment to the retention and development of faculty
• the ability to foster collegial, collaborative work environments
• the ability to foster academic diversity and faculty services
• familiarity with the collective bargaining process
• strong interpersonal communication and listening skills

SALARY: Dependent upon qualifications

SEND LETTER AND RESUME TO: Department Chair, Search Committee
MONTCLAIR STATE UNIVERSITY
Box C316-V036A/K
Upper Montclair, NJ 07043

APPLY BY: Review of applications for the Dean of Humanities and Social Sciences will begin on October 15, 1999 and will continue until a suitable candidate is found. The anticipated starting date will be July 1, 2000

An Equal Opportunity/Affirmative Action Institution

1657
UNIVERSITY VERMONT

ASSISTANT DIRECTOR
University Communications

We are seeking an experienced professional to assist the Director of University Communications with media relations and constituency communications. The Assistant Director will be responsible for coordinating with the University's broad audiences about the many ways the University is fulfilling its mission. The Assistant Director will manage a team of communications officers in achieving a high level of sophistication in providing communications support to their assigned areas. The Assistant Director will also serve as a University spokesperson.

Founded in 1791, the University of Vermont is a comprehensive university with over 30,000 students in eight colleges and schools, along with the College of Medicine. A division of Continuing Education and a Graduate College, UVM reflects a unique blend of public land-grant mission and private college atmosphere. The University is located in Burlington, the state's largest city, and one of the nation's most livable and beautiful urban environments.

Candidates must have a minimum of five years of comprehensive communications experience, preferably in a management position. Knowledge of and experience with public relations, editorial, and administrative writing; demonstrated ability to identify trends and place stories in national media; excellent interpersonal and communications skills; a high level of creativity. A bachelor’s degree is necessary, an advanced degree is desirable. APPLY: In confidence; letter, resume, list of references and salary history to: University of Vermont Employment Office, 232 Waterman Building, 85 South Prospect St., Burlington, VT 05405. E-mail: employment@uvm.edu (RTF or HTML attachments)

Affirmative Action/Equal Opportunity Employer.

Youngstown State University
President

The Board of Trustees of Youngstown State University invites applications and nominations for the position of President. The appointment will begin on or before July 1, 2000.

Located on a picturesque 220-acre campus in Youngstown, Ohio, Youngstown State University offers over 25,000 students a broad curriculum in the schools of graduate studies, arts and sciences, and business administration. The College of Business Administration offers a variety of undergraduate programs and a 2-year associate degree. The College of Arts and Sciences offers a liberal arts education through the College of Arts and Sciences, College of Liberal Arts and Sciences, and College of Business Administration. The College of Graduate Studies offers graduate and professional programs in a variety of disciplines.

The College of Education offers undergraduate and graduate programs in education and health sciences.

Candidates must have a broad and diverse educational background and experience in higher education administration. The ideal candidate will possess a Ph.D. in higher education or a related field and a significant record of achievement in teaching, research, and administration.

Desired Presidential Characteristics

The Board seeks a candidate who is innovative, energetic, and committed to the mission of the University. The candidate should possess strong leadership skills, a commitment to academic excellence, and a demonstrated ability to build consensus and manage change.

Candidates must demonstrate a commitment to:

• Experience in leading an institution with a diverse student body from a variety of backgrounds.
• A vision for the future of higher education and the ability to articulate that vision in a compelling manner.
• A commitment to academic excellence and a record of achievement in teaching, research, and administration.

Candidates should also demonstrate:

• A record of successful fundraising and the ability to secure additional resources for the University.
• A commitment to diversity and a record of promoting the welfare of all students.
• A commitment to the enhancement of the University’s academic programs and the advancement of the University’s mission.
• A commitment to the advancement of the University’s research and creative activities.
• A commitment to the advancement of the University’s athletic programs.

Candidates should be willing to relocate to Youngstown, Ohio, and should be available for an initial interview in the late fall of 1999. The University will provide a competitive salary and benefits package.

Inquiries, nominations, and applications should be directed to:

Dr. Steven A. Beebe, Chair
Search Committee
Department of Music
Southwest Texas State University
601 University Drive
San Marcos, TX 78666

For more detailed position description and information about the Department of Music, go to: www.finearts.swt.edu/music/music.html

For application guidelines, search requirements, and interview information, please visit the website of the senior search consultant, University of Virginia, at: www.uncvapec.com

Review of credentials will begin in the fall of 1999. The search committee will meet in December 1999. Applications are due January 31, 1999. The University is an equal opportunity/affirmative action employer.
FACULTY POSITIONS

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research University that is student-centered and practice-oriented. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor’s, Master’s and Doctoral degrees to approximately 27,000 full-time and part-time students in eight colleges. Applications are invited for the following tenure-track faculty positions. Requirements include a strong commitment to teaching and research and tenure-track or tenure at the assistant/associate professor level.

ARTS AND SCIENCES

Communication Studies – Chair, candidates should be tenurable at the Associate or Full Professor level.
Anthropology – Cultural
Sociology – Aging, Medical, Urban, Race & Ethnicity, Social Inequality, Violence/Social Conflict
Economics – Urban

English – Technical Writing
Political Science – Comparative Politics, Western Europe, Latin America
Education – Elementary/Early Childhood, Curriculum & Instruction, Science, Math Education
Biology – Microbiology

BUSINESS

Accounting – Corporate, Managerial
Finance – Corporate
Marketing – Retail, Consumer Behavior
Management – International, Strategy, Entrepreneurship
MIS – Telecom, Database

ENGINEERING

Civil – Environmental
Electrical and Computer – Computer
Chemical – Biotechnology, Materials
Technology – Computer Technology

Nursing
Athletic Training – Pharmacy Practice
Physical Therapy
Speech-Language Pathology and Audiology

COMPUTER SCIENCE

CRIMINAL JUSTICE

LAW

Please send letter of application (indicating position of interest) and CV to: Provost Office, 112 Hayden Hall, Faculty Positions, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity Affirmative Action, Title IX Employer.

Grays Harbor College

Assistant Dean for Human Resources

Provide leadership for developing and sustaining a comprehensive program of human resources to include employee recruitment and retention, employment benefits, collective bargaining, legal mandates, affirmative action, employee assistance, programs for positive employee relations, training and development. Serve as key member of contract negotiations team. Develop and administer personnel policies and procedures. Prepare and maintain human resources budget.

SALARY: $55,500

QUALIFICATIONS: Bachelor degree required in Human Resource or Organizational Development. Social Sciences or related field. Master’s degree preferred. Minimum five years of progressively responsible Human Resources administration and AA/EEO experience, preferably in higher education, labor relations experience.

Position open until filled. Applications are encouraged.

DEPARTMENT OF HEALTH ADMINISTRATION AND POLICY
The University of Oklahoma Health Sciences Center
College of Public Health
Oklahoma City, OK

Position Announcement for

CHAIR OF HEALTH ADMINISTRATION POLICY

The University of Oklahoma Health Sciences Center is seeking to fill the position of chair of the Department of Health Administration and Policy. Minimum requirements for candidates wishing to be considered for the position are an earned doctorate in health administration and policy or a related field, a history of research funding and evidence of current scholarly activity/research, evidence of academic leadership, graduate teaching experience, strong leadership skills, and tenureability at the senior associate or full professor level.

Desirable traits for the position include previous experience with Accrediting Commission for Health Education Services (ACHES) program accreditation, experience advising graduate students and mentoring student research, evidence of strong management skills, and a history of community involvement. Additionally, the candidate should be recognized as an authority in a research field.

Applications will be reviewed as they are received. Candidates desiring additional guidance in preparing submissions may contact Dr. David Johnson at the address shown below, or visit the Department’s website at http://w3.ouhsc.edu/hap.

Interested applicants should send a curriculum vitae, and letter of application to:

David L. Johnson, Ph.D.
Health Administration and Policy Chair Search Committee
College of Public Health
The University of Oklahoma Health Sciences Center
P.O. Box 26901, CB-413
Oklahoma City, OK 73190

The University of Oklahoma Health Sciences Center is an Equal Opportunity/Affirmative Action Employer.

FACULTY VACANCY

In History

Oberlin College, History Department invites applications for a full-time, tenure-track faculty position to begin in fall, 2000. The position is at the rank of assistant professor. Responsibilities include teaching courses in the areas of Latin American History. Specialization in Latinx history is preferred, but candidates in other areas of Latin American history are also welcome. A Ph.D. in history is required. Candidates should have a strong interest in research, publishing, and teaching. A history of teaching experience at the college level is desirable.

Applications will be considered until the position is filled. Oberlin College is an Equal Opportunity/Affirmative Action employer.

OBERLIN
ASSISTANT PROFESSOR
CENTER FOR ENTREPRENEURSHIP
WICHITA STATE UNIVERSITY

DUTIES AND RESPONSIBILITIES
Tenure-eligible faculty position in the Center for Entrepreneurship Department of Marketing and Entrepreneurship, Wichita State University. Regularly, duties included:
- Teaching entrepreneurship small business and marketing courses with a strong communications component.
- Conducting scholarship research in areas related to entrepreneurship.
- Serving on university teams and committees.

QUALIFICATIONS
Earned Ph.D. in August 2000. Ph.D. related to communications. Ph.D. Record also considered. Demonstrated knowledge of effective communication skills proficiency in diverse and successful experience with diverse populations required.

EXPECTED RANK OF APPOINTMENT: Assistant

DEADLINE FOR RECEIPT OF APPLICATIONS: 10/15/09

APPLICATION MATERIALS CHECKLIST:
- A brief cover letter indicating your interests and qualifications for the position.
- Official transcripts reflecting degree status.
- A current curriculum vitae.
- Three letters of reference, including at least one who are the primary author.
- Teaching evaluations for all classes taught within the last two years.

SEND APPLICATION MATERIALS TO:
Terry W. Noel, Chair, Search Committee, Center for Entrepreneurship, Wichita State University, Wichita, KS 67260-0417. Phone: (316) 978-3003. Fax: (316) 978-3367.
SCHOOLS WORLDWIDE WEB SITE URL: http://www.wichita.edu
CENTER FOR ENTREPRENEURSHIP WEB SITE: http://www.wsu.edu/cfep

DeAnza College

Faculty Vacancies

English Instructor
Full-time, tenure-track opening beginning January 2000. This position will teach all developmental and Freshman English courses as long as well as general education and elective courses in the instruction area of cultural and literary interests and expertise.

ESL Instructor
Full-time, tenure-track opening beginning January 2000. The position is responsible for the position of teaching all levels of ESL.Emphasis is on in-service training and development courses such as Introduction to Sociology and Social Problems. Sociology, 20th Century Women & Men, Sex, Society, and Intimacy & Marriage.

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Real, Los Altos Hills, CA 94024
(650) 948-6717
employment@fandd.edu
THE UNIVERSITY OF MICHIGAN-DEARBORN

CHANCELLOR

Nominations and applications are invited for the position of chancellor of the University of Michigan-Dearborn, an interactive, student-centered institution committed to excellence in education, research, and service. The University of Michigan-Dearborn is one of three campuses of the University of Michigan, and is located on 190 acres of the former estate of automotive pioneer, Henry Ford. Grounded in the liberal arts and sciences, UM-Dearborn is a thriving educational community that offers high-quality, accessible undergraduate, graduate, professional, and continuing education programs to a diverse and talented student body primarily from southeastern Michigan. The campus comprises four academic units: the College of Arts, Sciences, and Letters; the College of Engineering and Computer Sciences; the School of Education; and the School of Management. One-third of the campus, more than 70 acres, is maintained as one of the largest natural areas in metropolitan Detroit, serving as a research and teaching facility. The campus serves more than 8,000 full-time and part-time commuting students, 5,000 undergraduate and 1,000 graduate.

The Chancellor of the University of Michigan-Dearborn, under the general direction of the President of the University of Michigan, serves as the chief administrator for this campus of 829 full-time and part-time faculty and staff. The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration.

We seek a chancellor who is committed to excellence in education and scholarship. Candidates should have outstanding leadership ability, substantial administrative experience in higher education, deep appreciation of academic values, the ability to effectively represent the UM-Dearborn to its constituencies and to the state legislature, experience in working with an urban, multi-cultural community, understanding of the appropriate public service roles of an urban, regional university, and demonstrated ability in fund raising.

Nominations and applications, including a letter describing qualifications for and interest in the position and a current curriculum vitae, should be sent to:

Professor Sidney Bolkosky, Chair
Search Advisory Committee for the Chancellor
University of Michigan-Dearborn
1070 Administration Building
4901 Evergreen Road
Dearborn, MI 48128-1491

Fax: 313-593-5204
Phone: 313-593-5500
E-Mail: umd_chancellor_search@umich.edu

Candidates are also encouraged to check for more information and for updates at the search website: www.umich.edu/pres/chancellor_search.

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

The University of Michigan is an equal opportunity, affirmative action employer and actively seeks the applications and nominations of qualified women and minorities.
FULL-TIME ADMINISTRATIVE POSITIONS

Upward Bound Project Director (Grant Funded-Level II)

Reporting to the Director of Partnerships, the Upward Bound Project Director will have overall responsibility for the project, high school participants, and staff. Coordinate all activities. Bachelor's degree (Master's preferred) plus a minimum of five years' working with high school college students required. Proposal writing and budgeting experience required. Schedule includes some evenings and weekends. Vac.: #G337 Salary: $22,062/- $25,300/.

Upward Bound Academic Advisor (Grant Funded-Level I)

Reporting to the Upward Bound Project Director, the Academic Advisor will provide workshops, individual and group advisement, career exploration activities, and information on postsecondary opportunities. Bachelor's degree (Master's preferred) and a minimum of two years' experience working with high school students required. Word processing and database program skills required. Schedule includes some evenings and weekends. Vac.: #G336 Salary: $25,786/- $47,507/.

Assistant Director (Grant Funded-Level I)

(Office of Adult and Continuing Education)

Responsibilities include overseeing all technological projects, engaging in business & community outreach, grant programs, course development, Bachelor's degree & minimum two (2) years' experience working with Web, telecommunications and computer-assisted instruction in teaching environment. Working knowledge of networking, Web-authoring, distance education and marketing a must. Vac.: #794 Salary: $45,000/ - $55,000/.

Perkins III Career Initiative Coordinator (Grant Funded-Level II)

Reporting to the Director of Partnerships, the Coordinator will provide students with information about career opportunities. Organize non-traditional career fairs; schedule site visits. Bachelor's degree (Master's preferred) and a minimum of four years' working in career services with adults required. Vac.: #G338 Salary: $35,000/- $45,000/.

The application deadline for each position is: September 30, 1999.

For complete details on each position, see our Web page at: www.bmcc.cuny.edu

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS PLEASE

UNIVERSITY OF SOUTHERN CALIFORNIA

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically ranked among the top 15 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is to produce quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty, promoting excellence in the School's educational and scholarly functions, planning and managing financial matters, leading the School's fundraising efforts, and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westfield, Search Committee Chair, Office of the Provost, University of Southern California, Box 4019, Los Angeles, CA 90089-0019. Applications should include a letter describing the candidate's qualifications, curriculum vitae, and names, addresses and telephone numbers of three references. Questions may be directed to Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippoli@usc.edu). Review of applications and nominations will begin immediately and continue until the position is filled.

The Law School is proud to be pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible communities.

PRESIDENT

The Evergreen State College seeks nominations and applications for the position of president to succeed Dr. Jane L. Jarvis, who is retiring after eight years of distinguished leadership. The successful candidate could assume the presidency as early as June 2000.

College Profile - Evergreen is a progressive public college of liberal arts with a national reputation for leadership in developing innovative, interdisciplinary, collaborative, and team-taught academic programs. Evergreen places teaching and learning first and is committed to creating an environment in which theory and practice are linked through internships, community-based projects, and other activities. It strives to be a community in which diverse students, faculty, and staff develop policy and make decisions collaboratively.

The 25-year-old college is state-funded with an annual operating budget of $58 million. The main campus is in Olympia, the state capital, between Seattle and Portland at the southern tip of Puget Sound. Enrollment is approximately 3,700 FTE, including more than 200 in three graduate programs. The college has a plan to grow to just under 5,000 FTE by 2110. Evergreen offers an expanding part-time studies program, upper-division programs at the Evergreen-Tacoma campus, and tribal community-based programs throughout the Olympic Peninsula. It also houses six public service centers.

Committed to equal opportunity, Evergreen is working to build a diverse staff, faculty and student body.

Who Should Apply - We encourage applicants from qualified people who have demonstrated the following: Ability to lead with consistency, honesty, and accountability; commitment to innovation in higher education; a distinguished record of scholarly, artistic, or professional achievement; commitment to equal opportunity and access in higher education; ability to work within and promote a multicultural and multi-ethnic community and curriculum; and a successful record in managing programs, budgets and finances. A doctorate is strongly preferred.

Application Procedure - Address requests for application packets and nominations to:

Presidential Search Committee
The Evergreen State College
Library 317
Olympia, WA 98505
Telephone: 360-666-6000, Ext. 6113
E-mail: husseyman@evergreen.edu

Review of applicants will begin in mid-October, final interviews scheduled for late January.

For more information about Evergreen, please visit our website at www.evergreen.edu
California State University, Long Beach
Tenure-Track Faculty Positions, 2000-2001

College of the Arts
- Arts Education: • Art, Dance, or Music
  • Art: • Ceramics • History • Graphic Design
  • Dance: • Modern Technique Composition
  • Design: • Industrial
  • Music: • Music Education • Director, Choral Studies

College of Business Administration
- Accounting
  • Finance, Real Estate, & Law
  • Information Systems
  • Management/Human Relations Mgmt
  • Marketing

College of Education
- Educational Psychology, Administration, & Counseling • Various
  • Liberal Arts (all joint): • Arts Ed • English Ed • Geography Ed
  • Teacher Education: • Various

College of Engineering
- Computer Engineering & Computer Science

College of Health & Human Services
- Communicative Disorders: • Speech Pathology
  • Criminal Justice: • Theory, Core, Law
  • Family & Consumer Sciences: • Communication
  • Health Care Administration: • General
  • Health Science: • Epidemiology Biostatistics
  • Kinesiology & P.E.: • Athletic Training • Sports Studies
  • Nursing, Medical Surgical: • Adv. Path. & Physio: • Informatics
  • Physical Therapy: • Musculoskeletal Orthopedic
  • Social Work: • General

College of Liberal Arts
- Anthropology • Physical
  • Black Studies: • Africana
  • Chicano-Latino Studies: • Various
  • Communication Studies: • Instructional • Interpersonal etc.
  • Comparative Literature & Classics: • 18th & 19th Century Europe
  • English: • Medieval Renaissance Literature • Education
  • Geography: • GIS Remote Sensing • Educ. (with Liberal Studies)
  • History: • Early 19th Century U.S.
  • Journalism: • Print Journalism
  • Linguistics: • Teaching ESL
  • Philosophy: • Cognitive Sci. • Epistemology, & Critical Thinking
  • Psychology: • Clinical • Industrial Organizational
  • Romance, German, & Russian Languages Spanish
  • Sociology: • Law & Criminology

College of Natural Sciences & Math
- Biological Sciences: • Various
  • Chemistry & Biochemistry: • Analytic Organic
  • Geological Sciences: • Geochemistry
  • Mathematics: • Education • Statistics
  • Science Education: • Elementary • Senior Science Educ. Chair

University Library
- Science Library

All positions are open until filled. Contact the Department for information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (462) 385-1111. Visit our web site at www.csulb.edu - acadaff.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, equality, and respect for the rights and sensibilities of each individual without regard to economic status, ethnic background, political views, sex, sexual orientation, or other personal characteristics or beliefs. AA/EO/Title IX Employer

Dean, Student Success & Matriculation
Foothill College

The position is responsible for Matriculation, MESA Program, Puente Program, Pass the Torch Program; outreach and recruitment; development, maintenance and evaluation of student success systems; college retention efforts and student outcomes. Master's degree required.

For application materials, contact
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
www.fhda.edu/district/hr/employment.html

Extended Review: September 24, 1999

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

VICE PRESIDENT
FOR STUDENT DEVELOPMENT

The College at Oneonta invites applications and nominations for the position of Vice President for Student Development SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access Program (UCAP for its students. The College, with 5,500 students and 250 full-time faculty, is located in the scenic Catskills, three and one half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu/).

The Vice President reports to the President of the College and is a member of the President's Cabinet. The Vice President will provide executive leadership in the administration of all student and college programs and services, including, but not limited to, academic advisement, admissions, career development, college union, counseling, health and wellness, financial aid, Greek life, international student services, and residence life. The Vice President maintains extensive involvement with students and is committed to a holistic approach to promoting a quality of student living and learning environment.

While a Master's degree is required, preference will be given to candidates who possess an earned doctorate degree, a proven record of increasing leadership responsibilities in student development activities, preferably on a residential campus. Demonstrated commitment to the collaboration between academics and co-curricular programs. Excellent interpersonal skills and significant experience in student personnel administrative, evidence of vision and planning will be important qualities to lead the Division of Student Development into the next century.

Send application letter resume, names, addresses and telephone numbers of three professional references and transcripts to Employment Opportunities, Box H, Office of Human Resources, 208 Nestor Administration Building, SUNY Oneonta, Oneonta, NY 13820-4015.

SUNY Oneonta is an EOE/A employer. Women and minorities are encouraged to apply.
AMHERST COLLEGE
ASSISTANT DIRECTOR OF PHYSICAL PLANT FOR DESIGN AND CONSTRUCTION

Amherst College, an independent, undergraduate, residential, liberal arts institution, has an opening for the position of Assistant Director of Physical Plant for Design and Construction. The Physical Plant includes 70 College buildings, 120 faculty residences and approximately 1,000 acres of land in the center of the Town of Amherst, MA. Reporting to the Director of Facilities Planning and Management, this position participates in the management, supervision, and execution of architectural and engineering design services in support of the College’s construction and renovation programs. Additional duties include major construction project administration and oversight, responsible for design and technical consultants. Position will also provide technical support to other divisions within the Physical Plant.

Reporting to the Assistant Director will be the Campus Utilities Engineer, a project manager and additional support staff as dictated by the scope and magnitude of ongoing projects. The Assistant Director will work in close collaboration with the Assistant Director for Operations to ensure that the design and construction programs are consistent with the overall departmental objectives.

Candidate shall have a minimum of six years experience in the field of architectural/engineering design, construction management, or physical plant management preferably in a college setting. An Engineering or Architectural Degree is required and professional certification in either discipline is preferred. Candidate should have a proven ability to administer multiple projects, an in-depth knowledge of federal and state regulations related to design and construction, and the ability to interpret contract documents. Strong interpersonal and analytical skills, ability to meet deadlines, and computer proficiency required. Interested candidates should forward a letter of application, resume and the names of three references to Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000. Applications will be accepted until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action Employer and encourages women, minorities and disabled persons to apply.

FULL-TIME ADMINISTRATIVE POSITIONS

Director of Counseling (HEO)
Amherst College invites applications from women and men to serve as a central student support resource by providing counseling services to students; establishing and maintaining a strong relationship with the campus community; and developing and implementing strategies for student support services. The successful candidate will have a Ph.D. in Counseling Psychology or a related field and related experience. For complete details, please contact: Ms. Gwen O’Leary, Director of Human Resources, Amherst College, 234 Edgerton Hall, Box 2204, Amherst, MA 01002-5000. Applications will be accepted until the position is filled. Applications will not be acknowledged. Out of consideration for applicants, resumes will not be acknowledged. Out of consideration for applicants, resumes will not be acknowledged.

OFFICE OF HUMAN RESOURCES
234 Edgerton Hall
Amherst College
Amherst, MA 01002-5000

THE COLLECTION
WOOSTER
1189 Beall Avenue
Wooster, Ohio 44691-2363

Mathematical Sciences
Psychology
Spanish

Tenure-Track Appointments beginning Fall, 2000

The positions are being posted jointly with the Five Colleges of Ohio Consortium. For complete job descriptions, please see www.wooster.edu. Please click on Inside Wooster, and click on Employment Opportunities or call or e-mail Linda Farmer at 330-263-2133. Chairpersons at wooster.edu

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College
119 Chambers Street
New York, NY 10007

1664 BEST COPY AVAILABLE
DIRECTOR
National Center for Atmospheric Research
The University Corporation for Atmospheric Research (UCAR) invites applications and nominations for the position of Director at the National Center for Atmospheric Research (NCAR). UCAR intends to fill the position promptly, and seeks to have a new Director in place by early 2006.

The Director of NCAR is the executive and scientific leader of NCAR, and is responsible for the scientific direction and productivity of NCAR research and facilities programs, including the formulation and execution of plans, budgets, and priorities, as well as directing all phases of the operations of the national center.

The successful candidate will have demonstrated the ability to lead on a broad intellectual front and will possess a significant record of scientific or technical achievement in the atmosphere or related sciences. He or she will have demonstrated successful planning, management, execution and administration of complex research or facility activities and will possess a breadth of interest, vision and judgement.

Salary will be based on qualifications, and is subject to the approval of the National Science Foundation. UCAR is an equal opportunity affirmative action employer, and offers a competitive employee benefits package.

The National Center for Atmospheric Research (NCAR) is a federally-funded laboratory operated by the 61-university nonprofit consortium, the University Corporation for Atmospheric Research (UCAR). Headquartered in Boulder, Colorado, NCAR has approximately 800 staff members and annual expenditures of about $100 million.

Application materials should be submitted to the search committee by early 2006. The successful candidate will be announced shortly thereafter. Applications should be accompanied by a complete curriculum vitae and address all correspondence to:

NCAR Director Search Committee
University Corporation For Atmospheric Research
P.O. Box 3000
Boulder, CO 80307-3000

Additional information is available at www.ucar.edu/ncarg/director

WILLIAM PATTERSON UNIVERSITY
The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to preparing future students for success. The University is dedicated to excellence in teaching, learning, scholarship, and community collaboration with opportunities for lifelong learning. Being a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21:1 for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, fourteen miles west of New York City.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY
(Search Extended)

The Director of Instruction and Research Technology provides vision, leadership and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five colleges at the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology.

Responsibilities include management of public access computing facilities; training programs for faculty; oversight and administration of the unit budget, and preparation of related grant proposals and other documents. The functions defined in the unit include: Student Technology, Instructional Design, Media Services, and Video Communication (satellite up/downlinking, and broadcast, cable, and interactive facilties to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology teaching and learning.

Requirements include at least five years related professional experience in higher education and experience working directly with faculty in this context. Evidence of a strong user-service orientation; evidence of scholarship and excellent written, oral, and interpersonal skills is required. Experience with use of the Internet (Web, e-mail, and other delivery methods); experience as a teaching faculty member helpful; knowledge of the use of statistical software for research (SAS, SPSS) and a doctorate in an academic discipline with experience in the use of technology to support teaching and learning is required.

ASSISTANT DEAN GRADUATE STUDIES
(Search Extended)

Reporting to the Associate Vice President and Dean for Graduate Studies and Research, the Assistant Dean is responsible for graduate student marketing, recruitment, and admission, provides information and guidance for enrollment management at the graduate level, assists in improving the quality of graduate student services; works with Department Chairs and Graduate Program Directors to recommend and implement educational policies and procedures; ensures degree and audit requirements are met; audits and monitors student academic progress toward degree completion; supervises the staff in the Office of Graduate Studies, and manages the graduate assistant selection and placement processes.

Minimum qualifications include an earned doctorate, experience in administrative, curriculum, and/or research-related processes, and managing graduate student recruitment and admission, and excellent interpersonal and written communication skills. The ability to work effectively with faculty, staff, and students is required.

Salary is negotiable and commensurate with experience and the national graduate education market. Please submit cover letter, curriculum vitae and contact three references to: Dr. Robert Sheal, Executive Assistant to the Provost and Executive Vice President, Rauhinger Hall, Drexel Park, New Jersey 07490. Additional information about the University can be found at http://www.wpu.edu. The review of applications will begin immediately and continue until each position is filled.

UNIVERSITY OF NEW HAMPSHIRE
The University of New Hampshire (UNH) is a comprehensive public university located in Durham, New Hampshire, with branch campuses at Manchester, Gulf Stream, and St. Paul. UNH is committed to enhancing the diversity of its faculty and staff, and encourages applications from women, persons of color, persons with disabilities and veterans.

ASSOCIATE DIRECTOR OF ADMISSIONS
(Coordinator for Diversity and Inclusion)

Responsibilities: Provide leadership in the coordination and development of admissions programs and activities specific to the enrollment of traditional and non-traditional students of color. Represent the University to prospective students, guidance personnel, and community service personnel through recruitment travel, counselor and pre-registration decisions. Perform Undergraduate Admissions applications review and admissions office management and perform liaison duties with UNH faculty, staff, students, and alumni, as appropriate. Perform other duties as assigned.

Minimum Qualifications: Bachelor's degree and at least five years related experience or Master's degree and three years experience with documented successful experience in student service or an education related environment. Preference will be given to candidates with documented record of facilitating achievement among diverse populations. Must demonstrate excellent skills in the areas of spoken communication, project management, and writing. A valid driver's license is required. Familiarity with personal computers and fluency in Spanish are helpful.

Salary: $34,770 to $40,040. Starting salary normally not to exceed $39,440.

Application deadline is September 27, 1999. Send resume and list of at least three references to:

James Washington, Jr.
Director of Admissions
Grant House
4 Garrison Avenue
University of New Hampshire
Durham, NH 03824

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.
Assistant Professor/Instructor

The Department of Government invites applications for a full-time, tenure-track position in American Politics at the rank of Assistant Professor or Instructor, beginning in September 2000. Candidates should be capable of teaching courses in the following fields: state and local government and politics, public administration, and interest group politics. The successful candidate will also be expected to teach sections of an introductory course in American government and politics. The Department particularly welcomes applicants with a commitment to teach, conduct research, and organize internships and other student activities focused on state and local politics, administration, and policies. Completed Ph.D. or ABD status in Political Science is required.

Screening of applications will begin in December 1999 and continue until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: Professor Aldo C. Vacs, Chair, Department of Government, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

Visit our website at http://www.skidmore.edu

President

The Board of Trustees of Washington State Community College District 13 invites applications and nominations for the position of President of Spokane Falls Community College (SFCC), one of three publicly funded education institutions comprising Community Colleges of Spokane.

At SFCC, the President is the chief executive officer and reports to the Division Chancellor/chief executive officer. The Chancellor reports to the five-member board of trustees appointed by the governor for five-year terms.

The board, along with the Chancellor and SFCC administration, seeks an academic, visionary, and resourceful leader who will guide the college in meeting the challenges of an era of changing expectations about community colleges and the future of higher education.

SFCC serves approximately 5,100 students each quarter, the majority enrolled at the college’s well-regarded A.A. liberal arts transfer programs. About 25 percent of SFCC students are enrolled in professional technical programs.

Application Information

Applicants may request a presidential search brochure which includes details about Spokane Falls Community College, opportunities and challenges at the college, a presidential profile, and application instructions. Inquiries should be directed to: Ms. Mary Ann Sanger, Chair, SFCC Presidential Search Committee, c/o Mr. Karen Brown, Search Consultant, Anonymous Community College Trustees (ACCT), 4100-10 Redmond Rd. #215, Oakladian, CA 94619.

Telephone: (509) 535-3356 Fax: (509) 535-3355 Email: karend@navigator.com or washington@wou.edu

The Internet address for Spokane Falls Community College is www.spokanecollege.wa.us.

For additional information, contact Dr. N. Anderson, search consultant, Anonymous Community College Trustees (ACCT), 4100-10 Redmond Rd. #215, Oakladian, CA 94619.

Telephone: (509) 535-3356 Fax: (509) 535-3355 Email: dambrook@wou.edu

All inquiries, nominations and applications will be held in strictest confidence. Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the diversity of its services are welcome.

Nominations and applications will be accepted until the position is filled. However, the SFCC Presidential Search Committee will begin reviewing applications Sept. 20, 1999. The SFCC President will be appointed by the Chancellor/CEO in consultation with the CSS Board of Trustees.
PRESIDENT
PACE UNIVERSITY

The Trustees of Pace University are conducting a nationwide search for a new President. The University, founded in 1906, is a large comprehensive University with campuses in New York City and Westchester, an endowment approaching $100 million and a reputation for excellent teaching. Its 30,000 alumni include prominent leaders of the civic and business communities. The University consists of six colleges and schools that offer a wide range of academic and professional programs for a large diverse population of nearly 14,000 students in for-credit programs and affiliated offerings.

Candidates must believe in the importance of higher education; possess recognized academic or comparable professional credentials; and have a record of administrative accomplishments, ideally in a multi-campus setting; a talent for expressing institutional goals and values to all relevant constituencies; and a commitment to increase the University’s financial support from various sources.

The Search Committee invites applications and nominations for the position, which should be sent prior to October 8, 1999:

Malcolm MacKay
Managing Director
Russell Reynolds Associates
200 Park Avenue
New York, New York 10166
Fax: (212) 351-2102
e-mail: mmackay@russellreynolds.com

Pace is an Equal Opportunity/Affirmative Action employer and is committed to maintaining a diverse learning and working environment. Women and minorities are encouraged to apply.

UIC
ADMINISTRATION

ASSOCIATE DIRECTOR
OF CAMPUS UNIONS

The University of Illinois at Chicago is seeking an Associate Director for one of its ten Student Unions, the Chicago Circle Center.

The Chicago Circle Center is the home of a wide array of Dining Facilities, Lounges, Recreational Spaces, Meeting Facilities and Student Program Activities, as well as Retail Services and Student Computer Labs.

Reporting to the Director of Campus Unions, the Associate Director is responsible for administration and direct supervision of the day-to-day operation of the Chicago Circle Center. Characteristic duties include supervision of maintenance, housekeeping and building operations staff; development and interpretation of policies; coordination of building security; and management of remodeling/renovation projects. The Associate Director serves as liaison between student organizations, building tenants, University departments, and guests.

The candidate’s past experience must have demonstrated a high level of customer service expertise, independent decision making, exemplary communication skills, and understanding support of the philosophy of Campus Unions.

This is a highly visible and challenging position, requiring a Master’s Degree in a related field. A minimum of ten years experience in a college union as a department head for a unit which serves students, faculty and staff is required. Salary is competitive and commensurate with experience.

Send letter of application, resume and the names of three references to:

Shaune Sisac
Auxiliaries Employment Director
Associate Director, Campus Unions
Room 2560 Student Services Building
1200 West Harrison Street
Chicago, Illinois 60607

For fullest consideration, applications/resumes must be received by September 26, 1999. Start date: ASAP.

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UNIVERSITY OF FLORIDA
FACULTY POSITION: RADIO-TV NEWS
Radio-TV news, Department of Telecommunication, College of Journalism and Communications, University of Florida, seeks applications for 9-month, tenure-track assistant professor position to begin August 2000. Details on requirements and duties available at www.jou.ufl.edu/tele or contact Chair, News Search Committee, Department of Telecommunication, University of Florida, P.O. Box 118400, Gainesville, FL 32611-8400, 352.392.0463, Telecom@jou.ufl.edu. DEADLINE: November 1, 1999. Search is conducted under Florida’s open records laws; all documents are open for public inspection. Minorities and women are encouraged to apply. AA/EEO/ADA employer.

RICE UNIVERSITY
Department of Art and Art History
Historian of Ancient Greek/Roman Art
tenure-track or tenured position at the rank of assistant or associate professor
in a theme to include courses in the candidate's specialization. Interested candidates are invited to submit a summary statement of interest and a curriculum vitae by December 1, 1999. Review of applications will begin immediately and will continue until the position is filled.

JOURNALISM INSTRUCTOR

RIVERSIDE COMMUNITY COLLEGE
DEAN OF ACADEMIC AFFAIRS (2 POSITIONS)
required, under the supervision of the Vice President of Academic Affairs, to develop, encourage and administer academic programs in the college's 30 departments. Responsibilities include developing academic programs, program review, enrollment and fiscal management, and developing and writing institutionally-based proposals where appropriate. Post-award: supervise the staff in the Office of Sponsored Research and Programs to ensure sound fiscal management of funded projects, review accounts for appropriate expenditure categories and payroll distribution as budgeted in funded programs, and supervise accounting staff and review and modify accounts. Qualifications: a Master's degree minimum, Doctorate preferred, and 5 years experience in pre- and post-award grant administration, excellent interpersonal communication and writing skills; record of successful proposals; experience in implementing and managing grants and contracts, participation in and experience with institutional review boards related to research (IRB and IACUC). Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an equal opportunity employer. Salary $60,000 to $70,000, dependent upon qualifications and experience. Excellent benefits. Send or fax cover letter, resume & the names, addresses, and phone numbers of three references to Chair, Search Committee (P#2300-808), Human Resources, Plattsburgh State University, 101 Broad St., Plattsburgh, NY 12901-2681. Fax: 518-564-5060. Review of applications begins immediately & continues until position is filled.

LOS ANGELES CITY COLLEGE
The largest institution of the Los Angeles Community College District, celebrating its 70th anniversary, seeks nominations and applications for the position of Dean of Academic Affairs. Responsibilities: coordinate and supervise day-to-day pre- and post-award grant and contract activities at the College. Pre-award: encourage and work with faculty and staff in the development of all grants and contracts proposals identifying sponsors, reviewing guidelines, editing applications, preparing budget, scheduling and sequencing application production and processing, and develop and write institutionally-based proposals where appropriate. Post-award: supervise the staff in the Office of Sponsored Research and Programs to ensure sound fiscal management of funded projects, review accounts for appropriate expenditure categories and payroll distribution as budgeted in funded programs, and supervise accounting staff and review and modify accounts. Qualifications: a Master's degree minimum, Doctorate preferred, and 3-4 years experience in pre- and post-award grant administration, excellent interpersonal communication and writing skills; record of successful proposals: experience in implementing and managing grants and contracts, participation in and experience with institutional review boards related to research (IRB and IACUC). Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an equal opportunity employer. Salary $60,000 to $70,000, dependent upon qualifications and experience, excellent benefits. Send or fax cover letter, resume & the names, addresses, and phone numbers of three references to Chair, Search Committee (P#2300-808), Human Resources, Plattsburgh State University, 101 Broad St., Plattsburgh, NY 12901-2681. Fax: 518-564-5060. Review of applications begins immediately & continues until position is filled.

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Grays Harbor College
Basic Skills Instructor
Stafford Creek Corrections Center

Basic Skills Instructor to work within a correctional facility set to open 4/1/00. Contract position, full time. Bachelor's degree and successful teaching experience required. Master's degree and experience teaching ABEGED and ESL preferred. Screening begins 9/17/99 with an anticipated start date of 11/1/99. For complete position description and application procedure, contact:
Paulette Dodgen, Grays Harbor College
Human Resource Office, 1620 Edward B Smith Drive, Aberdeen, WA 98520
(360) 538-4218
e-mail: pdodgen@ghc.ots.edu
EOE

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from:
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Internet: EDRS@inet.ed.gov

Grays Harbor College
Building Maintenance Instructor
Stafford Creek Corrections Center

Building Maintenance Instructor to work within a correctional facility set to open 4/1/00. Contract position, full time. Minimum qualifications: Completion of a recognized apprenticeship as a journey worker. OR: full journey status in a union; OR four years applicable work experience. Vocational training may be substituted for work experience on a year-for-year basis. Strong interpersonal skills and the ability to work cooperatively with others. Preferred: Experience working with the building trades, knowledge of computer based maintenance programs and experience training/teaching. Screening begins 9/17/99 with an anticipated start date of 11/1/99. For complete position description and application procedure, contact:
Paulette Dodgen, Grays Harbor College
Human Resource Office, 1620 Edward B Smith Drive, Aberdeen, WA 98520
(360) 538-4218
e-mail: pdodgen@ghc.ots.edu
EOE

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Specific qualifications for each position are detailed in the position announcements. For more information, visit our web site at: http://valencia.cc.fla.us. To be eligible for consideration, an applicant must submit a completed Valencia Community College application, transcript copies, and a clearly identified written statement describing teaching concept of a learning-centered instruction.

APPLICATION DEADLINE: October 7, 1999

To apply, complete the application and send to:
CSU Monterey Bay
Human Resources Office
100 Campus Center
Seaside, CA 93955-8001

Broward Community College
Aviation Department Head
#333, South Campus

Master's degree, current FAA certificates, and a wide background in aviation and supervision required. Must have the ability to work with flight contractors and to oversee the growth of aviation programs. Responsibilities include overseeing an associate in Science degree programs that prepare students to become aircraft mechanics, pilots, air traffic controllers and aviation managers. Managing the Institute's budget, hiring, and supervision of faculty and staff. Teaching in one or more of the programs offered by the Institute and liaison work with appropriate aviation industry partners and other educational institutions. Salary $44,602. Closing date 10/15/99

Official resumes applications indicating the position title, position number and office transcripts must be received by 3:00 PM on October 15, 1999, to:
Broward Community College
Human Resources Dept.
225 E. Las Olas Blvd.
Ft. Lauderdale, FL 33301
or call 1(800)682-3646 for an official application.
Education Administration (Administrative & Organizational Studies) (Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational Leadership. A strong record of scholarship (publications, research, and possibly outside funding). Experience advising graduate students (masters, specialists, doctoral). Experience in directing doctoral dissertation research. Preference will be given to candidates with public school (or related) administrative experience. Preference for those with teaching or extension experience.

Responsibilities: Contribute to the research agenda in Educational Leadership and Higher Education. Teach graduate-level courses. Supervise graduate students (masters, specialists, doctoral). Chair doctoral committees and direct doctoral dissertation research. Curriculum development in the Educational Leadership area is also expected. Participate in program area development and the scholarly, academic, and collaborative activities.

Health Education (Health, Physical Education & Recreation) (Assistant/Associate Professor)

Qualifications: An earned doctorate in Health Promotion or Health Education preferred. Evidence of scholarly productivity and successful teaching experience required. Desire to teach and perform research in an urban setting. Proven ability to secure external funding.

Responsibilities: Teach graduate and undergraduate classes in Health Education and Health Promotion. Advise graduate students in Health Promotion and Wellness. Lead research efforts in Health Promotion and Wellness with special attention to urban and minority issues. Secure external funding for research efforts in Health Promotion and Wellness. Participate in collaborative projects.

Multicultural/Bilingual Education (Teacher Education) (Assistant/Associate Professor)

Qualifications: An earned doctorate in Multicultural/Bilingual Education or related field. Ability to conduct research in Multicultural/Bilingual Education. Publish and pursue grant funding opportunities in Multicultural/Bilingual Education.

Responsibilities: Pursue active research agenda in the area of Multicultural/Bilingual Education. Teach undergraduate and graduate courses in Multicultural/Bilingual Education. Participate in program development. Advise undergraduate and graduate students in Multicultural/Bilingual Education. Assume leadership for collaborative efforts with colleagues in the college, university, and professional communities. Participate in division, college, and university academic and collaborative activities.

Research Enhancement (Health, Physical Education & Recreation) (Assistant/Associate Professor)


Responsibilities: Coordinate and enhance research efforts in Health, Physical Education, and Recreation. Contribute externally-funded research in one or more of the following areas: Biomechanics, Exercise and Sport Psychology, Health, Motor Behavior, Physical Education Pedagogy, Sports Administration, Intersecting research efforts with other units in the university. Assist with graduate program development in HPER. Advise graduate students.

Science Education (Teacher Education) (Assistant/Associate Professor)


Responsibilities: Pursue an active research program in the area of Science Education. Teach undergraduate and graduate Science Education courses including science methods for teaching teachers. Supervise and direct graduate essays, projects, theses, and dissertations. Advise undergraduate and graduate students in Science Education. Assume leadership for collaborative efforts with colleagues in the college, university, and professional communities. Participate in division, college and university academic and collaborative activities.

Sports Management & Administration (Health, Physical Education & Recreation) (Assistant/Associate Professor)

Qualifications: Earned doctorate in Sports Administration or closely related field. Required: Previous experience in the following areas: Athletics administration, facility management, event management, sales, marketing, development and fund-raising, or legal issues. Previous university teaching experience or professional administrative experience.

Responsibilities: Pursue an active research agenda in sports administration. Teach graduate courses in Sports Administration. Advise graduate students. Supervise internships with appropriate colleges, universities, and professional organizations. Collaborate with other program areas in the division and College of Education to meet university goals.

Salary and Rank for above: Commensurate with qualifications and experience.

Application Procedure: Applicants are asked to send a letter of application, a current vita, and a one- or two-page summary of their research agenda. Make arrangements for three original letters of recommendation and official transcripts to be sent. Provide a list of additional references including addresses and phone numbers.

Submit applications and nominations to Search Committee Chair:
Office of the Dean 441 Education Bldg. College of Education Wayne State University Detroit, MI 48202-3489 Phone: (313) 577-8283 Fax: (313) 577-3606

Application Deadline: Review of applications will be immediately and continue until the position is filled. (Starting date: August 2000)

Institutional Background: Wayne State University is the major urban university in Michigan and is located in the heart of Detroit's cultural and medical centers. Wayne State University holds the prestigious rank of Carnegie Research University. It is one of the nation's leading research institutions and is committed to the research, teaching and service to urban issues. The college theme is: "The Urban Educator as a Reflective, Innovative Professional, who guides and develops its programs." The college is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. One of 14 schools and colleges at Wayne State, the College of Education currently enrolls about 3,000 undergraduate and more than 2,500 graduate and professional education students in approximately 34 different programs.

Wayne State University is an equal opportunity/affirmative action employer.
Executive Vice President
Aims Community College
Greeley, Colorado

Aims Community College invites applications for the position of Executive Vice President. The individual will report directly to the President. General responsibilities include coordination of College-wide policies, procedures, systems, committees and activities that lead the institution through shared decision making, quality improvement and recognition of success.

The College
Aims is a comprehensive local district community college in Greeley, Colorado, 45 miles north of metropolitan Denver. The three-campus college serves 14,000 students annually (4,000 FTE) in a service area that includes a population base of 300,000 plus residents.

Specific Duties
Within established mission and vision statements, responding to directives of the President including implementation and development of special projects (Supervising the areas of human resources, information technology systems, institutional planning and research, two campus deans and grant programs • Coordinating academic and student affairs programs and services • Coordinating and directing staff development programs • Directing and implementing the College’s strategic planning process and linking it to the budget planning process • Coordinating and developing comprehensive internal evaluation plans • Responsible for compliance with all federal and state regulations • Coordinating all college committees/task forces • Maintaining and coordinating college-wide policies and procedures • Assisting the President in determination of appropriate compensation practices for the College’s employees • Serve as the administrator in charge of the College in the absence of the President.

Criteria
Understanding of and commitment to the mission of the comprehensive community college in a local control district • Earned doctorate from an accredited institution preferred • Administrative leadership in a community college • Full-time community college teaching preferred • Leadership experience demonstrating a strong decision-making style that is based on collaborative relationships, team building, and experience with shared decision-making • Demonstrated management skills in entrepreneurial activities, human resources, financial management/ allocation of resources, strategic planning, team building and conflict resolution • Evidence of effective working relationships with local, state and federal agencies, other colleges and faculty and staff • Successful record of innovative education and management practices and a willingness to assume considered risks • Demonstrated concern for student needs and for open communications with students • Evidence of an understanding of the use and implementation of technology, in education and administrative settings • Successful record of participation in partnerships with various constituencies including business, public schools, universities and community groups • Sensitivity to diversity issues and a demonstrated ability to lead an institution in which differences are valued (bilingual, multicultural background a definite asset) • Superior written and oral communication skills • Evidence of successful support for community economic development • Demonstrated understanding of the role of the community college in international education

Application Process
Candidates should submit a letter of application in response to the criteria point by point, a resume and at least three professional references as well as any other pertinent information to: Ms. Diane Miller, Director of Human Resources, 5401 W. 20th St., Greeley, CO 80634.

APPLICATION CLOSING DATE: Friday, October 1, 1999
EMPLOYMENT START DATE: January 1, 2000 but no later than March 1, 2000

Information
Call Ms. Diane Miller at (970) 330-8008, Ext. 6434 • FAX (970) 330-6664 • E-mail dmillard@aims.edu • Website www.aims.edu

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- **BIND METHOD:** Saddle Stitched
- **KIND OF PRINTING:** Two Color Web
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Hispanic Outlook in Higher Education, P.O. Box 1598
210 Route 4 East, Paramus, NJ 07652

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TWIN CITIES-DEPARTMENT OF BIOCHEMISTRY,
MOLECULAR BIOLOGY & BIOPHYSICS
TENURE-TRACK ASSISTANT PROFESSOR POSITIONS

The University of Minnesota has a new $123 million initiative that will result in the construction of a new Molecular and Cell Biology Building and the hiring of new faculty in basic biological science departments over the next three years. As part of this new initiative, the Department of Biochemistry, Molecular Biology and Biophysics invites applications for several full-time, tenure-track Assistant Professor positions to start on or after July 1, 2000. The Microbial Biochemistry & Biotechnology Division seeks candidates who conduct research in either or both computational and experimental aspects of microbial genomics. The Molecular Biology Division seeks candidates who study basic mechanisms of transcription or genome replication and maintenance. The Reproductive Biochemistry Division seeks candidates using molecular biological and biophysical techniques to study glucose homeostasis in diabetes mellitus. The Structural Biology & Biophysics Division seeks candidates who investigate the structure and dynamics of proteins and/or nucleic acids, with primary emphasis on the techniques of high-field NMR, X-ray crystallography, and/or spectroscopy. For more details about these positions please contact http://mbbb.umn.edu/MBBB.

Successful candidates will be expected to develop strong externally funded research programs and will contribute to the undergraduate, graduate and postdoctoral training programs of the department. The ability to interact collaboratively among a variety of disciplines will be strongly encouraged. All candidates must have a PhD and/or MD degree. Desired experience includes at least two years of postdoctoral equivalent experience and a strong publication record. Successful candidates will be expected to maintain a high level of research productivity and will be expected to establish their own research program leading to the acquisition of extramural research support. Applications will be considered until the position is filled. Applicants should submit a curriculum vitae, statement of research interests, and letters of recommendation that consider both their research and teaching potential. By October 15, 1999, to MBBB Search Committee, c/o Mr. Jeff Schaub, University of Minnesota, Department of Biochemistry, Molecular Biology and Biophysics, 6-155 Jackson Hall, 321 Church Street, S.E., Minneapolis, MN 55455 or schaub@biosci.umn.edu.
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TEACHING HISTORY:
CUBA 101

It all started 15 months ago at the Hotel Jagua in Cienfuegos, a beautiful port city on Cuba's southern coast. I was indulging in yet another cup of Cuban coffee, chatting with colleagues and friends from the island and the U.S. who were attending a conference on the social history of the Cuban War of Independence — what we here usually misname as the Spanish-American War. The conference, organized by the University of Michigan Regional Archives Project, directed by Rebecca Scott, and the Cienfuegos branch of the Union of Writers and Artists of Cuba (UNEAC), directed by historian Orlando Garcia Martinez, had been a huge success.

It had brought together 12 scholars living in Cuba, the U.S. and Europe who shared their papers in advance to exchange ideas and promote collaboration. A packed audience took over the modest installations of the provincial archive every morning to listen to the presentations and to participate in the discussions.

For someone like me, who left the island only in 1992, the conference had additional meaning. It was the first time a Cuban organization invited me officially to participate in an academic event. Six long years had passed, but it was finally back.

The conference’s success was based not only on the quality of the presentations, or even the careful work of its organizers. We were discussing topics that are as relevant for Cuba’s past as they are for Cuba’s future: the ambiguous meanings of race; the process of defining citizenship rights; the contested notions of what the nation should be. These topics are passionately debated on the island, where interpretations of the past are frequently used to assess the uncertainties of the future. In Cuba, history is not buried in libraries or confined by thick university walls; it is alive and public, exposed to the contributions and readings of everybody.

Thus it made sense that the idea of teaching a formal summer course about questions of race, citizenship, and nationhood in Cuba would come up. Yet doing it seemed nearly impossible. We had to obtain authorization from Cuban authorities, secure funds to cover all expenses, find a way to publicize the seminar with the island, devise a system which, despite the lack of reliable communications between Cuba and the U.S., allowed all project faculty the chance to select the students from a pool of applicants. And all in roughly one year.

It was agreed that Orlando Garcia would be our coordinator in Cuba and I in the United States. Rebecca Scott, from the Biblioteca Nacional José Martí in Havana, completed our working group. Two tasks were obvious priorities: Garcia had to obtain approval for the seminar in Cuba. We had to get funds in the U.S., a task for which I took responsibility. We succeeded on both fronts: UNEAC decided to sponsor our event, yet another example of that organization’s commitment to serious academic and intellectual exchanges. And in the U.S., Dr. Andrea Panzeri, executive director of the Christopher Reynolds Foundation, encouraged us to submit a full proposal, later funded. The John D. and Catherine T. MacArthur Foundation gave us a grant. With the competent assistance of folks at the USF Research Foundation, we managed the whole operation from here.

Several months later, in June, six graduate students from universities in the U.S. (Michigan, NYU, Columbia, UCLA, and Pittsburgh) met in a room with eleven Cuban junior scholars selected from a pool of thirty applicants. We had invited historians Paul Kramer, from Johns Hopkins University, and Michael Zeuskie, from Universitat zu Köln, in Germany, as guest faculty.

The seminar held three-hour daily sessions for two weeks. U.S. students were at some disadvantage; all sessions were conducted in Spanish. But the Cuban students had to read what was described as an "enormous" amount of material in English. We tried to be fair.

The seminar accomplished its main purposes. It gave younger Cuban historians easy access to a recent body of literature published abroad. Thanks to the foundations, we provided free books and course packages to all participants. Transporting bulky material to Cuba was a challenge, so we divided it among the U.S.-based students and faculty.

The seminar also sought to create “horizontal” links and networks among young historians in both countries, for these groups rarely encounter each other. Cuban junior historians know of U.S. professors and their work; U.S. graduate students know the writings of Cuba’s most established scholars. We wanted to help break the isolation in which junior scholars work in each country. Members of several informal groups created since the seminar continue to exchange information and points of view.

More important, perhaps, this was a rare occasion on which U.S.-based and Cuban-based students and faculty joined in a common educational effort. We hope not the last. In a sense, we made history while studying history.

You never know what a determined group of scholars can accomplish when they share a dream over a good cup of steaming Cuban coffee.